

# **Trends in the process of Universalizing Elementary Education in Rajasthan**

**– The context of SSA**

**(A study based on statistical data  
compiled by DISE over a period of 6 years)**

**Period: 2007-2013**

**2013**



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## INTRODUCTION

Elementary Education in Rajasthan is like a Whipping boy, receiving blows from different academic and non-academic entities, which lose no time in advancing their critical comments to tear apart the fabric of elementary school system, both in pedagogic and structural terms. The mainstream elementary education is akin to a stream, the purity of which continues to be adversely impinged upon by polluting elements of different hues who, in the name of sustaining its even flow, don the gauntlet of its saviors with the claim to protect it from further stagnation, in which, as per their pitying instinct, the elementary education system has already drowned. Elementary education receives brickbats from all and sundry- academics and non-academics, officials and non-officials, in profession or retired educational personnel, in fact, all real or pretending stakeholders, the social activists and NGOs, relentlessly engaged in picking pitfalls in the system, but seldom with a word of praise. The most vehement critics have often been found to be the persons who were once the part of the system, be they teachers or officials, and now with a cushion of non-accountability, have the freedom to condemn it as a lost phenomenon with little or no hope to survive.

The question is whether the state of elementary education in the state has reached irreversible stage and that nothing can be done to liberate it from the stranglehold of stasis in which the system has supposedly fallen. The best way to find out the reality in this realm is to go into the alleged weaknesses or claimed strong points, as manifested through the available statistical data,

related to monitorable indicators and compiled by DISE, over a period of six years during which the SSA has been actively involved through funding various academic and infra-structural activities at elementary school level. Upward or downward trend to be revealed through in-depth analysis of the data in the realm of universalizing quality elementary education, as envisaged under the SSA, will establish the truth behind chest-beating chorus to down play the very relevance of efforts at universalisation on the one hand and the validity of such efforts in bringing elementary education to the doors of the poor and the needy, on the other.

At the outset, it may be mentioned that in the realm of elementary education, both government managed schools as well as privately owned schools have been active. Thus, private schools, along with government owned schools, have been actively involved in the universalization process, and hence both types of schools have been contributing their bit in the campaign (Abhiyan) for making elementary education available to all children of school going age (Sarva Shiksha). But private schools, though part of the campaign, do not receive financial support under the SSA for school development activities. The SSA supports government managed schools, since these schools do constitute the mainstream of elementary schools and are the main-stay for the education of the children belonging to deprived sections of the society. In government schools, the education is free besides being compulsory; in private schools free education is non-existent, as besides providing education to children- a laudable act indeed, the profit motive is integral to privately managed school system, even under so-called charitable dispensations. Logically therefore, SSA funds made available exclusively for government managed schools is justified. Private schools have enough funds through fee and other charges in the name of development activities, to manage themselves. Having said this, one has to see as to what extent the SSA funds and facilities have indeed helped the campaign for universalizing elementary education and if not, what could be the reasons for not achieving the desired results. This precisely is the purpose of the attempt being made here through the analysis and assessment of the status of elementary education in Rajasthan, using DISE data for the last six years (2007 to 2013).



## COMPONENTS OF ELEMENTARY EDUCATION

Elementary education system has the following basic components:-

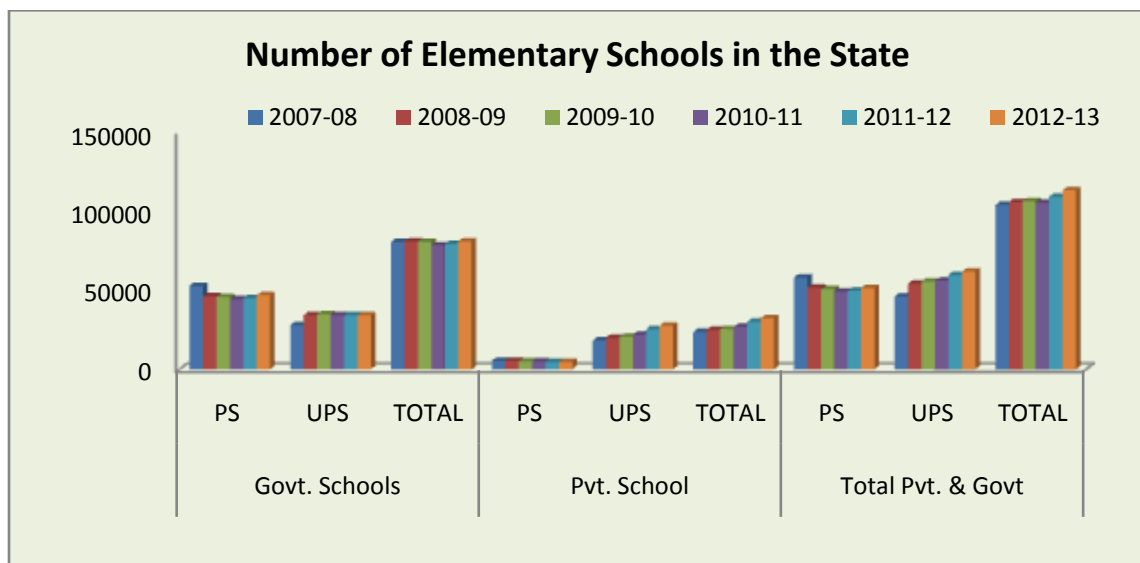
1. The schools
2. Teachers
3. Enrollment

The above components characterize the contours and contents of elementary education. There is a dialectical relationship between contours and contents. Contours include the form and dynamics of the school system, while contents determine both the form and dynamics of educational processes. The schools are the form or the structural dimension of elementary education and their development in terms of wherewithal is part and parcel of their dynamic nature i.e. progress both in physical and academic realm. The teachers and enrollment are the contents which provide dynamism to the structure (the schools) in order to make them move forward for achieving the objectives of their existence – the education of the children enrolled therein. The data compiled on the basis of deterministic interaction between contents and contours of the school system, is to be seen and analyzed, keeping in view the dialectics of their interactive relationship. In this study, it is proposed to take up the above stated components for in-depth analysis of related DISE data to critically examine their respective and collective role in universalizing elementary education under the SSA.

## 2.1 The Schools

The elementary education system, structurally speaking, has two such components i.e. primary and upper primary levels of schools. Primary schools provide education from I to V standard catering to the educational needs of children in the age group of 6 to 11 years. Pre-school education still continues to be in the domain of Angan Wadis, by and large, though gradually, it may become part of primary education system. Upper primary schools are centres of education from Class VI to VIII. All upper primary schools do have primary section. In recent years, quite a large number of primary schools have been upgraded to upper primary status in the state and this process is getting momentum over the past few years. Yet, there are still quite a large number of primary schools (both under government and private management). As per RTE norms, there has to be a primary school within a distance of 1 kilometer from a habitation, while for upper primary school the distance may be between 2 to 3 kms. The upgradation process does bring an upper primary school within 1 km. range and hence it is helpful for sustainable elementary education upto Class-VIII. Table 2.1 gives details about the number of elementary schools in the State:

**Graph-2.1**



As is evident from the table 2.1, the total number of schools in the year 2012-13 stood at 113101 out of which 80787 (71.4%) were schools under government management. The total number of schools in the year 2007-08 was 104031 with government owned schools constituting 80456 (77.3%). In absolute terms therefore, over a period of six years, the number of schools increased by 9070 i.e. there was around 8.7% increase in the number of schools. The process of increase in the number of schools in absolute terms had been consistent throughout the period of six years (2007-08 to 2012-13). In the realm of schools owned by the government also there was an increase in the number from 80456 (in the year 2007-08) to 80787 i.e. there was an increase of 331 schools during this period. In percentage terms the increase could be termed as minimal though in the same period quite a few UPS had been upgraded to secondary level. During the corresponding period of six years, the number of schools under private dispensation went up from 23575 (in the year 2007-08) to 32314 (in the year 2012-13) i.e. an increase of 8739 (37.0%) which indeed was quite impressive. It may, however, be noted that even in the realm of government owned schools, an upward trend in the number of schools was noticed during the year 2010-11 and 2012-13. During this period the number of government schools went up to 80787 from 78460 i.e. an increase of 2327 schools. This increase could be the consequence of raising new schools during this period.

The number of private schools went up by 5584 during 2010-11 to 2012-13. In their case it was 20.9% increase as compared to the increase in the case of government schools, which was only 3.0%. This mushrooming of schools in private sector was indeed phenomenal and made substantial contribution in the universalizing process of elementary education. It will however, be wrong to conclude on this basis that private schools would soon replace government schools in the realm of mainstream elementary education, since the government schools are and will remain the main-stay of education for the children of deprived sections of the society. Private schools have a limited scope

of incremental growth and these can hardly be a substitute for government schools which have a wide range in this realm. Be it as it may, the fact remains that during a period of six years, the number of elementary schools has gone up by 8.7%. This however, is not enough in view of the number of children still remaining out of school for which more schools are needed in areas still remaining out of reach owing to geographical hindrances.

## **2.2 Primary and upper Primary schools**

### **(a) Primary Schools:**

Looking at the number of primary schools in absolute terms, there is noticeable declining trend. Primary schools in the year 2007-08 numbered 58060, and their number came down to 51456 in the year 2012-13 i.e. a decrease of 6610 (11.4%) schools over a period of 6 years. It may be surmised that the decrease in the number of primary schools is owing to their up gradation to upper primary level. It is, however, a fact that during the last two year (2010-11 and 2012-13) there has been an upward trend in the number of primary schools. Their number went up to 51450 (in the year 2012-13) from 49210 (in the year 2010-11) i.e. there is an addition of 2240 new schools during this period.

Out of 51450 primary schools, 46733 (90.8%) are under government management. The number of primary schools under government dispensation was 52694 in the year 2007-08 which came down to 46733 in the year 2012-13 i.e. there was 11.3% decrease in their number over a period of 6 years. During the same period, the percentage decrease in the number of private primary schools was 12.1. It may also be noted that while the number of primary schools under government management increased during the last two year (from 44196 to 46733) in the case of private primary schools, in fact the number came down to 4717 from 5014. Though there was slight increase in



the number during the year 2011-12 and 2012-13. It is a significant pointer to the limited role of private sector in the realm of elementary education at least at the initial phase (at the primary level).

**(b) The Upper Primary Schools:**

The total number of upper primary schools at the end of 2012-13 is 61651 (inclusive of private upper primary schools). UPS under government management are 34054 i.e. 55.2% in the total. The remaining 27597 (44.8%) are under private ownership. In the year 2007-08, the number of UPS under government's ownership was 27762 i.e. 60.4% in the total number of UPS. The share of private UPS was 18209 (39.6%). It is interesting to note that the share of government owned UPS has come down to 55.2% (in the year 2012-13) from 60.4% in the year 2007-08, while during the same period of 6 years, the percentage of private UPS has gone up from 39.6% in the year 2007-08 to 44.8 (in the year 2012-13)%. It may however, be noted that there has been an increase of 15680 UPS in the 6 year period in absolute terms. In private sector, the increase is by 9388 while under government dispensation, the increase is by 6292 schools . The growth of UPS under private sector has been faster than that of UPS under government management. It may also be noted that there has been a little slowing down in the growth of government UPS during the year 2010-11 and 2012-13 (the number came down to 34054 (in the year 2012-13) from 34264 (in the year 2010-11). This may be attributed to the process of up-gradation of government UPS to the secondary level.

A critical appraisal of statistics in relation to the number of elementary schools in Rajasthan during a period of six years reveals that while at the primary level, the number of schools has declined both in the private as well as government sector, in the realm of UPS there is an upward trend. It may also be noted that in the realm of primary schools the government's efforts in the year 2010-12 and 2012-13 has shown slight improvement since the number of

government primary schools has increased during this period, though the private sector appears to have lost interest in raising new PS as their number has come down drastically during this period, thus affirming the apprehension about private sector's limited role in universalizing elementary education.



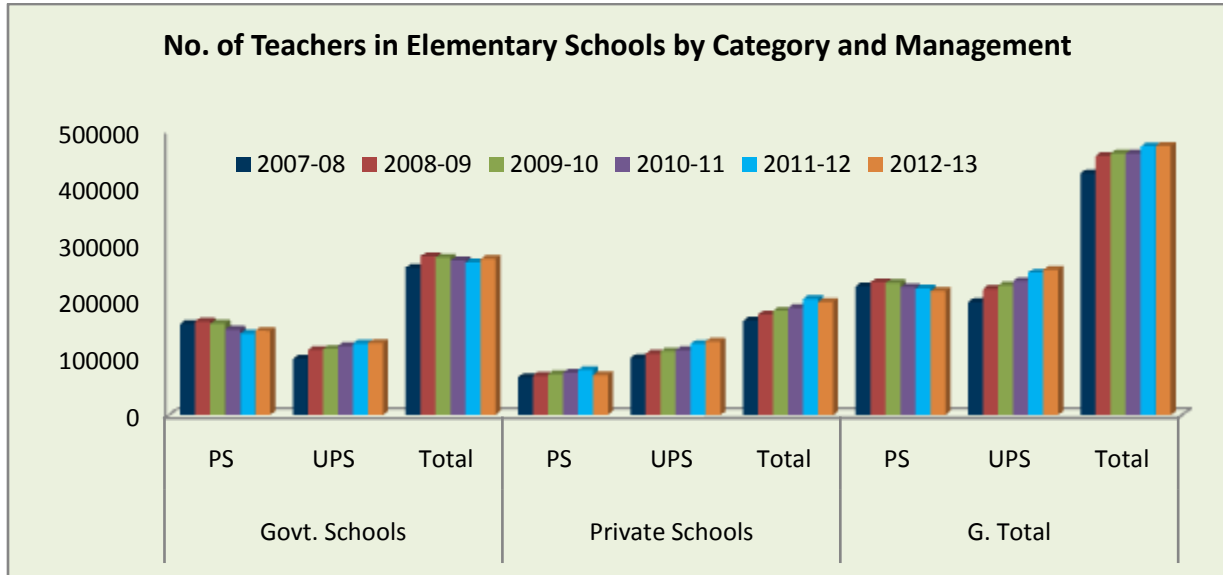
## THE TEACHERS

Teachers in schools are like sailors, who keep the boat sailing towards the destination facing waves of turbulence in the vast sea of elementary education. A school without teachers is a misnomer and a body without soul. Teachers are like life saving drug without or in the paucity of which the school may go into the state of coma and only the teachers have the talismanic power to stimulate it into action. Despite this inalienable connect between the teacher and the school, teachers are, however, the recipient of ridicule and often humiliation at the hands of stakeholders in the realm of elementary education. It is a fact that ills supposedly afflicting elementary education are attributed to teachers' alleged inefficiency, lack of commitment and irresponsible attitude, busy as they are, as per generally held perceptions, for seeking "suitable" postings, by greasing the palm of the powers that be. The teachers, particularly in government elementary schools, are thus, the victims of continuous onslaught from all sides. The negative image has got stuck with their persona, and despite routine glorification of some lucky ones among them on Teacher's day, they remain largely at the receiving end in the system.

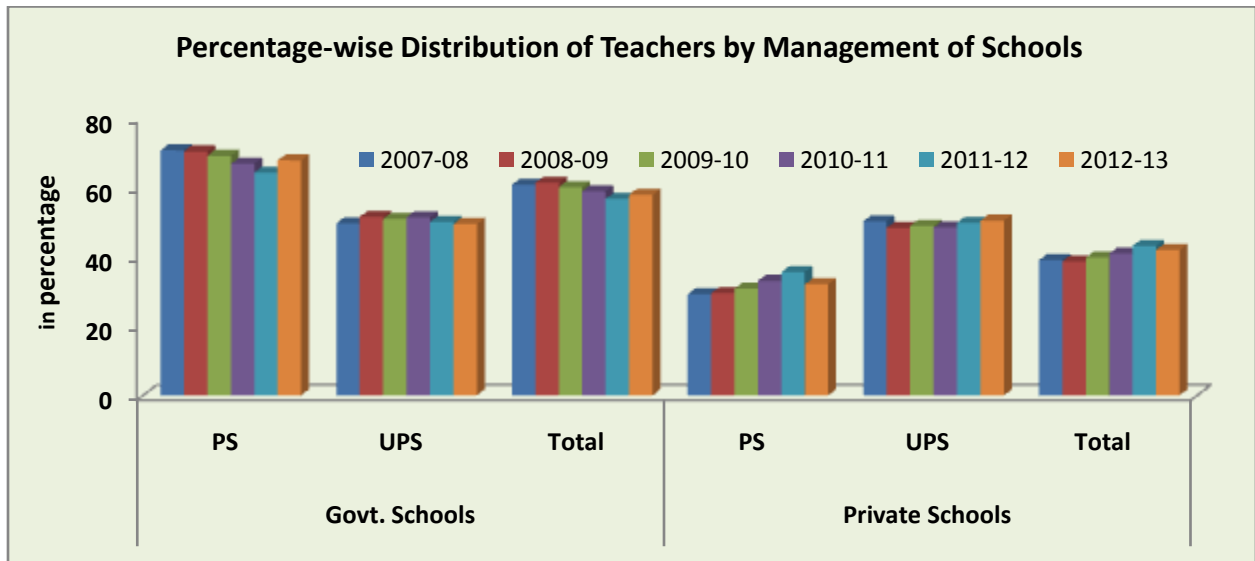
Having said this, a look at teachers' numerical strength in the realm of elementary education becomes necessary, in order to ascertain whether this number is adequate enough to meet the requirements at the desired level. The tables 3.1 to 3.3 give an account of teachers' numerical strength, both in government and private primary and upper primary schools over a period of six

years (2007-08 to 2012-13) by school category and management and gender distribution.

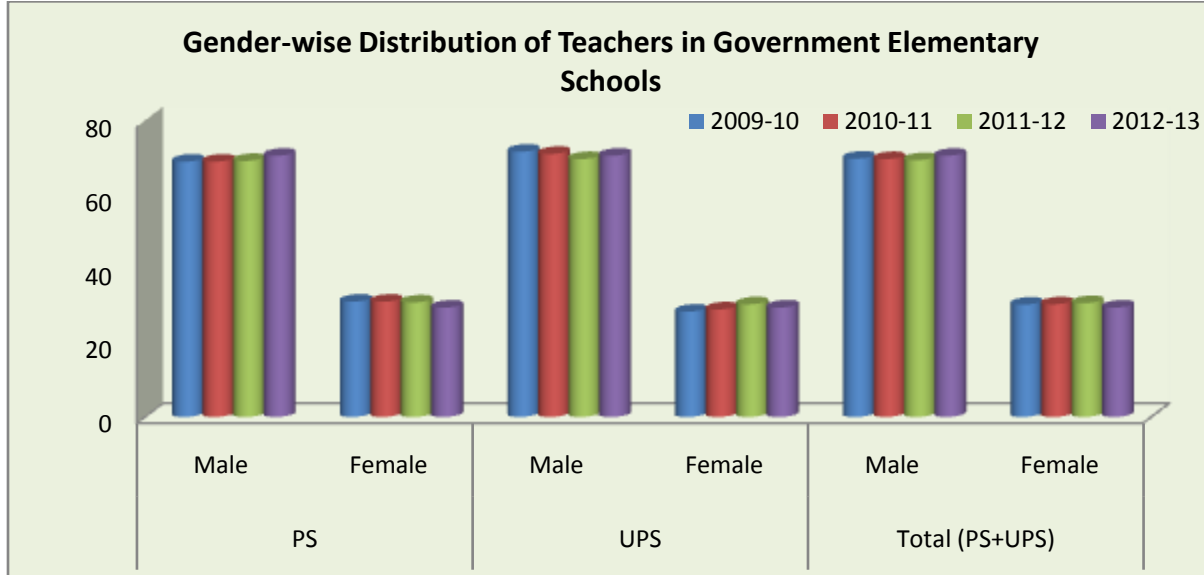
**Graph -3.1**



**Graph-3.2**



**Graph-3.3**



As evident from Table-3.1, there has been an upward trend in numerical terms with regard to the placement of teachers in elementary schools. Taking 6 years span into account, the number of teachers placed in elementary schools (both private and government schools) has gone up from 425143 in the year 2007-08 to 473344 by the year 2012-13 i.e. an increase of 48201 teachers. There are 113101 elementary schools in the state as per data available for the year 2012-13. Thus presently there are 4 to 5 teachers per schools, though the placement of teachers and their ratio vis-à-vis the school differ from primary and upper primary schools. There is a provision for subject teachers at the upper primary level and more teachers are placed in these schools. Quite a few primary schools still remain one teacher-schools, though in a majority of cases, there are atleast two teachers per primary school.

### **3.1. Distribution of Teachers:**

It may be noted that the number of teachers at the primary level schools has been declining in government schools, though in private schools there is an upward trend (upto the year 2012). Initially during the years 2007 to 2010,

the number of teachers in primary schools in absolute terms increased every year, though in government primary schools, the trend reversed in the year 2010. Strangely, however, by the year 2012-13, the number of teachers in absolute terms came down, while during the same period, the numerical strength of teachers in government primary schools (particularly in the year 2013) went up considerably. In private primary schools, the numerical strength of teachers came down to 69972 in the year 2013 from the high of 79196 in the year 2012, while in government primary schools the number of teachers increased to 147879 during this period from the 2011-12 position when the number stood at 143141. This should be seen in the context of the number of primary schools under government and private management. During this period, the number of primary schools under government management also increased by 1748, though showing an upward trend, the private management also brought 60 primary schools in their kitty, but despite this increase in the number of schools under private management, the number of teachers placed in private primary schools went down, as stated above.

The placement of teachers in schools as per school's category is important, since it reflects the concern of the educational administration about the needs and requirement of primary and upper primary schools. The percentage of teachers placed in primary schools has consistently come down over a period of six years, while at the upper primary level, the percentage of placement of teachers has shown an upward trend as shown in table no.3.2. Coming to management criterion of schools, we find that in government primary schools, the declining trend in the placement of teachers therein has been reversed in the year 2013, the sliding trend in private primary schools vis-à-vis the percentage of teachers' placement has nose dived from 35.6% to 32.1%.

It may also be noted that in terms of percentage in absolute terms, out of the total number of teachers in the realm of elementary education, 54% have

been placed in upper primary schools. 58% of the total number of teachers work in government managed schools. Obviously, the government sector, both in the number of schools and the numerical strength of teachers, continues to play a major role in universalizing elementary education.

### **3.2. Gender-wise distribution of teachers in Government Schools**

It is a matter of serious concern that the percentage of female teachers in the elementary sector of education continues to be lamentable (Table-3.3). The percentage of female teachers remains within 31% at the primary stage. It is indeed regrettable that despite claimour for gender equality, and emphasis on girls' educations, there is no serious effort to recruit more female teachers. This sector remains highly dominated by male teachers. We do not have data about gender-based distribution of teachers in private schools. The fear is that in their context too, the situation may not be qualitatively different.



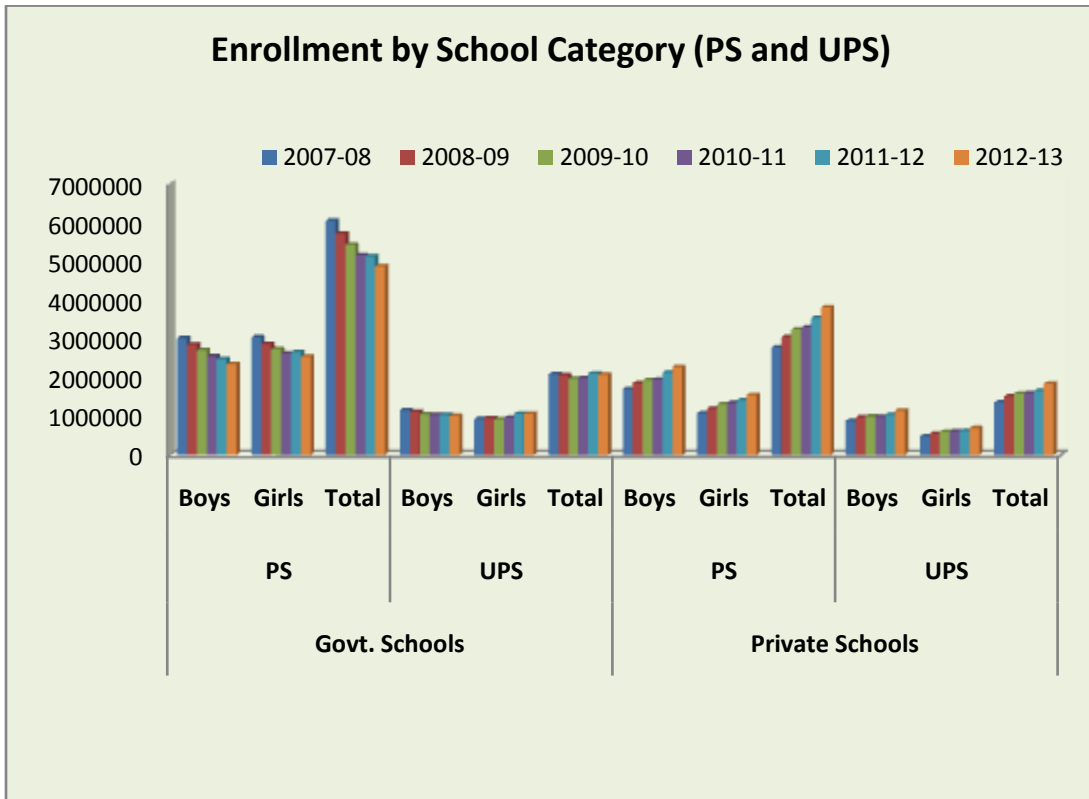
## ENROLLMENT

The status of enrollment in elementary schools will help in exploring the extent of achievement or otherwise of the SSA in Rajasthan in the universalization of elementary education. The schools without students are akin to barren edifice and teachers in such a situation live life without purpose. Students infuse vibrations in the edifice and teachers' life becomes purposive through interaction with students. Since both government and private schools are the players in the realm of elementary education, it is worthwhile to have a look at the enrollment status in absolute terms and also separately for government owned and private schools. The trend in enrollment will also be discussed in exclusive terms for primary and upper primary stages taking into account social category-wise distribution too.

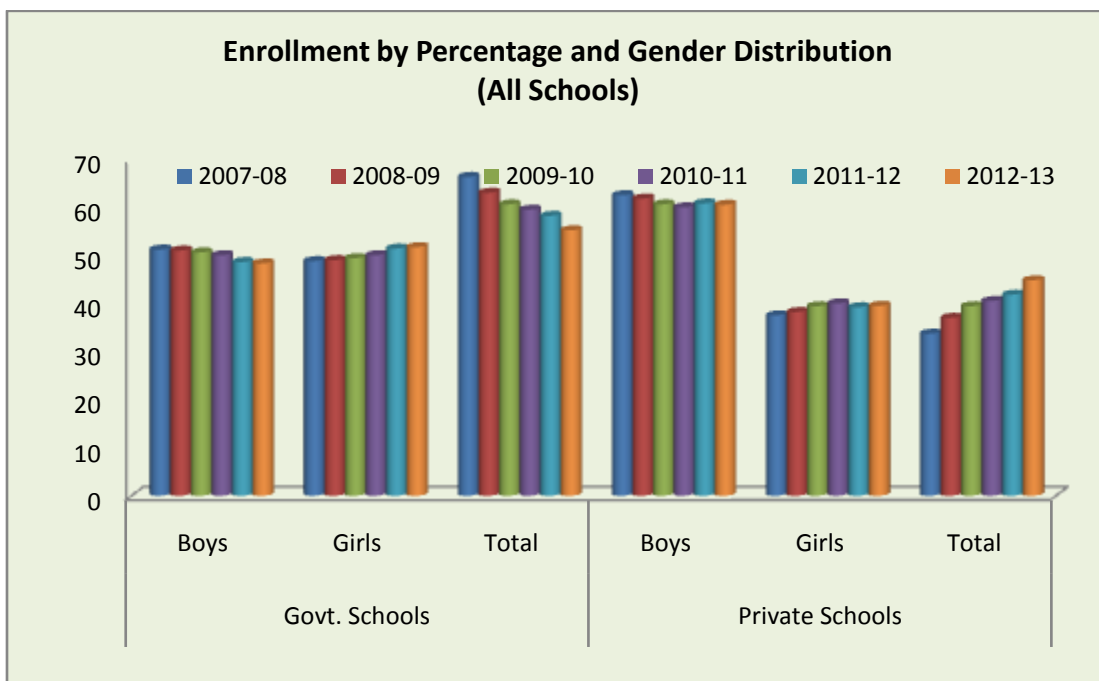
The tables nos. 4.1 to 4.5 give enrollment status during the last six years (2007-08- 2012-13) in absolute terms and also separately for private and government managed schools, with gender-wise distribution.



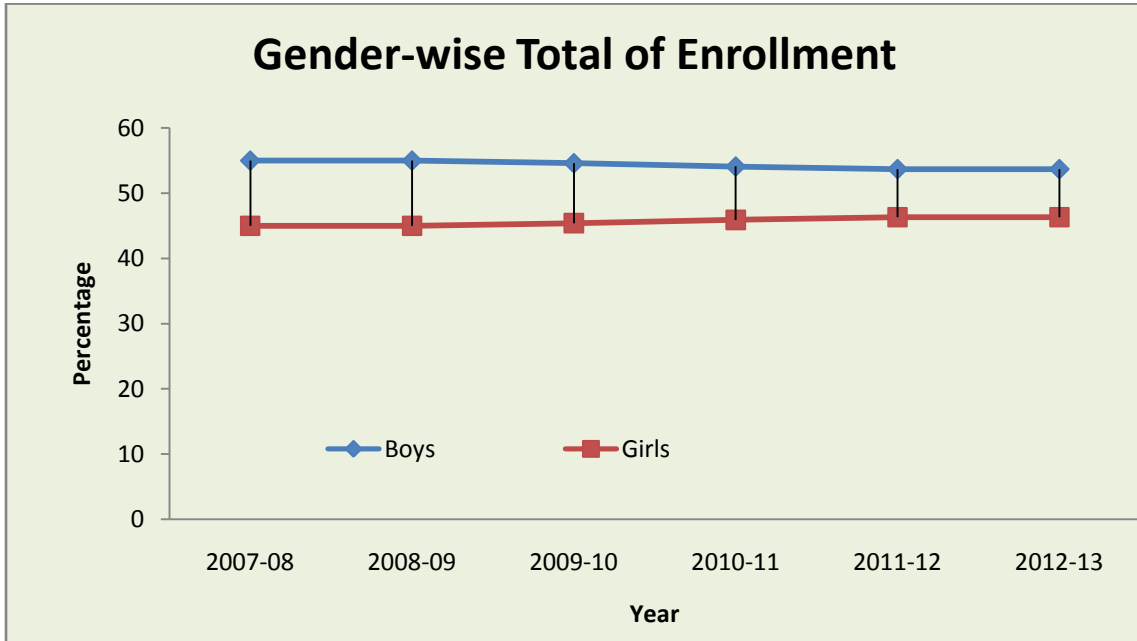
**Graph – 4.1**



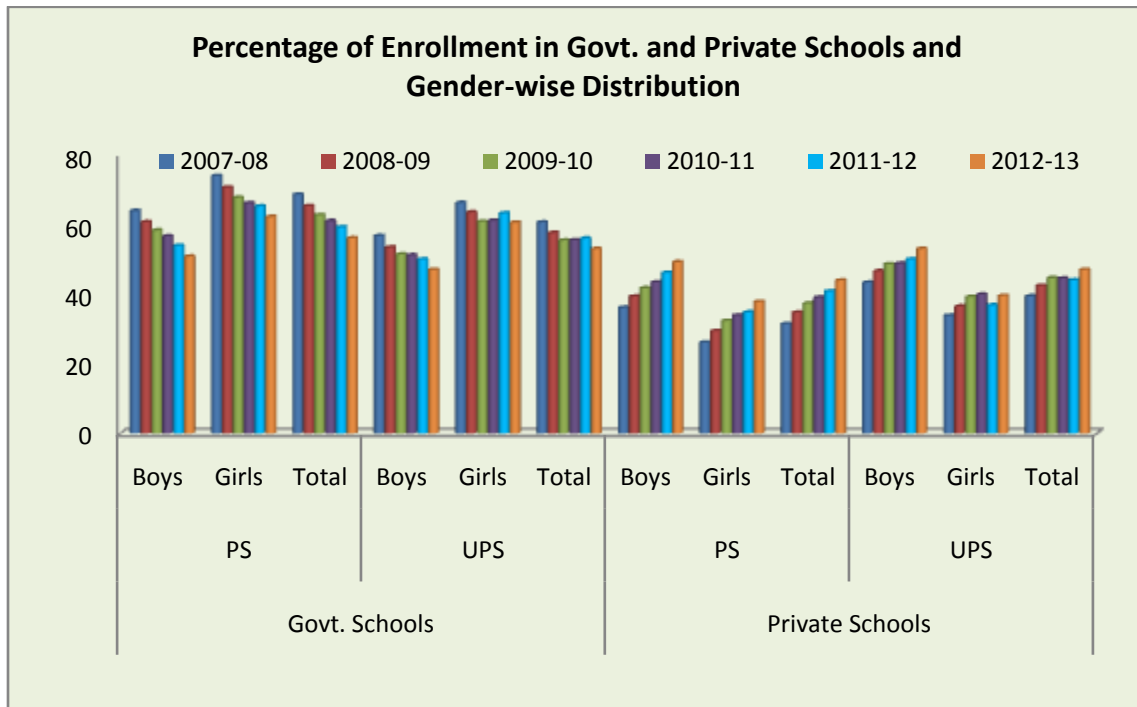
**Graph – 4.2**



**Graph – 4.3**



**Graph- 4.4**



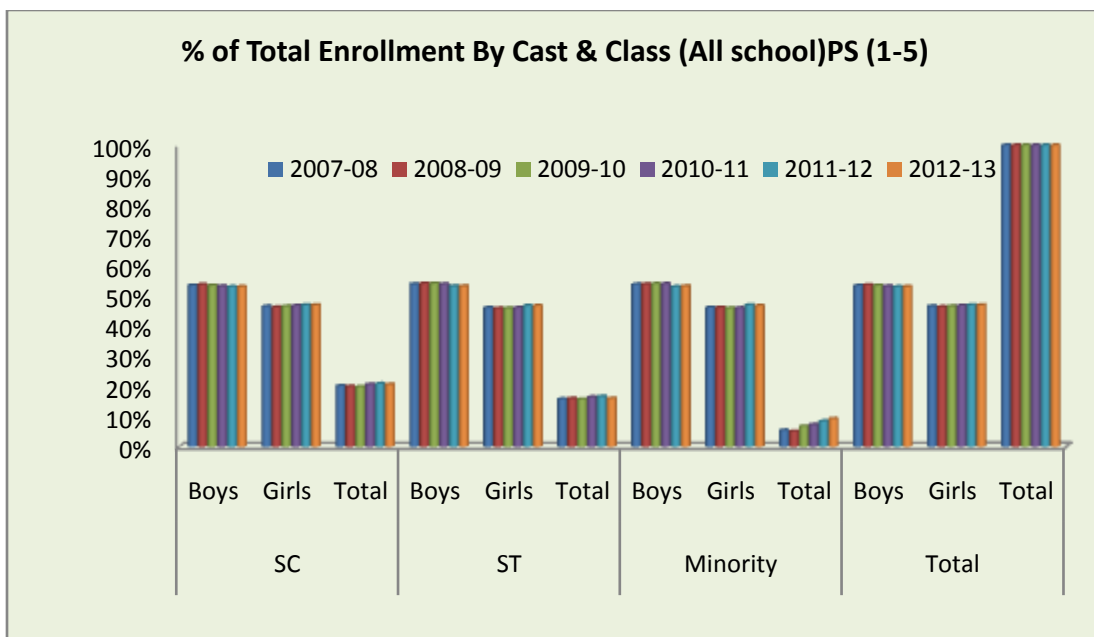
#### **4.1 Enrollment: Management, Category and Gender wise Distribution**

During the last six years, the trend in enrollment in absolute terms has been upward except in the years 2009-10 and 2010-11 when there was a drop in total enrollment as shown in Table-4.1. Speaking holistically, however, the enrollment has gone up from 12246724 (in the year 2007-08) to 12566992 (by the year 2012-13). There has been consistent drop in the enrollment pertaining to government managed schools, both at the PS and UPS levels (Table-4.2). During the same period of six years, the enrollment in private schools (both PS and UPS) has been consistently increasing (Tables-4.2). Gender-wise too the same trend is visible in government schools vis-à-vis private schools (Table-4.3). Unfortunately, the government schools (both PS and UPS) have shown declining percentage of enrollment of boys. This trend is visible in the case of private schools also. Boys' enrollment in percentage terms has come down to 48.3% (in the year 2012-13 from 51.2% (in the year 2007-08) in government schools. Similarly in private schools boys have slipped to 60.5% in the year 2012-13 from 62.5% (in the year 2007-08) (Table-4.3). In absolute term also the boys enrollment has tumbled down to 53.7% in the total (in the year 2012-13) from 55% (in the year 2007-08). The percentage of girls enrollment has, however, registered an upward trend in both private and government schools and also in the absolute total. It is, however, a fact that girls continue to remain less than 50% in private school, though in government schools they now constitute 51.7% in the total enrollment in government schools. In absolute terms their percentage is around 46%-47% in the year 2012-13. It is a marginal improvement in the status of girls' enrollment over a period of six years (from 45% to 46.3%) as per table no.-4.3. The gender-wise distribution of enrollment in absolute terms in numbers both at the primary and upper primary levels and percentage-wise distribution of boys and girls among government and private schools are given in Table-4.4 and 4.5 respectively.

#### 4.2. Social Category-wise Enrollment:

It is true that enrollment in government primary and upper primary schools has dropped over the year, though in absolute terms there has been an upward trend, the private schools being the sole beneficiary in this realm. In this context, it is worthwhile to look at the enrollment trend by social categories i.e. SC, ST and minorities. The table nos. 4.6 to 4.13 give details in this regard :-

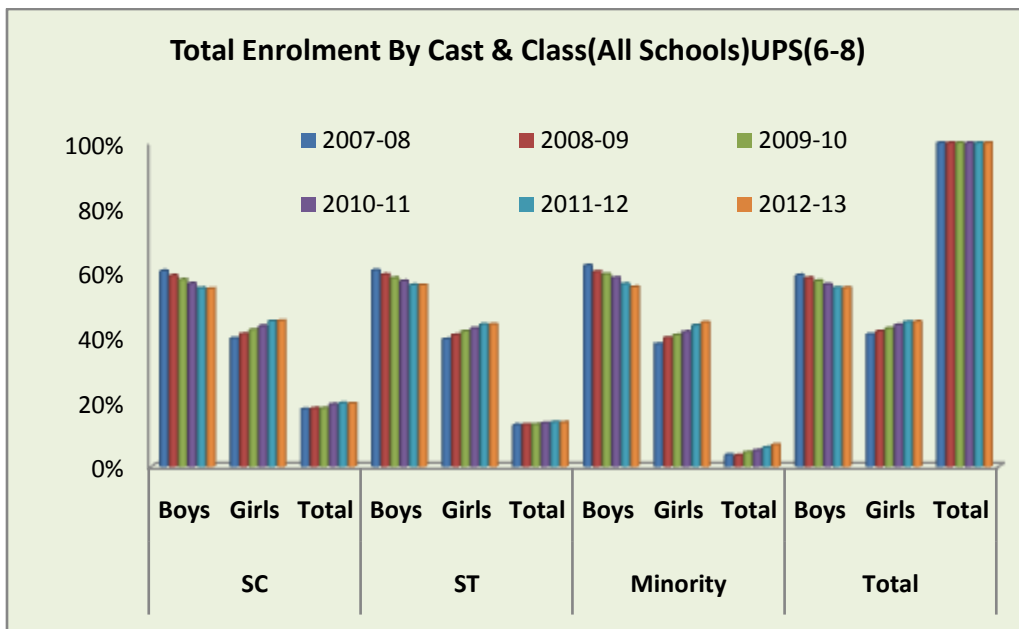
**Graph- 4.5**



As is evident from Table no.-4.6, the total enrollment (all schools) in the year 2007-08 at primary level was 8807926 (53.4% boys and 46.6% girls). Out of this total, 20.1% were SC followed by 15.8% ST and 5.4% minorities. Girls in the total enrollment of SC children constituted 46.5% while the percentage of girls in the total enrollment of ST children was 46%. Almost the same percentage was of girls' enrollment among minorities children (46.1%). Thus across the social categories (SC, ST and minorities), the average of girls enrollment stood at around 46%. In the enrollment in absolute terms (total enrollment of girls) the SC girls accounted for 20% and ST girls percentage was

15.6%. The girls belonging to minority community constituted 5.3%. One finds that enrollment in percentage terms of SC and ST children made marginal difference over a period of 6 years as is clear from the table. But the enrollment of minority children at primary level showed consistently an upward trend. It was 5.4% in the year 2007-08 and went upto 9.2% by the year 2012-13. It is indicative of growing awareness in the minority community about the significance of education. It may also be noted that enrollment at the primary level among social categories (SC, ST) has either remained static or has declined to some extent, while among minority children, the enrollment in absolute terms has gone upto 801267 in the year 2012-13 from 475072 in the year 2007-08 – an increase of 326195 children (40.7% increase). In absolute terms, however, the enrollment has shown an upward trend during last two years.

**Graph- 4.6**



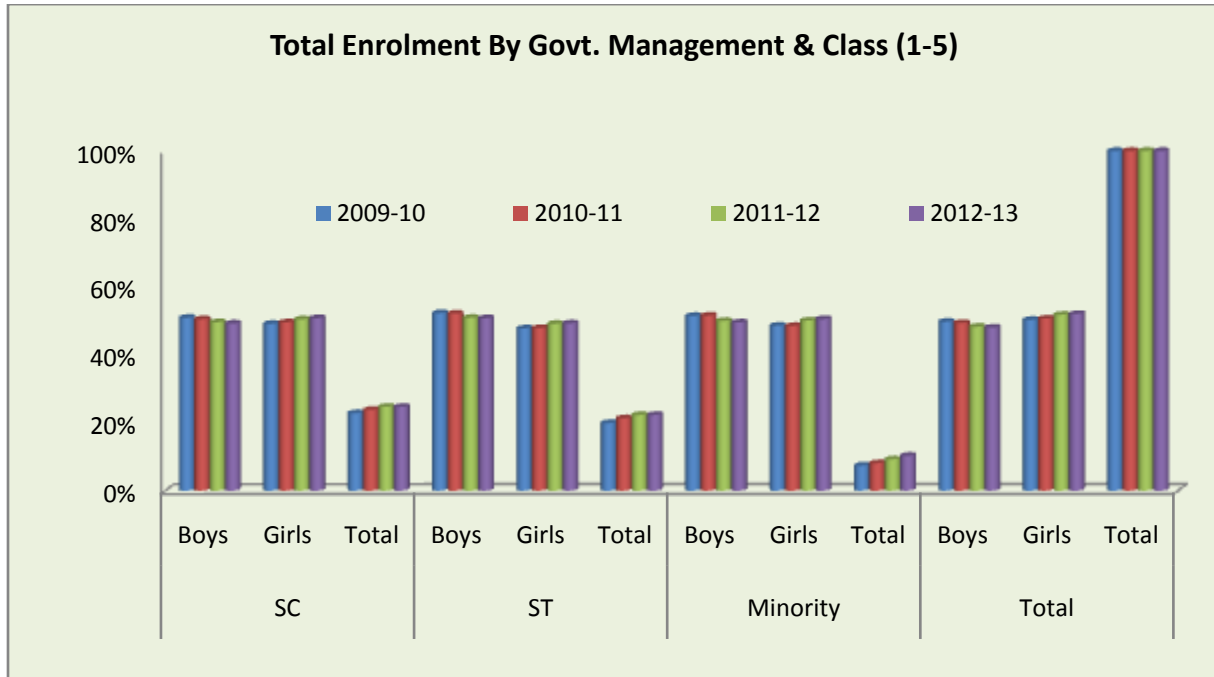
Coming to upper primary level, as shown in Table-4.7, the enrollment in absolute terms has gone up during the last 6 years – a point already discussed earlier. As for the social categories, there has been an upward trend both

among the SC and ST except in the year 2009-10 in SC category when a slight drop in the enrollment of SC children was noticed. Among the minorities also the enrollment has gone up during the last 6 years (except in the year 2008-09). Genderwise, the percentage of girls in the total SC enrollment was 39.6% in the year 2007-08 which went on increasing every year reaching 45% by the year 2012-13. Among ST children, the enrollment of girls was 39.3% in the total number of ST children in the year 2007-08 which increased to 43.9% by the year 2012-13. In minority category also, the percentage of girls in the total number of minority children was 37.9% in the year 2007-08, which jumped to 44.5% by the year 2012-13. Needless to say the percentage of boys in the total enrollment of all social categories went down every year corresponding to the increase in the percentage of girls.

The percentage of girls belonging to SC, ST and Minorities in the absolute total of girls enrollment was 17.2%, 12.4% and 3.3% respectively in the year 2007-08, while these percentages became for SC 19.6%, for ST 13.4% and for the minority girls, it was 6.7% by the year 2012-13. Thus the girls enrollment in these social categories registered upward trend in the total enrollment also. This indeed is a significant pointer to a satisfactory development in the realm of girls' education at the upper primary level among educationally backward communities.

It is evident on the basis of statistics that enrollment of SC, ST and minority children, particularly girls has shown an upward trend – marginal at the primary level, but significant at the upper primary stage. Now the question is as to what has been the role and contribution of government versus private schools in this realm.

**Graph- 4.7**



**4.3. Government Primary and Upper Primary Schools:**

Taking the primary schools first (Table-4.8), it is noted that there has been fluctuating trend in the enrollment of SC children since the year 2009-10 with effect from which data is available. The total enrollment of SC children in the year 2009-10 was 1236643 out of which 49.1% were girls. The figure came down to 1200757 in the year 2012-13. But in the year 2009-10, the SC children constituted 22.8% in the total enrollment in government primary schools. This percentage went upto 24.6% by the year 2012-13. It means that there was deficit in the enrollment in absolute terms, but the percentage of SC children in the total consistently increased from 22.8% in the year 2009-10 to 24.6% by the year 2012-13.

As for the trend in enrollment of ST children during the period of 4 years (2009-10 to 2012-13), one finds that their enrollment in percentage terms also went up from 19.9% to 22.3%, though in numbers the trend was fluctuating. The

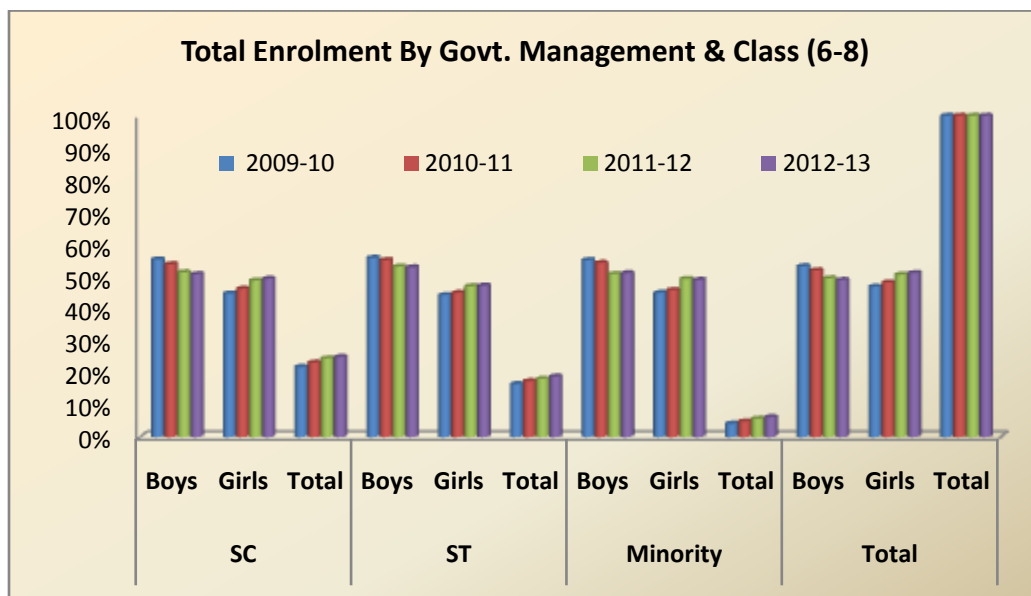
total enrollment of ST children stood at 1079189 (including 47.7% girls) in the year 2009-10, which became 1084572 (with 49.2% girls) in the year 2012-13, though in the year 2011-12 the enrollment was 1141711 (with 49.1% girls) (Table-4.8).

Significantly the percentage of girls in the total enrollment of ST children consistently increased as was also the case with regard to the enrollment of SC girls. In absolute terms, the ST children constituted 19.9% in the year 2009-10 and 22.3% in the year 2012-13.

The enrollment of the children of minority community consistently increased over the period of 4 years i.e. from 401403 to 499678. In percentage terms the enrollment of the children of minority community increased from 7.4% (in the year 2009-10) to 10.3% by the year 2012-13 in the total enrollment at primary level (Table-4.8).

It is significant to note that the enrollment of children belonging to socially and educationally backward communities has shown upward trend in percentage terms despite downward trend in the total enrollment of children in government primary schools.

**Graph- 4.8**





Taking stock of enrollment status at upper primary level regarding the children of educationally backward social categories i.e. SC, ST and minorities, one finds that there has been gradual increase in the enrollment of SC children during the last four years (2009-10- 2012-13). Table No.-4.9 gives complete statistical picture in this realm. The enrollment of SC children which stood at 429133 (including 44.70% girls) increased to 515328 (including 49.3% girls).

In the total enrollment at upper primary level, the SC children constituted 21.82% in the year 2009-10, This percentage went up to 24.9% in the year 2012-13. Similarly, the enrollment of ST children also increased during this period i.e. from 16.52% in the year 2009-10 to 18.8% in the year 2012-13. In both of these social categories the percentage of girls' enrollment also increased consistently (Table-4.9). The enrollment of the children of minority communities showed gradual increase during the period both in numerical and percentage terms. It stood at 82508 in the year 2009-10 which came to 128958 by the year 2012-13. In percentage terms the increase was from 4.2% in the year 2009-10 to 6.24% in the year 2012-13 out of the total enrollment (including all categories) at the upper primary stage. It may be noted that enrollment in absolute terms in government upper primary schools registered a drop in the year 2012-13, though it was marginal .

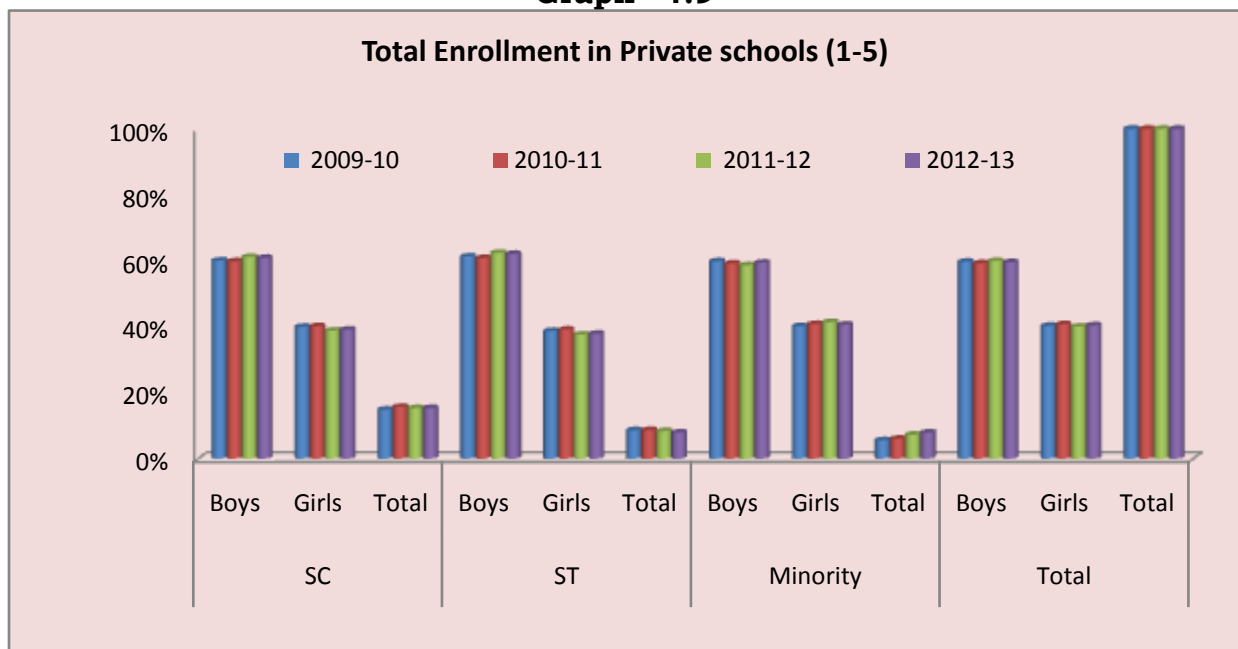
#### **4.4 Private Primary and Upper Primary Schools**

It has been noted that children of socially and educationally backward communities i.e. SC, ST and minorities, have been enrolled in government primary upper primary schools and that there has been a consistent upward trend in their enrollment, particularly in the case of girls. Now the focus will be on the status of enrollment of the children of these social categories in private primary and upper primary schools. Taking up primary level schools first, one finds that in the year 2009-10, the total enrollment of SC children was 479737 (including 39.9% girls), which became 586533 (including 39.1% girls) by the

year 2012-13. The trend was consistently upward. In absolute terms, out of a total enrollment (inclusive of all categories) in the private schools in the year 2009-10, SC children constituted 14.8%. The percentage of girls in this social category in the total enrollment of girls was 14.7%. In the year 2012-13, the percentage of SC children in the total enrollment showed marginal increase (15.4%) over the percentage in the year 2009-10 (Table-4.10).

The enrollment of ST children in private primary schools, increased consistently during the period of 4 years. It was 279402 (including 38.7% girls) in the year 2009-10 and rose to 302818 (including 37.9% girls) by the year 2012-13. In percentage terms, however, girls' enrollment had dropped marginally in the year 2011-12, though numerically there was an increase in the enrollment of girls belonging to ST in the year 2012-2013 and also in percentage terms (37.9%). As for the enrollment of the children of minorities, it stood at 180064 (including 40.1% girls) in the year 2009-10 which became 301589 (including 40.6% girls) by the year 2012-13. Their percentage in the total enrollment in private schools (inclusive of all categories) in the year 2009-10 was 5.6, which rose to 7.9% by the year 2012-13. Evidently, the enrollment of children of these social categories in private primary schools showed an upward trend both in numerical and percentage terms (Table-4.10).

**Graph- 4.9**



At the upper primary stage (Table-4.11), the contribution of private schools in the realm of enrollment of children belonging to SC, ST and minorities was by and large on the increase over a period of 4 years. Among the minorities the percentage of girls was appreciably better than the girls of other social categories (SC, ST).

It is clearly established on the basis of enrollment status of the children of backward social communities, that both government and private schools have made their appreciable contribution. Still the question remains whether in this realm, the role of government elementary schools remains more relevant than private schools or they are fast losing the battle even in this context against the constant threat of private schools. A comparative assessment, therefore, becomes imperative.

As per the statistics given in Table-4.12, the percentage of SC children in the total enrollment at the primary level was 19.8% followed by 15.7% ST and 6.7% children of the minority community at the primary level in the year 2009-10. Percentage-wise, their enrollment increased by the year 2012-13. SC children accounted for 20.6%, ST 16% and children of minority community had

9.2% enrollment. Though not significant, yet, the percentage of enrollment of the children of educationally and socially backward communities did register an upward trend.

As is evident from Table-4.12, at the upper primary level also, the enrollment of SC, ST and children of minority community showed an upward trend during a span of four years (from 2009-10 to 2012-13).

It is significant to note that the percentage of the children of these communities (put together) was 42.3% in the year 2009-10 at the primary level, which increased to 45.8% by the year 2012-13. These percentages were drawn taking into account the total enrollment in these years at the primary level. At the upper primary level the enrollment of these children accounted for 35.4% in the year 2009-10, which went upto 39.9% in the year 2012-13.

Keeping this upward trend in the enrollment of the children of socially and educationally backward social groups, the enrollment status (as the share of this enrollment) in government and private elementary schools, is given in Table-4.13.

#### **4.5 Government verses Private School**

It is obvious from the table No.4.13 that the share of government elementary schools in absolute terms is much greater than the private elementary schools. The government primary schools in the year 2009-10 accounted for 74.3% share in the total enrollment of the children of these social categories. At the upper primary level, the share of government schools was 66.5%. Correspondingly the percentage of enrollment of these children at the private school level was 25.7% at the primary level and 33.5% at the upper primary stage. However, the share of government elementary schools both at the primary and upper primary level dripped slightly by the year 2012-13 in all the three social categories (SC,ST and minority). Correspondingly there was

marginal upward trend in the share of private schools. Still, the share of government schools remained significantly higher than the private schools. It may, however, be noted that at the upper primary level, the enrollment of the children of minority community in private schools was as high as 47.5% in the year 2009-10, which jumped to 51.2% in the year 2012-13- higher than the percentage in government upper primary schools i.e. 48.8%. It sounds surprising, but the fact, as revealed through statistical data, remains that the preference of the Minority Community for enrolling their children at the upper primary level, was bending towards private schools. It is a matter of serious concern for the educational administrators and the authorities-teachers and Head Masters of Government UPS who should ponder over this situation. Even at the primary level this preference was quite obvious (as shown in Table No.4.13).

There is no doubt that in holistic terms, the role of government elementary schools in the realm of education for the children of backward social categories remains supreme though there is growing encroachment on its territory by private schools, despite their limited expanding capacity. Private schools are not expected to reach out to the children of communities inhabiting remote and hazardous areas, for whom government managed school facilities are the sole alternative. It is therefore, necessary for the government managed schools and educational authorities to improve their style of functioning and bring in greater sense of accountability to make their schools competitive and harbingers of quality education.

While it is true that government primary and upper primary schools have not succeeded in improving their capacity to enroll maximum number of eligible children in the school-going age groups both at primary and upper primary level, it is also a fact that during last two years, these schools have much better infrastructural and academic support (in terms of more teachers). One should not undermine the fact that government schools have substantially contributed in the education of socially and educationally backward

communities and continue to be the main-stay in this realm. But in this context the declining trend vis-à-vis private schools cannot be overlooked either. What have been the factors responsible for government schools' inability to attract children for enrollment, while private schools have been successful in enlarging their enrollment capacity? In fact, the increase in enrollment during the last two years has been owing to the expansion of enrollment at their level in the case of boys and girls at both the PS and UPS level. It is despite the fact that the number of teachers in private primary schools has come down (as shown in Table No.3.1). What is the ailment with which the mainstream government school system is suffering from and what efforts are being made to alleviate the situation?



## THE MAIN ISSUES

### **5.1. Need for Introspection for Government Elementary Schools**

But before addressing these questions and other related issues, it is necessary to highlight and recognize the main contours of the state of elementary school system in the state as revealed through the numerical presentation of the basic components namely the school, teachers and enrollment.

At the school level, the government owned schools continue to be major player for providing elementary education facilities, though private sector has been making concerted efforts to catch up with the government in this realm. It may, however, be noted that the role of government schools remains and will continue to remain significant in universalizing elementary education since the government has a social responsibility to provide education to each and every child in terms of equity and quality. It is this inevitability of the role of government in the sector of elementary education which remains a cardinal factor and a compelling reason for making the government schools the epitome of academic excellence engaged in a healthy competition with private schools, which in fact have a limited scope for expansion in the realm of elementary education despite recent spurt in their numbers both at primary and upper primary levels. A comparative assessment of the schools in government and private sector is not feasible since there has been no monitoring of the private schools as has been continuously done, though routinised and a formal practice, in the case of government schools. It is, therefore, not possible to

dilate on qualitative difference as perceived by both analysts and print media which the private schools have vis-à-vis government schools, merely on the basis of declining and upward trends in enrollment in government and private schools respectively.

Teachers and students make a school what it is and what it should be. One does not know the intellectual and academic level of teachers placed in private elementary schools, though the qualification, both, academic and professional, of teachers working in government managed schools are well known as there are prescribed standard – academic and professional, for them which have to be adhered to for their placement in government elementary schools. Such provisions do exist for the appointment of teachers in private schools, but the actual state of affairs in this regard is still shrouded in the mist of secrecy. Information about them is not as visible as in the case of teachers in government schools. Yet, the perception about them is that they are a committed lot and their level of teaching and interactive relationship with students, must be much better than that of their counter-part in government schools and this may be one of the crucial differentials between them. The consequences of such non-comparable situations which are taken to be the basis of comparison, fall heavily on the psyche of government school teachers. This aspect of the status of government schools vis-à-vis private schools requires a deeper probe.

Enrollment is the key to unravel the truth about the state of elementary education in the state. As has been noticed, as per the data of last six years in the realm of enrollment, there has been a fluctuating trend showing a dip in the enrollment in absolute terms during 2009-11 and an upward showing since 2011-12, which continued upto 2012-13. The increase in the enrollment has however been consistently upward in private schools at the expense of government schools. This is what is worrisome raising questions about the efficacy of government elementary schools as instrument of Universalizing



elementary education. Truly, blame for this state of affairs is squarely laid on the teachers, who become the target of vehemence from all quarters. The poor quality of teaching learning and the general environment in government schools, in fact, all other visible and non-visible shortcomings allegedly emanate from teachers' inability to do justice to their job. But, are they the only culprits? What are the reasons for their so-called indifference to their duties? What prevents them from identifying themselves with the school and its needs and requirements? What stops them from exploring innovative methods to make teaching interesting for children and how is it that despite their professional qualifications and academic wherewithal, they fail to translate their capabilities into effective teaching and learning in schools? These are questions directly impinging upon the functioning of government schools with consequent drop in enrollment of children therein.

It is vociferously advocated that private schools provide quality education, an advocacy supported by the fact that academic results of private schools are indeed better than academic results of government schools. It is assertatively claimed that in private schools, teaching is a reality, while in government schools it is the victim of the whims of teachers, who take it casually since there is no Sword of Democles hanging on their head, in terms of job uncertainty and even of disciplinary action. Such a situation leads to near absence of accountability among government school teachers, which as, asserted by critics, continues to flourish in the school environment. The question is as to how to inculcate the imperative of accountability among the teachers of government schools. Again the issue is as to whether the teachers in government schools are squarely responsible for this disease or there are extraneous reasons which provide the germs for the disease to afflict their academic performance. But before taking up these issues regarding the negative impact of teachers' alleged indifference on enrollment status in government primary and upper primary schools vis-à-vis private schools, it is necessary to take into consideration the arguments afloat in academic circles

and well-articulated through a concerted efforts to undermine government schools and correspondingly to overestimate the performance of private schools, which according to them is responsible for increased enrollment therein. Be it as it may, the arguments do deserve critical assessment.

## **5.2 Government Schools Versus Private Schools: Myth and Reality**

It is argued that there is a paradigm shift in the attitude of people at large in favour of private schools, since, as the argument goes, these schools provide quality education, which is not only lacking but is conspicuously absent in government schools. Several theoretical assumptions and sociological reasonings are advanced in support of such thinking. Theoretically speaking, the private schools' stress on English teaching, is attractive enough to influence the psyche of even the downtrodden, who, even at the expense of their daily needs, would spare money to admit their children in private schools. Stretching the argument further, the advocates of this way of thinking would state that enrolling children in private schools has almost assumed the form of a status symbol and places the parents of such children on a high pedestal in society. This theoretical assumption is sought to be buttressed by sociological processes through which different segments of hitherto deprived sections of the society are supposedly getting sanskritised, resulting in paradigm shift in their behavior with regard to their choices for educating their children. English and outward appearances of private schools attract them thus resulting in increased enrollment therein.

It may, however, be noted that private schools in the elementary education sector, barring a few exceptions, are generally like teaching shops located in residential houses, with little or no space for extra-curricular activities. Rooms with restricted accommodation with apparently attractive furniture, forcefully placed with no space for movement, is largely the picture of a private school continuously displaying "admission open" playcard at the

entrance. Such a scenario does not brook for child friendly environment in private schools, and yet these are the symbol of social status and centres of quality and inclusive education, since children of backward social categories including girls are getting enrolled in private schools. Government schools, with better infra-structural facilities, improved buildings, mostly constructed for schools with approved standards in terms of ventilation, open space and other essential facilities like drinking water, toilets and separate toilets for girls, mid day meal etc. have been receding into background and their place is being taken up by private schools. Is it only because, there is so-called sanskritisation and impulsive attraction for social status that have made private schools dear to people even of deprived sections of the society ?

The availability or otherwise of infrastructural facilities in schools do create favourable or unfavourable conditions for enrollment. While a detailed account of such facilities in government schools is available, there is no such information on this score about private schools. In fact, private schools keep their doors shut, while government schools are like open book with all details about infrastructural facilities therein, well advertised in media and monitoring reports. Hence on this basis, a comparative assessment of government versus private schools cannot be made. Then what can be the reasons for alleged non-productive role of teachers in government schools, while the teachers in private schools are credited with wholesome teaching and handsome academic results. Or can it be firmly stated that teachers in government elementary schools, whatever be the quantum of infrastructural facilities, would remain an unaccountable lot ? It is indeed difficult to answer such questions.

### **5.3 Where is the way out ?**

The easiest answer, however, is to make the teachers a subterfuge for hiding the lack of concern about the fate of government schools at different levels of administrative hierarchy in the realm of elementary education. It is not

to say that the teachers are beyond the pale of criticism for the ailments characterizing government elementary schools. The tendency on their part to blame the system for alleged sordid state of affairs in the realm of government managed elementary schools is counter productive and a weak defense for their own contributions in this regard. Can teachers absolve themselves of the often repeated allegations that they are busier in harnessing suitable placement than to discharge honestly their responsibilities as teachers in whichever school they are posted? Is it not a fact that their interest lies more in going on deputation than to stay on in the school of their placement? Why do they keep themselves hide-bound to routinised teaching-learning processes and can they explain as to what prevents them from being innovative and actively involved in the development of a child's wholesome personality ? Why are the classrooms in government schools give the impression of a place wherein the inmates sit without purpose with a disconnect relationship between the teacher and the students? Why do the teachers not succeed in making school a lively portal of academic excellence? What incentives and transformations in the existing systems do the teachers expect for shedding of the shell of self-imposed indifference to their job responsibilities?

These questions cry for suitable answers.

The Sarva Shiksha Abhiyan (SSA), was launched with the specific purpose of universalizing quality elementary education for which elaborate structuring of elementary education system was envisaged. A system of decentralized monitoring of teaching-learning process in schools was put in place right upto the cluster level. Rather than further strengthening the system of decentralized monitoring and planning for school's developmental activities both in the realm of academic and infra-structural upliftment, the pith and substance of the system were either allowed to stagnate or diluted to the extent of rendering them to be ineffective. Where are the CRCs and BRCs and their personnel i.e. the CRCFs and BRCFs ? Nodal schools do exist, but are they

effectively carrying out the designated responsibilities efficiently? What has happened to the scheme of on-the-spot academic support to teachers in the schools? In fact, all the structural innovations and decentralized system of planning and monitoring went haywire even though the SSA got further extension.

The RTE Act has laid down that the main responsibility of the teacher is to teach in the school, and barring involvement in election and census duties the teacher would not be engaged in any other non-academic activities. But has this norm been strictly adhered to? Except routinised and periodic in service trainings with indifferent participation of teachers, with no arrangement for feedback on the impact of such training on teaching in the classrooms, there is no other method evolved for motivating the teachers and increasing their academic capabilities. In such a situation, how can a teacher be held responsible for deterioration in government schools in terms of enrollment and quality of education?

#### **5.4. The last straw**

The teachers in government elementary schools, with few exceptions, are sincere and capable of putting in their best in a congenial academic environment and with enough space for the manifestation of their creative instincts. But, instead of providing them with the wherewithal to remain glued to their main responsibilities in the schools, the carrot of non-academic assignments is extended which they grab at the first opportunity to get out of the morose and none-too comfortable environment in the school. Bereft of any motivational support and devoid of congeniality in schools' environment, prevailing in the absence or lack of effective monitoring of school's activities, performance and utilization of existing infrastructural facilities, the teacher seeks avenues of other kinds of engagements outside the school and gets involved in hankering for extra-academic assignments and personally

advantageous placements. The rush for “suitable” placements in the wake of lifting the ban on transfers recently is indicative of teachers’ mindset, developed in the context of non-descript, and disconnect relationships existing between stakeholders at different levels in the system of elementary education.

There is no intention here to down play SSA’s role in the process of universalizing elementary education which indeed has got a shot in the arms in the wake of RTE Act. The analytical scrutiny of data in relation to the number of schools, teachers and enrollment status does provide a hopeful scenario. The enrollment has gone up; the teaching faculty has been further strengthened and schools are located within the distance laid down under the RTE Act. But mostly the private schools get the credit for such positive developments. The government managed schools, despite better infrastructural facilities, qualified teachers and watch-dogs in the form of School Managerial Committees alongwith the scheme of MDM and sufficient financial support lag behind, leaving a question mark on the efficacy of the entire system, wherein the teacher becomes the most vulnerable object. This vulnerability, however, is the consequence of the circumstances inherent in the mal-functioning of the system in which the teacher is merely a cog, working in an environment of distrust, uncandid onslaught from different directions, unfair and biased comparison with his/her counterpart in private schools, thus creating a sense of despair and despondency and killing the very spirit of creativity in him/her.

This is the situation that has emerged on the basis of data analysis. The teacher of government elementary school, like the Yaksha of the famous Kamayani of Jai Shankar Prasad, looks at the silent horizons after the turmoil and tribulations in the system of elementary education, and waits for Ira to come and bring life back, breaking the silence of inaction, indifference, non-accountability and unsavory criticisms. Adding salt to injury is no treatment. What is needed is to heal the wound afflicting the mainstream elementary education and the flagship programme of the SSA, with effective medicine of monitoring, as envisaged under the decentralized restructuring of academic

support to teachers in schools. The slogan should be “Bring back the teacher to school and free him/her from all extra-academic activities”. This is the only way to salvage government schools and elementary education from the mire of justified and quite often unjustified criticisms.

And so be it.



## EXECUTIVE SUMMARY

The analytical study of the data compiled by DISE for the last six years (2007-2013) has thrown up some vital issues reflecting on the health of the elementary education in the State of Rajasthan. Broadly speaking the following points have emerged:-

1. Though the number of government schools in the realm of elementary schools has increased and there is substantial addition in the number of teachers, the enrollment in these schools has been consistently coming down. It is however, a fact that during last two years, there has been some improvement in the situation.
2. The number of private schools particularly at upper primary level has increased substantially and the growth in enrollment in absolute terms has largely been absorbed by them.
3. Yet the government elementary schools remain the main player in this realm, though facing serious challenge from private sector.
4. Private schools, however, have their own limitations in the realm of expansion and, in fact, the number of private primary schools has either remained static or in fact has come down from its position in the year 2010-11. There is some improvement in this regard in the year 2013. However, the number of teachers in private primary schools has gone down considerably during the last year (2012-13) despite slight increase in the number of private primary schools.



5. In a positive sense, there has been improvement in the enrollment of children belonging to socially and economically backward communities (SC,ST and minorities). Significantly the enrollment of girls belonging to these groups has also gone up. Both government and private schools have made their respective contribution in this regard.
6. Still government schools continue to be the main source of education for the children of these groups, as revealed through the data analysis in this report.
7. There is misplaced comparison at the level of critics between government and private schools in terms of their performance, since mere enrollment cannot be taken as the basis to criticize or praise government and private schools.
8. The study raises several questions with regard to the performance of teachers in government schools and discusses their relevance critically, arguing that it is not proper to blame teachers alone for the plight of education in government schools.
9. Teachers' vulnerability in the realm of elementary education pertaining to government schools is in fact the consequence of the circumstances inherent in the mal-functioning of the administrative system at different levels wherein the well designed decentralized system of school monitoring and academic support to teachers has been more or less discarded, thus undermining the very basis of SSA. The norms, financial support and academic wherewithal have all gone down the drain leaving the field open to all sorts of ailments to flourish in the system for which the teachers become the easy target.
10. The only solution to the problems afflicting government elementary schools lies in the resurgence of decentralized monitoring system as originally envisaged under the SSA and instead of blaming the teachers,

efforts should be to create congenial environment in schools for them in the form of academic support through purposive and effective training and impact feedback to ensure that the teachers remain glued to their responsibility in the school by freeing them from other kinds of extra-academic activities.



## Annexures

**Table-2.1**

**No. of Elementary Schools in the State**

S.N.	Year	Govt. Schools			Pvt. School			Total		
		PS	UPS	TOTAL	PS	UPS	TOTAL	PS	UPS	TOTAL
1.	2007-08	52694	27762	80456	5366	18209	23575	58060	45971	104031
2.	2008-09	46373	34328	80701	5152	19823	24975	51525	54151	105676
3.	2009-10	45752	34923	80675	4856	20586	25442	50608	55509	106117
4.	2010-11	44196	34264	78460	5014	21716	26730	49210	55980	105190
5.	2011-12	44985	34164	79149	4657	25383	30040	49642	59547	109189
6.	2012-13	46733	34054	80787	4717	27597	32314	51450	61651	113101

**Table -3.1**

**No. of Teachers in Elementary Schools by Category and Management**

Year	Govt. Schools			Private Schools			G. Total		
	PS	UPS	Total	PS	UPS	Total	PS	UPS	Total
2007-08	160434	98687	259121	66182	99840	166022	226616	198527	425143
2008-09	164609	114392	279001	69034	107483	176517	233643	221875	455518
2009-10	160630	116240	276870	71632	111696	183328	232262	227936	460198
2010-11	150424	121309	271733	74394	114087	188481	224818	235396	460214
2011-12	143141	125490	268631	79196	125027	204223	222337	250517	472854
2012-13	147879	126503	274382	69972	128990	198962	217851	255493	473344

**Table-3.2**

**Percentage-wise distribution of teachers by management of schools**

Year	Govt. Schools			Private Schools			G. Total		
	PS	UPS	Total	PS	UPS	Total	PS	UPS	Total
2007-08	70.8	49.7	60.9	29.2	50.3	39.1	53.3	46.7	100.00
2008-09	70.5	51.6	61.4	29.5	48.4	38.7	51.3	48.7	100.00
2009-10	69.2	51.0	60.2	30.8	49.0	39.8	50.5	49.5	100.00
2010-11	66.9	51.5	59.0	33.1	48.5	41.0	48.8	51.2	100.00
2011-12	64.4	50.1	56.8	35.6	49.9	43.2	47.0	53.0	100.00
2012-13	67.9	49.5	58.0	32.1	50.5	42.0	46.0	54.0	100.00

**Table-3.3****Gender-wise distribution of Teachers in Government Elementary Schools**

Year	PS				UPS				Total (PS+UPS)			
	Male		Female		Male		Female		Male		Female	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2009-10	110706	68.9	49924	31.1	47833	71.6	18996	28.4	158539	69.7	68920	30.3
2010-11	103701	68.9	46723	31.1	46583	71.0	18972	29.0	150284	69.6	65695	30.4
2011-12	98898	69.1	44243	30.9	47689	69.6	20765	30.4	146587	69.3	65008	30.7
2012-13	64258	70.5	26924	29.5	129180	70.5	54020	29.5	193438	70.5	80944	29.5

**Table-4.1****(Total Enrollment – All Schools)**

Year	Govt. Schools			Private Schools			G. Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2007-08	4161958	3962634	8124592	2576634	1545498	4122132	6738592	5508132	12246724
2008-09	3955450	3804005	7759455	2809647	1734927	4544574	6765097	5538932	12304029
2009-10	3755590	3659568	7415158	2916386	1892938	4809324	6671976	5552506	12224482
2010-11	3581825	3575873	7157698	2925310	1944698	4870008	6507135	5520571	12027706
2011-12	3506521	3710350	7216871	3150639	2029662	5180301	6657160	5740013	12397172
2012-13	3347343	3585906	6933249	3406608	2227135	5633743	6753951	5813041	12566992

**Table – 4.2****Enrollment by School Category (PS and UPS)****(Govt. and Private Schools)**

Year	Govt. Schools						Private Schools					
	PS			UPS			PS			UPS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2007-08	3008101	3033272	6041373	1153857	929362	2083219	1696336	1070217	2766553	880298	475281	1355579
2008-09	2847142	2859547	5706689	1108308	944458	2052766	1843083	1191441	3034524	966564	543486	1510050
2009-10	2697360	2726816	5424176	1045661	920773	1966434	1928202	1300325	3228527	988184	592613	1580797
2010-11	2541025	2609939	5150964	1029033	953822	1982855	1944545	1337327	3281872	980765	607371	1588136
2011-12	2473425	2653128	5126553	1033096	1057222	2090318	2116574	1414033	3530607	1034065	615629	1649694
2012-13	2336104	2530649	4866753	1011239	1055257	2066496	2265484	1537347	3802831	1141124	689788	1830912

**Table – 4.3****Enrollment by Percentage and Gender Distribution (All Schools)**

Year	Govt. Schools			Private Schools			G. Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2007-08	51.2	48.8	66.3	62.5	37.5	33.7	55.0	45.0	12246724
2008-09	51.0	49.0	63.0	61.8	38.2	37.0	55	45.0	12304029
2009-10	50.6	49.4	60.6	60.6	39.4	39.4	54.6	45.4	12224482
2010-11	50.0	50.0	59.5	60.0	40.0	40.5	54.1	45.9	12027706
2011-12	48.6	51.4	58.2	60.8	39.2	41.8	53.7	46.3	12397172
2012-13	48.3	51.7	55.2	60.5	39.5	44.8	53.7	46.3	12566992

**Table – 4.4****Gender-wise total of enrollment (all schools)**

Year							Grand Total (PS+UPS)					
	PS			UPS			No.			Percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
2007-08	4704437	4103489	8807926	2034155	1404643	3438798	6738592	5508132	12246724	55%	45%	
2008-09	4690225	4050988	8741213	2074872	1487944	3562816	6765097	5538932	12304029	55%	45%	
2009-10	4625562	4027141	8652703	2033845	1513386	3547231	6659407	5540527	12199934	54.6%	45.4%	
2010-11	4485570	3947266	8432836	2009798	1561193	3570991	6495368	5508459	12003827	54.1%	45.9%	
2011-12	4589999	4067161	8657160	2067161	1672851	3740012	6657160	5740012	12397172	53.7%	46.3%	
2012-13	4601588	4067996	8669584	2152363	1745045	3897408	6753951	5813041	12566992	53.7%	46.3	

**Table – 4.5****Percentage of Enrollment in Govt. and Private Schools and gender-wise distribution**

Year	Govt. Schools						Private Schools					
	PS			UPS			PS			UPS		
	Boys	Girls	% in the Total	Boys	Girls	% in the Total	Boys	Girls	% in the Total	Boys	Girls	% in the Total
2007-08	63.9	73.9	68.6	56.7	66.2	60.6	36.1	26.1	31.4	43.3	33.8	39.4
2008-09	60.7	70.6	65.3	53.4	63.5	57.6	39.3	29.4	34.7	46.6	36.5	42.4
2009-10	58.3	67.7	62.7	51.4	60.8	55.4	41.7	32.3	37.3	48.6	39.2	44.6
2010-11	56.6	66.1	61.0	51.2	61.1	55.5	43.4	33.9	39.0	48.8	39.9	44.5
2011-12	53.9	65.2	59.2	50.0	63.2	56.0	46.1	34.8	40.8	50.0	36.8	44.0
2012-13	50.8	62.2	56.1	47.0	60.5	53.0	49.2	37.8	43.9	53.0	39.5	47.0

**Table -4.6**

<b>Total Enrolment By Cast &amp; Class (All School) PS(1-5)</b>												
	<b>SC</b>			<b>ST</b>			<b>Minority</b>			<b>Total</b>		
<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>2007-08</b>	947731	824967	1772698	749346	640231	1389577	255790	219282	475072	4704737	4103189	8807926
%	53.46263	46.53737	20.12617	53.92619	46.07381	15.77644	53.84236	46.15764	5.393687	53.41481	46.58519	100
<b>2008-09</b>	940801	808578	1749379	753816	638686	1392502	237889	203593	441482	4690225	4050988	8741213
%	53.77914	46.22086	20.013	54.13393	45.86607	15.93031	53.88419	46.11581	5.050581	53.65645	46.34355	100
<b>2009-10</b>	917508	798872	1716380	735193	623398	1358591	314166	267301	581467	4625562	4027141	8652703
%	53.45599	46.54401	19.83634	54.11437	45.88563	15.70135	54.02989	45.97011	6.720062	53.458	46.542	100
<b>2010-11</b>	927713	814440	1742153	745916	637204	1383120	331791	282667	614458	4485570	3947266	8432836
%	53.25095	46.74905	20.65916	53.92996	46.07004	16.4016	53.99734	46.00266	7.286493	53.19171	46.80829	100
<b>2011-12</b>	958963	849042	1808005	765104	671583	1436687	386603	342799	729402	4589999	4067161	8657160
%	53.03984	46.96016	20.8845	53.25475	46.74525	16.59536	53.00273	46.99727	8.425419	53.01969	46.98031	100
<b>2012-13</b>	948151	839139	1787290	738579	648811	1387390	426488	374779	801267	4601588	4067996	8669584
%	53.04964	46.95036	20.61564	53.23514	46.76486	16.00296	53.2267	46.7733	9.242277	53.07738	46.92262	100

**Table -4.7**

<b>Total Enrolment By Cast &amp; Class (All School) UPS(6-8)</b>												
	<b>SC</b>			<b>ST</b>			<b>Minority</b>			<b>Total</b>		
<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>2007-08</b>	368356	241298	609654	268085	173943	442028	77126	47040	124166	2034255	1404543	3438798
%	60.4205	39.5795	17.72869	60.64887	39.35113	12.85414	62.11523	37.88477	3.610738	59.15599	40.84401	100
<b>2008-09</b>	377918	262518	640436	274390	188052	462442	74209	49010	123219	2074872	1487944	3562816
%	59.00949	40.99051	17.97556	59.33501	40.66499	12.97968	60.22529	39.77471	3.458472	58.23686	41.76314	100
<b>2009-10</b>	369064	269951	639015	268689	192685	461374	93407	63806	157213	2033845	1513386	3547231
%	57.75514	42.24486	18.01447	58.2367	41.7633	13.0066	59.4143	40.5857	4.431992	57.33613	42.66387	100
<b>2010-11</b>	388155	298017	686172	274639	204700	479339	104279	74442	178721	2009798	1561193	3570991
%	56.56818	43.43182	19.21517	57.29536	42.70464	13.42314	58.34737	41.65263	5.004801	56.28124	43.71876	100
<b>2011-12</b>	404020	328781	732801	287421	225198	512619	124235	96025	220260	2067161	1672851	3740012
%	55.13366	44.86634	19.59355	56.06913	43.93087	13.70635	56.4038	43.5962	5.889286	55.27151	44.72849	100
<b>2012-13</b>	417003	341793	758796	297394	233220	530614	146346	117583	263929	2152363	1745045	3897408
%	54.95588	45.04412	19.46925	56.04715	43.95285	13.61454	55.449	44.551	6.771911	55.2255	44.7745	100

**Table - 4.8  
Government Primary and Upper Primary Schools :**

<b>Total Enrolment By Govt. Management &amp; Class (1-5)</b>												
	<b>SC</b>			<b>ST</b>			<b>Minority</b>			<b>Total</b>		
<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>2009-10</b>	629434	607209	1236643	563909	515280	1079189	206397	195006	401403	2697360	2726816	5424176
%	50.8986	49.1014	22.798726	52.25303	47.74697	19.89591	51.4189	48.5811	7.400258	49.72847	50.27153	100
<b>2010-11</b>	618789	607110	1225899	572440	525535	1097975	214103	201464	415567	2541025	2609939	5150964
%	50.47634	49.52366	23.799409	52.13598	47.86402	21.31591	51.52069	48.47931	8.067752	49.33106	50.66894	100
<b>2011-12</b>	627397	638483	1265880	581077	560634	1141711	235765	236327	472092	2473425	2653128	5126553
%	49.56212	50.43788	24.692615	50.89528	49.10472	22.27054	49.94048	50.05952	9.208761	48.24733	51.75267	100
<b>2012-13</b>	590998	609759	1200757	550520	534052	1084572	247384	252294	499678	2336104	2530649	4866753
%	49.21878	50.78122	24.672651	50.75919	49.24081	22.28533	49.50868	50.49132	10.26717	48.00129	51.99871	100

**Table-4.9**

<b>Total Enrolment By Govt. Management &amp; Class (6-8)</b>												
	<b>SC</b>			<b>ST</b>			<b>Minority</b>			<b>Total</b>		
<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>2009-10</b>	237322	191811	429133	181258	143575	324833	45444	37064	82508	1045661	920773	1966434
%	55.30	44.70	21.82	55.80	44.20	16.52	55.08	44.92	4.20	53.18	46.82	100.00
<b>2010-12</b>	247476	212464	459940	190497	155299	345796	52467	44270	96737	1029033	953822	1982855
%	53.81	46.19	23.20	55.09	44.91	17.44	54.24	45.76	4.88	51.90	48.10	100.00
<b>2011-12</b>	262775	249579	512354	201212	177907	379119	60421	58575	118996	1033096	1057222	2090318
%	51.29	48.71	24.51	53.07	46.93	18.14	50.78	49.22	5.69	49.42	50.58	100.00
<b>2012-13</b>	261353	253975	515328	206102	183907	390009	65833	63125	128958	1011239	1055257	2066496
%	50.72	49.28	24.94	52.85	47.15	18.87	51.05	48.95	6.24	48.93	51.07	100.00

**Table -4.10**

<b>Total Enrollment in Private schools (1-5)</b>												
	<b>SC</b>			<b>ST</b>			<b>Minority</b>			<b>Total</b>		
<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>2009-10</b>	288074	191663	479737	171284	108118	279402	107769	72295	180064	1928202	1300325	3228527
%	60.04832	39.95168	14.859315	61.30378	38.69622	8.654163	59.85039	40.14961	5.57728	59.72389	40.27611	100
<b>2010-11</b>	308924	207330	516254	173476	111669	285145	117688	81203	198891	1944545	1337327	3281872
%	59.83954	40.16046	15.730473	60.83782	39.16218	8.688486	59.17211	40.82789	6.060291	59.25109	40.74891	100
<b>2011-12</b>	331566	210559	542125	184027	110949	294976	150838	106472	257310	2116574	1414033	3530607
%	61.16043	38.83957	15.355008	62.38711	37.61289	8.354824	58.62112	41.37888	7.287982	59.94929	40.05071	100
<b>2012-13</b>	357153	229380	586533	188059	114759	302818	179104	122485	301589	2265484	1537347	3802831
%	60.89223	39.10777	15.4	62.10298	37.89702	7.962962	59.38678	40.61322	7.930644	59.57362	40.42638	100



**Table -4.11**

<b>Total Enrollment in Private Schools (6-8)</b>												
	<b>SC</b>			<b>ST</b>			<b>Minority</b>			<b>Total</b>		
<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>2009-10</b>	131742	78140	209882	87431	49110	136541	47963	26742	74705	988184	592613	1580797
<b>%</b>	62.76956	37.23044	13.276974	64.03278	35.96722	8.637478	64.2032	35.7968	4.725781	62.51176	37.48824	100
<b>2010-11</b>	140679	85553	226232	84142	49401	133543	51812	30172	81984	980765	607371	1588136
<b>%</b>	62.18351	37.81649	14.245128	63.00742	36.99258	8.408789	63.1977	36.8023	5.162278	61.75573	38.24427	100
<b>2011-12</b>	141245	79202	220447	86209	47291	133500	63814	37450	101264	1034065	615629	1649694
<b>%</b>	64.07209	35.92791	13.362902	64.57603	35.42397	8.09241	63.01746	36.98254	6.138351	62.68223	37.31777	100
<b>2012-13</b>	155650	87818	243468	91292	49313	140605	80513	54458	134971	1141124	689788	1830912
<b>%</b>	63.93037	36.06963	13.297635	185.1277	35.07201	7.679506	59.65207	40.34793	7.371791	62.32544	37.67456	100

**Table -4.12**

**Percentage of ST, SC and Minority Children in the grand total of enrollment**

Year	PS				UPS				Absolute Total (UPS+PS) including all categories		
	SC	ST	Minorities	Total	SC	ST	Minorities	Total	PS	UPS	Grand Total PS+UPS
2009-10	1716380 (19.8%)	1358591 (15.7%)	581467 (6.7%)	3656438 (42.3%)	639015 (18.0%)	461374 (13.0%)	157213 (4.4%)	1257602 (35.4%)	8652703 (71.9%)	3547231 (29.0%)	12199934
2012-13	1787290 (20.6%)	1387390 (16%)	801267 (9.2%)	397547 (45.8%)	758796 (19.5%)	530614 (13.6%)	263929 (6.8%)	1553339 (39.9%)	8669584 (69%)	3897408 (31.0%)	12566992

**Table -4.13**

**Enrollment of SC, ST and Minority Children by school management**

Year	Government Elementary Schools								Private Elementary Schools							
	PS				UPS				PS				UPS			
	SC	ST	M	T	SC	ST	M	T	SC	ST	M	T	SC	ST	M	T
2009-10	1236643 (72%)	1079189 (79.4%)	401403 (69.0%)	2717235 (74.3%)	429133 (67.0%)	324833 (70.4%)	82508 (52.5%)	836474 (66.5%)	479737 (28.0%)	279402 (20.6%)	180064 (31.0%)	939202 (25.7%)	209882 (33.0%)	136541 (29.6%)	74705 (47.5%)	421128 (33.5%)
2012-13	1200757 (67.2%)	1084572 (78.2%)	499678 (62.4%)	2785007 (70.0%)	515328 (68.9%)	390009 (73.5%)	128958 (48.8%)	1034295 (66.6%)	586533 (32.8%)	302818 (21.8%)	301589 (37.6%)	1190940 (30%)	243468 (32%)	140605 (26.5%)	134971 (51.2%)	519044 (33.4%)

