

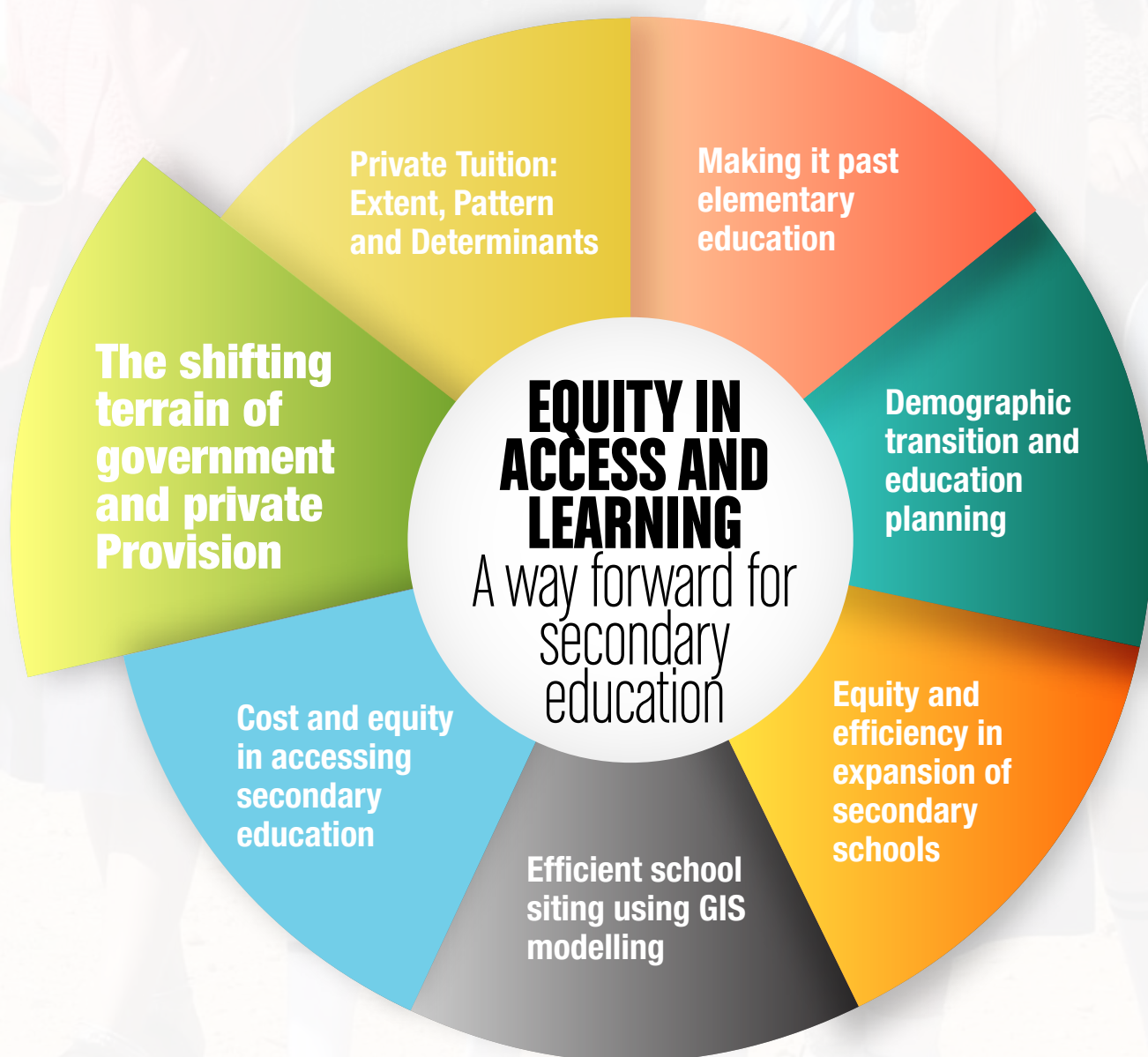


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RESEARCH
REPORT
VI

The Shifting Terrain of Government and Private Provision



RMSA-TCA
Rashtriya Madhyamik Shiksha Abhiyan
Technical Cooperation Agency

Preface

This document is one of a series of seven research reports which has been prepared to accompany the single consolidated recommendation report *Equity in Access and Learning: A Way Forward for Secondary Education in India*. The research reports are intended to be of interest to planners, managers and policy makers, as well as to academics involved in development of policies and plans for secondary education. In addition to these reports, a research priority framework and research quality assessment framework has also been developed to take this research agenda forward.

The research programme was developed by the Rashtriya Madhyamik Shiksha Abhiyan-Technical Cooperation Agency (RMSA-TCA) in discussion with National University of Educational Planning and Administration and the Ministry of Human Resource Development (MHRD). The research was developed to respond to concerns expressed in the Joint Review Missions (JRM) to strengthen the evidence base for diagnosis of issues arising during the implementation of RMSA, and to inform policy dialogues on options that could increase access, efficiency, effectiveness, and equity.

This paper examines the role of the private sector in the expansion of access to secondary education. A key issue that this paper examines is who is accessing what types of education at the various levels, and in doing so touches on issues of relevance to other papers being produced for the RMSA-TCA series, including affordability issues.

The eight research reports in this series are as follow:

Research Report 0: <i>(Consolidation)</i>	Equity in Access and Learning: A Way Forward for Secondary Education
Research Report 1:	Making it Past Elementary Education
Research Report 2:	Demographic Transition and Education Planning
Research Report 3:	Equity and Efficiency in Expansion of Secondary Schools
Research Report 4:	Efficient School Siting using GIS Modelling
Research Report 5:	Cost and Equity in Accessing Secondary Education
Research Report 6:	The Shifting Terrain of Government and Private Provision
Research Report 7:	Private Tuition: Extent, Pattern and Determinants

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THE SHIFTING TERRAIN OF PUBLIC AND PRIVATE PROVISION

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Note on Documentary Series

A series of documents has been produced by RMSA Technical Cooperation Agency for the Government of India's programme to make good quality secondary education available, accessible and affordable to all young persons in the age group of 14-18 years.

The documentary series is arranged as follows:

RMSATCA 0	Programme Management Reports and Documents
RMSATCA 1	National Achievement Survey (Reports and Documents for Thematic Area 1)
RMSATCA 2	Teacher Management and Development (Reports and Documents for Thematic Area)
RMSATCA 3	School Standards, Evaluation and Development (Reports and Documents for Thematic Area 3)
RMSATCA 4	Data Management and Use (Reports and Documents for Thematic Area 4)
RMSATCA 5	Results Focused Planning (Reports and Documents for Thematic Area 5)
RMSATCA 6	Research (Reports and Documents for Thematic Area 6)
RMSATCA 7	Communication and Knowledge Management (Reports and Documents for Thematic Area 7)

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Executive Summary

SSA and RMSA have resulted in increased enrolments at all levels over the last decade. As enrolment has increased so has the proportion of children enrolled in private fee paying schools. This paper examines the role of the private sector in the expansion of access with special reference to secondary education. The key questions it addresses are:

- What is the share of the private sector in the numbers of schools and in enrolments and how has this share been changing over time; how does it differ by state?
- Who is accessing private secondary schools and what are the key factors which are associated with choice of private schools?
- Why are some families choosing private schools rather than the less-expensive government system? And what are parents buying, or hoping to buy, at private schools?
- What are the full costs to household of different types of private schooling and what is their relative affordability?
- Are private schools actually expanding access to secondary education or increasing differentiation linked to affordability?

The paper sheds light on each of these questions drawing on a range of data and past research, including U-DISE data from 2010/11 and 2013/14; National Sample Survey data from 2007 and 2014, and a household survey conducted by the RMSA Technical Cooperation Agency in Assam, Bihar and Odisha. The growing body of existing research evidence is also called on to contextualise findings from these three main datasets. The conclusions seek to provide policy relevant messages, and in doing so touches on issues of relevance to other papers being produced for the same series, including on affordability issues.

With regard **to the share of private schools** and enrolments and **how this has been changing over time**: the paper finds a rising uptake of private school places in India - since 2010 when 24.4% of secondary pupils were in private schools, there has been a rise to 31.4% in 2014. However in many states enrolments are less than 60% of all children so even high proportions of enrolment in private schools provide access to a minority of richer children. We find differing trends across states: growth has been uneven, with several states still having percentages of private school enrolments in the single digits while others have seen a boom in private education e.g. Uttar Pradesh and Haryana.

In answering **who is accessing private schools** and **what the key determinants of private school attendance** are we find that growth trends differ greatly by socioeconomic status. We find that family poverty or wealth status is the factor of greatest significance to school choice in favour of private schools, but that other factors also can have a strong impact. These include caste or tribe; rural residence; having poorly educated and poorly employed parents. Being a girl child also negatively impacts on the chance of private school attendance. The results of a multivariate analysis confirm that family wealth is the largest determining factor with every quintile below the richest quintile (from which most children are privately educated) having a successively smaller chance of accessing private schools. Fully 80% of boys and 62% of girls in private schools are from the richest two quintiles (i.e. top 40% of income) households.

We explore **why families are choosing private schools** instead of lower cost government schools, and **what they think they are buying**. We find that parents believe that private schools are offering higher quality education though what this means is unclear. They do believe that private schools provide

access to learning English; to higher-class and caste peers; and to improved job prospects. The evidence suggests the though private schools appear to perform better on tests, the bulk of private pupils' raw test score advantage comes from differences in family background with wealth the most important factor. Despite this parents perceive that private schools are making a difference and those who can afford them prefer them for their children because they believe they offer an opportunity to buy competitive advantage.

In terms of the full **costs of attending private schools** of all levels, and the **relative affordability of private education** we find that for families in quintile 1, the poorest, the percentage of their household consumption expenditures required to access private primary, upper primary and secondary schools are 11%, 15% and 18% respectively - proportions manifestly unaffordable given demand on household budgets of less than a dollar a day and the probability that there are several school-aged children . We conclude that private schooling is unaffordable to those in the lowest two wealth quintiles especially at the secondary level where costs are considerably higher than at primary.

Lastly in examining **whether private schools are actually expanding access to secondary schooling** we find that overall enrolment rates remain unaffected by rising percentages of private school enrolments. There are rising shares of wealthier families accessing private schools rather than public schools implying that increasingly public schools are the only option for poorer households, and that because private schools are generally unaffordable for the poorest they have little direct impact on access to secondary school for marginalised groups. It is likely that India's rising private schooling phenomenon is not contributing to the universalisation of secondary schooling by bringing hitherto unreached children into school. Private schools attract families away from government schools, with no evidence (for the most part) that children enrolling in private schools would otherwise have been out of school and unenrolled. We find that in our case study states, private schools are found much less often in more marginalised, disadvantaged communities than in advantaged ones. In terms of quality (measured by examination performance), as noted above, the evidence shows that most of any apparent private school advantage is explained by family background characteristics. What is likely to happen in the future is that growth in private schooling which charges full economic costs will stagnate at or below approximately 40% of total enrolments and that future gains in enrolment rates that depend on the enrolment of children from poor households will be predominantly in government schools.

There are some key **implications for policymakers**. Private schools are here to stay and it is part of current policy under the 12th Plan to encourage their growth. Planning should take into account developments in the private sector to avoid duplication, destructive interference and over supply of places in rich areas and under supply in poor locations. Demographic change, which will substantially reduce the number of school-aged children, makes it even more important to plan provision in both public and private schools simultaneously since on the margin they compete for the same students. It may be in the interests of more effective government service delivery to learn from successful private school operations how to improve the quality of government provision. Government will necessarily continue to be the guarantor of access to secondary education of acceptable quality to all pupils, in the interests of social equity and cohesion, especially where populations are small and dispersed. Lastly, government has the greatest freedom to innovate to find context-relevant solutions, not being bound to market logic which tends to result in convergent form of pedagogy and examination driven curricula.

Government can consider making different types of secondary schooling more accessible. There are many possibilities all of which should be assessed against explicit criteria which need to be agreed. These should include the impact on access equity; affordability for the poorest; consequences for school staffing and teacher motivation; and likely impacts on quality and academic performance of the highest and lowest performing students. Cash transfers, different kinds of vouchers and scholarships and bursaries may have some merit but have to demonstrate equitable benefits and cost effectiveness across all student and household groups, and resistance to elite capture and regressive subsidy as is currently widespread. Government will also need to consider the degree of regulation and monitoring of all secondary schools private and public. This has to strike a balance between encouraging high quality and being practicable. All planning going forward should recognise the limited potential of the private sector to provide access to secondary schools in the many areas where there are insufficient numbers of people able to pay the fees and other costs (with or without subsidies). No child should be denied access to adequate secondary schooling as a result of poverty.

1. Introduction

The Government of India has been increasing provision of secondary schools with the long term goal of universalising access up to grade 10. As enrolments have been rising so has the proportion of children attending private schools. This paper examines the role of the private sector in the expansion of access to secondary education. The key questions it addresses are:

- What is the share of the private sector in the numbers of schools and in enrolments and how has this share been changing over time; how does it differ by state?
- Who is accessing private secondary schools and what are the key factors which are associated with choice of private schools?
- Why are some families choosing private schools rather the less-expensive government system? And what are parents buying, or hoping to buy, at private schools?
- What are the full costs to households of different types of private schooling and what is their relative affordability?
- Are private schools actually expanding access to secondary education or increasing differentiation linked to affordability?

The paper sheds light on each of these questions and seeks policy relevant conclusions, and in doing so touches on issues of relevance to other papers being produced for the RMSA-TCA series, including affordability issues.

The form of private provision primarily examined in this paper is the 'genuinely private' unaided school sector, owned, run and managed by private individuals or groups and funded through user fees (Kingdon, 2007). Where appropriate comparisons are made with private-aided schools, which, depending on the level, can have similar or higher fees than government schools and which receive 'grants-in-aid' (Box 1). These are schools whose teachers are civil servants provided and paid by state governments, meaning that these schools function more like government schools (*ibid.*). Aided schools are common in some states including Assam, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Manipur, Madhya Pradesh, Rajasthan and Uttar Pradesh (Tables A.1-A.3). These schools tend to be much less costly to households than most private schools, but more costly than ordinary public schools. Figures for government schools, those owned, run and staffed by the government, are also cited here for purposes of comparison.

A key issue that this paper examines is who is accessing what types of education at the various levels. For the poor any cost burden may prove a barrier to access, even the lower fees at aided schools and even lower costs in government schools. In the Indian context of increasing attainment and transition to secondary school, there is great inequity in who is reaching higher levels of education just as there is in who is accessing private schooling (at all levels). Growth has come with growing inequality. Nationally, alongside the government's RMSA campaign to extend access to government secondary school provision within a five kilometre radius of every habitation, enrolments in the private sector have been growing. The absolute number as well as the percentage share of the number of schools, and the number and share of total enrolments, have been on the rise, although with great regional variation, as well as variation by socioeconomic levels with higher growth amongst richer groups. There are state where there is both high gross enrolment as well as high proportions of private school shares in these enrolments, while others have achieved high enrolments with much lower percentages of private school usage. Others still have low gross enrolment and very high shares of private school attendance, such as Uttar Pradesh - a worrying combination.

Quadrant of states by GER Secondary and Private school enrolment share

	High share of private school enrolment (Above median-24.5%)	Low share of private school enrolment (Below median-24.5%)
High GER (Above median-85.6)	Chandigarh, Delhi, Haryana, Maharashtra, Mizoram, Puducherry, Punjab, Tamil Nadu, Uttarakhand	A & N Islands, Arunachal Pradesh, Chhattisgarh, Goa, Himachal Pradesh, Kerala, Lakshadweep, Sikkim, Tripura
Low GER (Below median-85.6)	Andhra Pradesh, Gujarat, Jammu & Kashmir, Karnataka, Manipur, Meghalaya, Nagaland, Rajasthan, Uttar Pradesh	Assam, Bihar, D & N Haveli, Daman & Diu, Jharkhand, Madhya Pradesh, Odisha, West Bengal

Source: UDISE 2013-14

Education has expanded to an impressive extent across India, with more and more children now transitioning to secondary school, with prior efforts augmented to some degree in some states since 2010 by expanding provision under the RMSA scheme to universalise access at this level. Awareness amongst parents of the benefits of educating their children for longer is growing, however many children still do not make it to the end of the elementary school cycle (around 50 percent), and even more do not then make the transition to secondary level (approximately 15 percent of those who reach grade 8)(Lewin, 2011b). Our research confirms previous findings, that those who make the transition are already a relatively privileged, high-achieving cohort, with those facing the greatest challenges being shed from the system across the course of the elementary cycle (Siddhu, 2010).

Box 1: Defining the school types and the levels served

Government schools are owned, run and staffed by the government. Their permanent teachers are civil servants. In some cases contract teachers are also hired to meet rising need. These schools are fully public, although there is some variation according to what level of government runs a particular school.

Private-aided schools are those established by private bodies and continue to be privately managed. However after receiving grants-in-aid for salaries they are staffed with teachers on the same civil service terms as government schools, and are mandated to charge fees no higher than at government schools (at least at the primary level). They may levy other charges that make them more expensive than government schools, but they are more akin to government than truly private schools.

Private schools are those privately established, managed and staffed, and generally run for profit. They are usually dependent on user-fee income and have full autonomy over hiring and firing of teachers. However since the Right to Education Act, the autonomy of these schools has been diminished as these schools are required to be government-registered and to provide 25% of their seats at the elementary levels to marginalised groups, with the fees reimbursed by government. In practice this provision does not appear to be widely enforced (and is not applicable at the secondary level).

Primary schooling covers grades 1 to 5, with the mandated starting age for children being 6 years.

Upper-primary schooling covers grades 6-8 in most states, and ends at the transition point to secondary school.

Elementary schooling comprises the primary and upper primary grades 1-8. Children should complete this level by age 14 though many who reach this level are over age. This schooling cycle is compulsory and mandated to be fee-free (as of 4th August 2009) in government and aided schools. The end of elementary schooling is a key transition point.

Secondary schooling includes grades 9 and 10 and is not compulsory. Pupils at this level should be up to 16 years old, however in practice many are older.

Senior Secondary schooling is the final phase of school education before the tertiary level, comprising grades 11 and 12. Pupils at this level are aged up to 18 years.

2. Methods

The research questions discussed above are addressed using data from various sources that this study presents, along with key findings from past research that support the messages from the data. This paper does not confine itself to a discussion of secondary schooling. The paper views the education system as a whole, and considers private schooling and parental school choice at all levels that feed in to the secondary system. Since the general issues relating to private schooling in lower income countries has been extensively reviewed (Day Ashley et al., 2014; Härmä, 2015; Lewin, 2007) this literature is not reviewed again in this paper, but key findings are cited as appropriate.

This study calls on several sources of data. One is a national-level dataset from the National Sample Survey Organisation of India, using two time points, from the 2007 survey round and the 2014 round. In addition, U-DISE data is used to look at enrolment trends and changes, from 2010 to 2014. These datasets allow trends by state to be examined over time, and allows breakdown by states across the entire country. The data is represented in various figures and in the discussion below. In addition, the study calls on case study data collected as part of RMSA Technical Cooperation Agency's research project over the years 2013-2015. This survey provides greater detail on three 'case study' states, Assam, Bihar and Odisha. Descriptive analysis provides key background to and informs the multivariate analysis that follows. After various issues are explored that appear to have a relationship with school choice, the logit regression analysis confirms the factors that are crucial in parents' choices of government or private schools.

Certain limitations to the available data must be acknowledged. All sources of data have distinct drawbacks and contain within them anomalies and uncertainties. While household survey data will capture enrolments at all schools irrespective of sector and whether government registered or not (thereby providing the truest estimate of shares of government and private enrolment), they do not, for example, capture the registration status of private schools, as parents are often unaware or misinformed regarding the true status of their chosen private school. Administrative data often do not capture unregistered private schools, and will naturally report data only from schools known to government, which includes government, private aided, and private registered (but unaided) schools. Because administrative data does not capture unregistered schools, it is likely that it will provide under-estimates of private school participation in cases where the private sector has been growing which usually means many unregistered schools as this is how these schools start out. In addition, some of the apparent increase in private schooling may be due to unregistered schools in 2010 (that previously existed outside of government oversight and data collection) becoming registered by 2014; and also a small percentage of schools previously counted as 'unclassified' becoming correctly classified as private. These potential issues means a need to treat conclusions with some degree of caution, however it is believed that the conclusions from this research broadly indicate the direction of travel of the system and the constraints of future growth within the many uncertainties of the data sets.

Statement of the Problem: High Drop Out and Poor Pupil Flow in the Indian Education System

When the RMSA programme was launched by the Government of India in March 2009, India's gross enrolment ratio (GER) was only 63% at the secondary level, well below that of East Asia at 70% and Latin America at 82% (Siddhu, 2010). This overall figure hid great disparities of participation linked to

household wealth, with 70% of children in the richest quintile attending, but only 30% in the poorest quintile. Wealth gaps are starker than urban-rural gaps though these were also considerable with rural participation 20% lower than urban (Siddhu, 2010, p.1).

The problem of participation is not only an issue at secondary-level. Though entry levels into grade 1 are generally high many Indian children drop out of primary and upper primary school every year, with 30% of children who start school not completing primary 5, and only half making it to the end of grade 8, the final grade of elementary school. Sixty percent of children do not finish secondary school, grade 10, and the situation is even worse in many states in India (Lewin, 2011b, p.382). Participation and drop-out at the elementary and secondary levels are linked. Elementary school completion rates are likely to have been suppressed by the relative scarcity of secondary education opportunity. Participation at secondary is clearly dependent on children's progression through the lower levels of schooling and completion of grade 8 (Lewin, 2011a & 2011b).

Widespread failure to achieve universal primary completion and then transition and access to grade 9 has persisted, especially in the northern states. Most enrolments continue to be in the government system (although this differs from state to state and between urban and rural areas), and it is mostly the government system where costs to households are sufficiently low to bring the hardest to reach into school. This paper therefore examines what role the private sector might potentially be playing in universalising secondary schooling in India.

3. The Growth of Private Schools

The fee-paying un-aided private sector (referred to in this paper as 'private schools') has been on the rise for some time, as evidenced by the Seventh Annual Survey of Education and ASER data (Singh and Sarkar, 2015). But all private schools are not created equal, as illustrated in Box 2. This section addresses the first two key research questions of this paper, which are regarding the share of the numbers of schools and enrolments of private schools, and how this has been changing over time - as well as how this differs by state.

Hitherto it has remained unclear where most of the growth in enrolments has occurred and how much of it is sustainable. It is also unclear how this growth has interacted with and had an impact on the government school system which would otherwise enrol most of the children currently attending private schools. At the same time the true extent of enrolments in private schools remains unclear (see Box 2).

Data from U-DISE provides information on shares of private schools in the numbers of schools nationally and by state, and also on enrolments, and are drawn on in this section, along with other sources of data as well as literature from small scale pieces of research. Between 2010 and 2014, U-DISE data reflects an increase in the share of private schools and enrolments across levels (from primary through lower secondary), and across states (for a detailed breakdown, see table A.4-A.6), though there are issues of changing classification and inclusion of 'unallocated' schools.

Having noted some of the caveats regarding the data, there is an indication that increasing private school participation simply mirrors rising GERs at the three main levels of schooling across the period from 2005. It appears therefore that increasing private participation may not be increasing overall access, and is unlikely to be bringing previously unserved children into school (figure 1). The falling GER at the primary level is likely to be a result of stabilisation of participation patterns and reduction in overage enrolments. At times of major growth in enrolment at any schooling level, there are often many over-aged (and some under-aged) children coming into the system. The falling GER from levels over 100% indicates a greater share

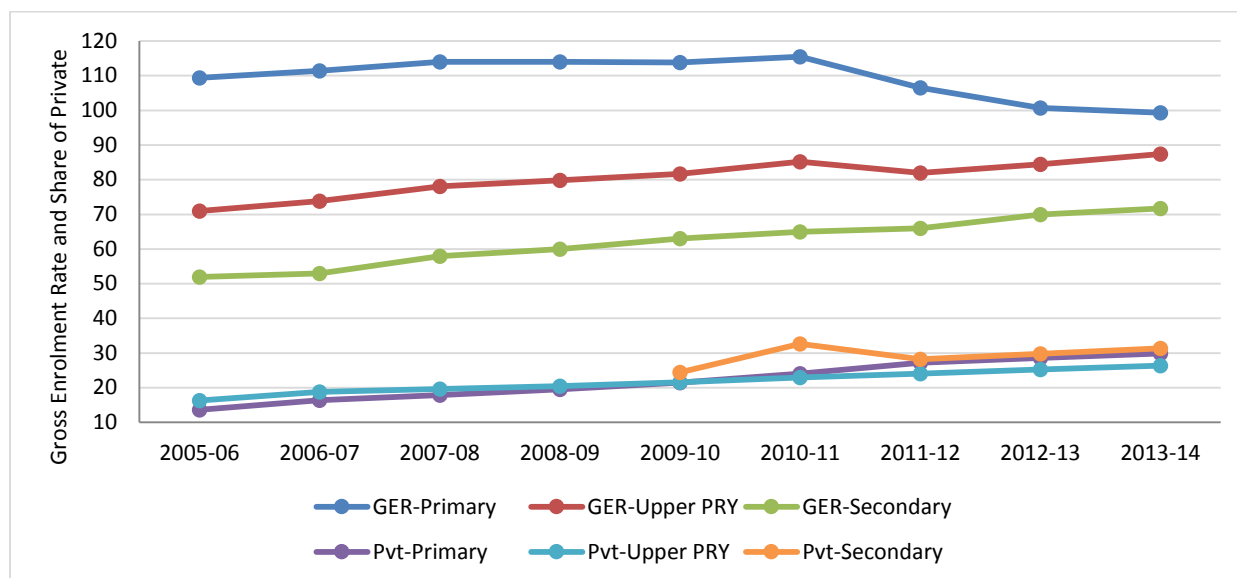
Box 2: The heterogeneity of private schools

Private schools are usually businesses started by a proprietor who picks a **target market** to serve. Schools vary enormously by fee levels, with the chosen target market differentiating what the school must provide in order to serve that market. There are schools serving elites, upper-middle, middle and lower-middle classes. Increasingly 'low-fee' schools are catering to the relatively poor, but it should be understood that the fees are low only in relation to schools targeting wealthier groups. The costs of even 'low-fee' schools are significant, as shown later in this paper. The differences in terms of the 'class' of the clientele, and the teaching and infrastructural quality of the schools are simply vast. Rising participation at private schools needs to be viewed in light of this stratification which is being reinforced in the wider society through school choices, most importantly along wealth lines. Household survey data shows clearly that most private school candidates are from the top two quintiles of income – that is from households in the top 30% of income.

The **registered-unregistered** dichotomy can be considered to differentiate between many schools serving poorer segments of society, from those serving wealthier groups. Many schools operate as unrecognised schools who have not applied to the government for the necessary permissions (for each relevant level), although this is illegal. Recognised schools are those that have received all relevant government permissions. However this distinction is not drawn on heavily in this study, although it should be noted that government data sources inevitably under-estimate the number of private schools and enrolments as unregistered schools are not included in government data collection exercises

of the children enrolled being of the right age for school, and over-aged children passing through and completing or possibly dropping out.

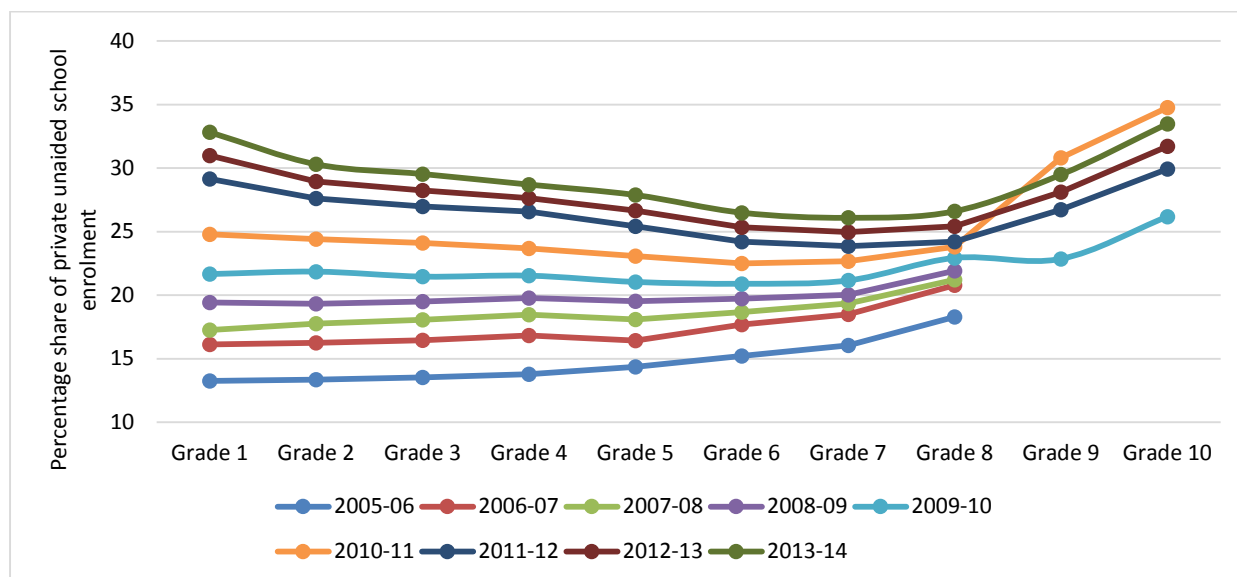
Figure 1: Gross enrolment rates and share of private sector by levels of education



Source: Various rounds of school census data administered by NUEPA

About 60% of the growth from 2010 to 2014 was in enrolments in public schools and a little less than 40% in private schools. Data reported later in this paper indicates that the 60% newly entering public schools were mostly from the poorest households in the lowest two quintiles.

Figure 2: Percentage share of private school enrolments by grade and by year, 2005-2014



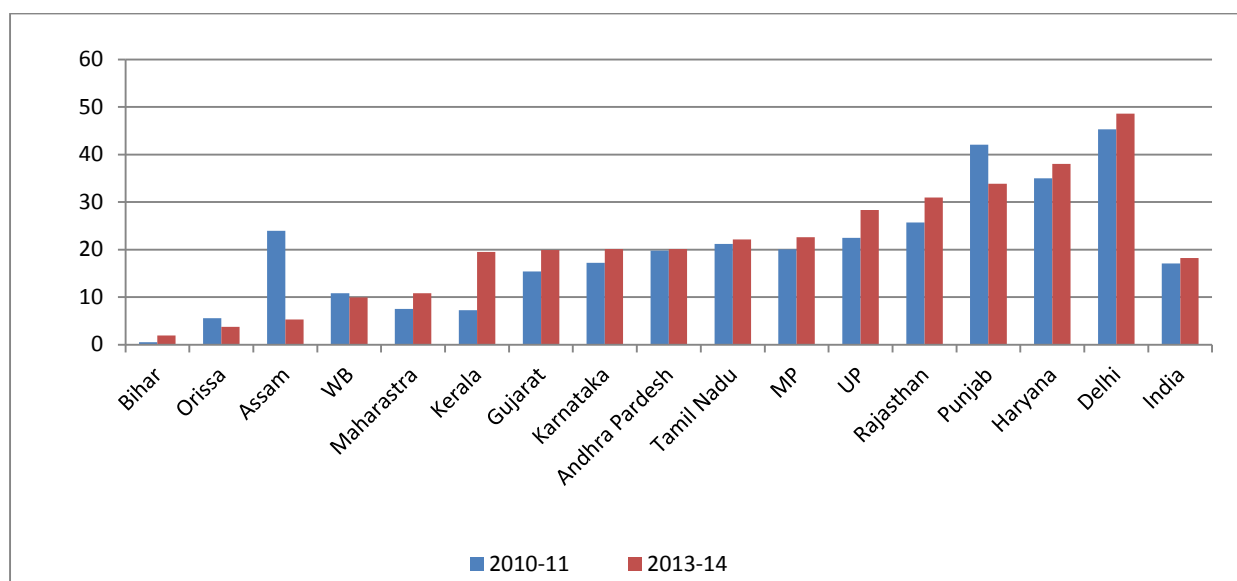
Source: Various rounds of school census data administered by NUEPA

Figure 2 shows private sector growth in percentages of children enrolled in more detail - illustrating that in past years there tended to be a higher percentage of private school pupils at higher grade levels. This resulted from many more disadvantaged pupils dropping out mostly from government schools. At higher grades more advantaged children remain enrolled; this rise in private share in the highest grades is therefore due to a selection effect and fewer and fewer parents being able to afford

education as the grade levels rise. This rising proportion is not an indication of parents exercising school choice. Notably, by 2013-14, the data shows the number of children entering school for the first time in the private sector having grown to 33% from 13% eight years previously. It is unclear as to how much of this increase is caused by government's growing efficiency in including private schools in their datasets, or genuine growth in private provision and uptake. Of recent grade 1 entrants, it is likely that they will have already been in private schools at the pre-primary level, often transitioning within the same institution to grade 1 (FSG, 2015). However it should be noted that as the primary grade level rises, a smaller and smaller percentage of pupils is enrolled at private school, perhaps because costs to households rise.

Data on school switching behaviour (see tables 13 and 14) indicates that pupils who enter education in the private sector are likely to stay in private education, unless the family suffers a financial shock that affects their ability to continue paying fees, leading to drop out or transfer to government schooling. It is well documented that many pupils drop out of education before completing the elementary schooling cycle. The relatively high proportions using private secondary schools, are a consequence of the fact that many of those who drop out are socioeconomically disadvantaged. Many of the remaining secondary pupils' families are apparently rich enough to pay for private schooling.

Figure 3: Change in percentage share of private primary schools, by state

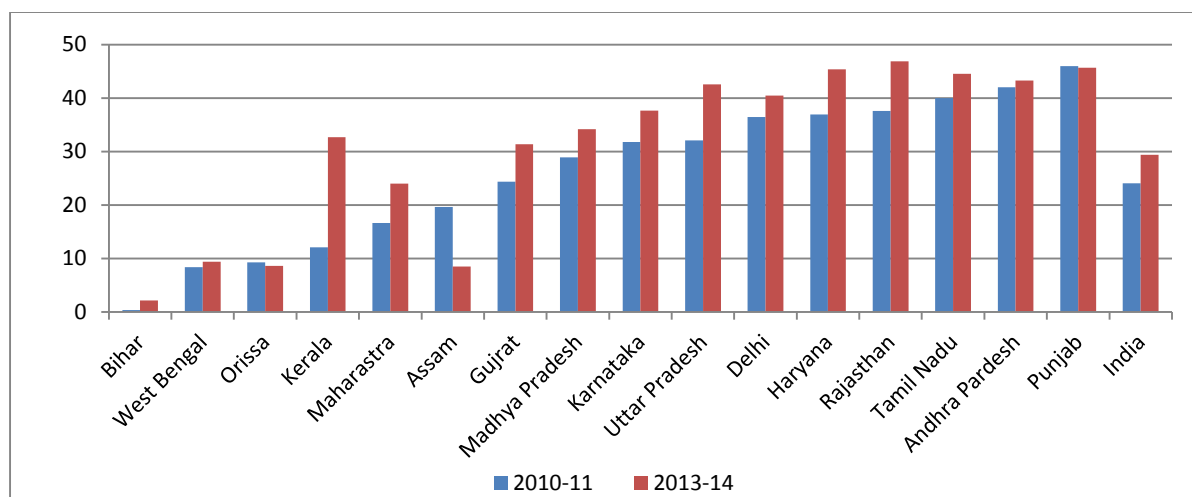


Source: Various rounds of school census data administered by NUEPA

Recent research fills out the picture of how private schooling has grown in some locations and at certain levels (depending on the location). One longitudinal dataset, gathered through the Young Lives project, shows that in their pro-poor sample in some parts of Andhra Pradesh and Telangana, private primary schooling has become the accepted norm in many urban areas. There has been great growth in private enrolment share in the seven years between two tracked cohorts. In urban areas 64 percent of the older cohort was using private schools, while this increased to 79 percent of the younger, more recent cohort. But perhaps even more noteworthy is that the growth was greater for the rural cohorts, amongst whom private enrolment was a relatively small 10 percent for the older cohort but grew to 31 percent for the younger (Woodhead et al., 2013, p.69). This reflects rising incomes and aspirations that follow appear to follow urban trends.

Tables A.1-A.3 provide the picture of the percentage shares of private school numbers in 2010 and in 2014. The figure 3 shows fairly consistent growth across states but to varying degrees. The extreme growth shown in Gujarat, Haryana, Kerala, Punjab and Uttar Pradesh may be partly down to reclassification of schools between the two data points, yet the picture of growth overall remains, with 10 out of 15 increasing and five decreasing. The figure also shows what great variation there is between urban and rural areas: Delhi (which is entirely urban) is approaching 50% of schools being in the private sector and only growing slowly, while in states such as Bihar, Odisha and Assam with both rural and some urban areas the percentages are under 5%.

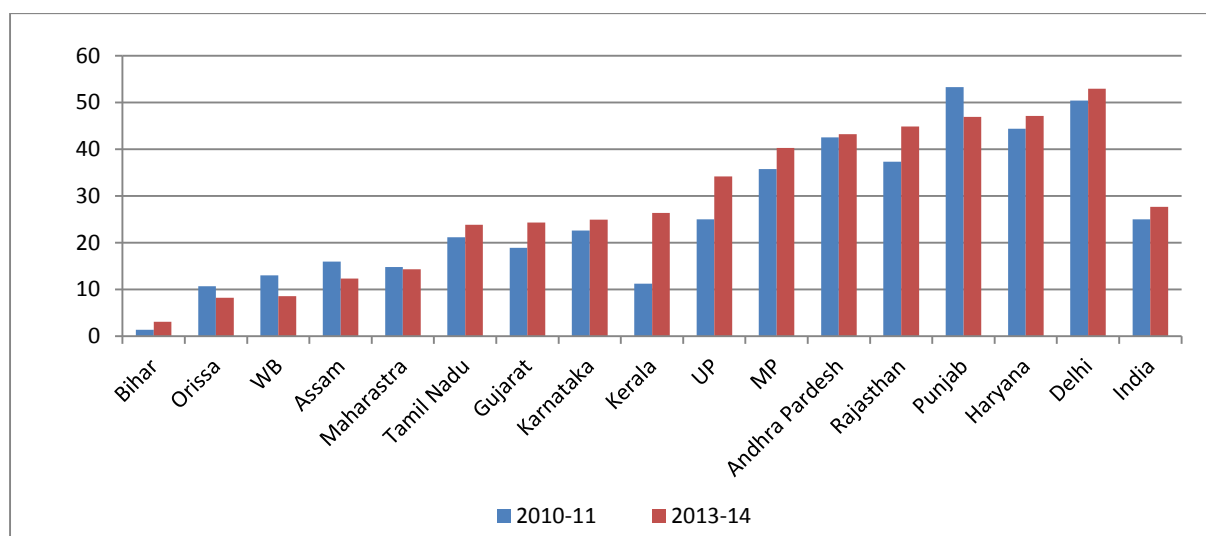
Figure 4: Percentage share of private primary school enrolments out of total primary enrolments, by state



Source: Various rounds of school census data administered by NUEPA

Figure 4 provides a picture of the growing percentages of enrolments accounted for in the primary sector. Of note, while in Delhi nearly 50% of schools are private, their share of enrolment lags behind at just over 40%, indicating the generally much smaller size of private schools compared to public schools. Conversely Punjab and Haryana may have larger private schools, accounting for over 45% of enrolments (or conversely it is possible that these states have smaller government schools). Again in most states the percentages of private enrolments have grown.

Figure 5: Change in percentage share of private upper primary schools, by state

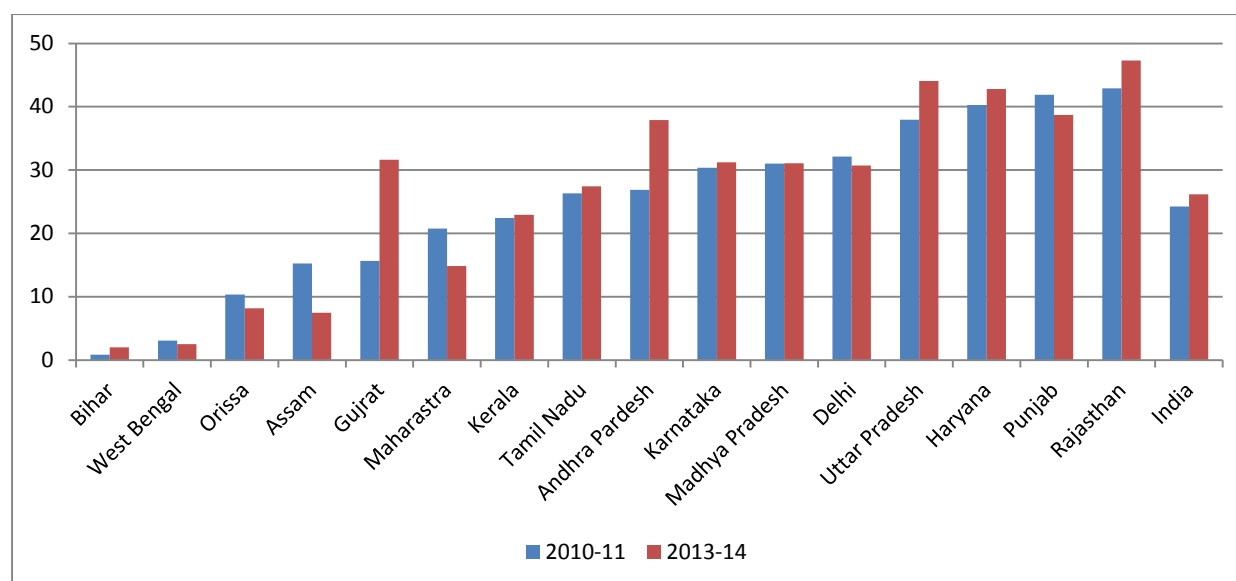


Source: Various rounds of school census data administered by NUEPA

The patterns of private school growth at the upper primary level (figure 5) are similar to those at the primary level; it is likely that in the states where growth in school numbers was very high, that this will likely be due in part to registration of unregistered schools and reclassification of schools.

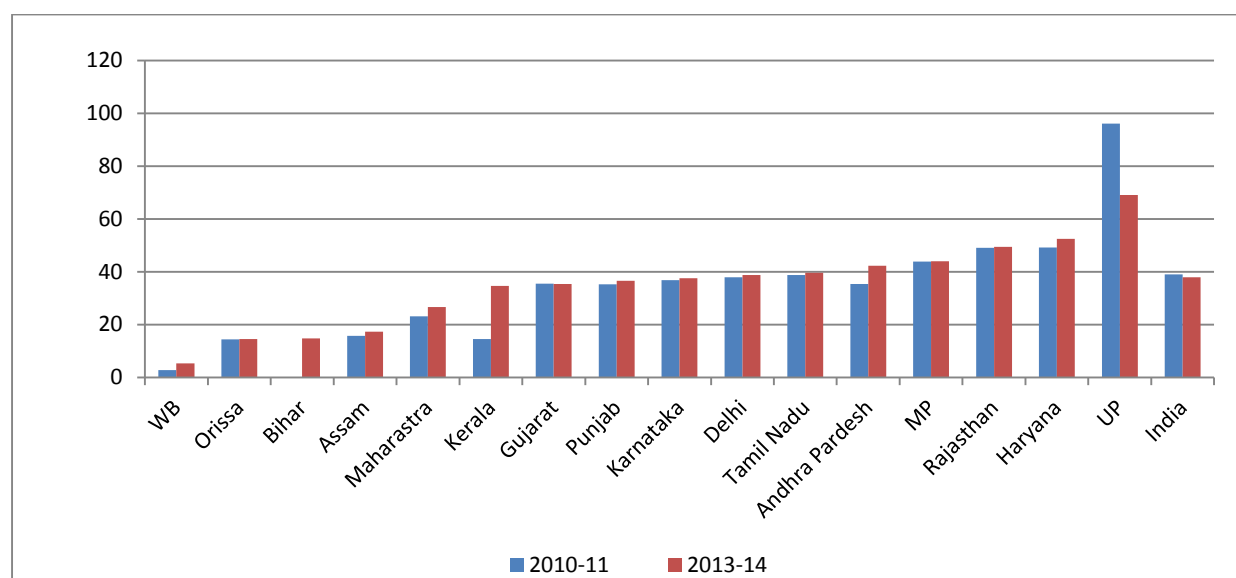
The share of private school enrolments at the upper-primary level has plateaued in many states, increased in some, and declined in a few. The sharp increase in Gujarat may be due to reclassification of schools. The decline in densely populated Delhi suggests that there is no scope for further growth.

Figure 6: Percentage share of private upper primary school enrolments out of total upper primary enrolments, by state



Source: Various rounds of school census data administered by NUEPA

Figure 7: Change in percentage share of private secondary schools, by state



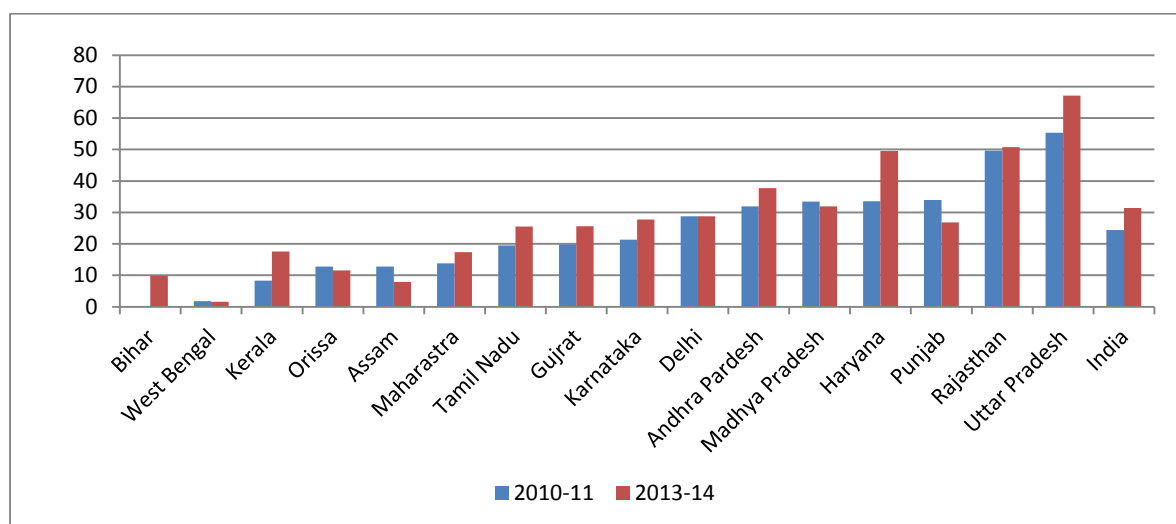
Source: Various rounds of school census data administered by NUEPA

Fairly little is written also on private secondary education, however in Siddhu 2010 found that 62% of secondary school pupils were attending private schools in seven administrative blocks of District JP Nagar in western Uttar Pradesh. National data showed that one-third of schools at this level were private, though generally smaller than government or aided schools, while this rose to 60% of schools

in Uttar Pradesh as a whole (Siddhu, 2010, p.8); Figure 7 shows that by 2014 this figure had reached 67%. Overall the data show that the number of private secondary schools has not changed significantly other than in the cases of Kerala (where there was an increase) and UP (where there was a decrease).

Nationally, since 2010, when private schools accounted for 24.4% of secondary school enrolments, there has been an increase to 31.4% in 2014 (Table A.3). Over this period increasing numbers of pupils (overall) were making the leap to secondary schools, both government and private, however the rise in the proportion of private enrolments appears modest in many states except for Uttar Pradesh and Haryana which have both experienced strong growth. In Punjab there appears to have been a modest increase in the percentage of schools, but a reduction in the percentage of private enrolments.

Figure 8: Percentage share of private secondary school enrolments out of total secondary enrolments, by state



Source: Various rounds of school census data administered by NUEPA

4. Who is Accessing Private Schools and What are the Key Determinants of School Choice?

This section addresses the third key research question of this study: who is accessing private education and what are the key determinants of school choice? There is now considerable literature on the issue of who is accessing private education in India (Agrawal, 2014; Alcott and Rose, 2015; Härmä, 2011; Karopady, 2014; Lewin, 2011b; Ohara, 2012; Rawal and Kingdon, 2010; Siddhu, 2011; Sucharita, 2014; Tamim and Tariq, 2015; Tsujita, 2013; Woodhead et al., 2013), and what the factors are in school choice, although the bulk of the evidence focuses on the primary school level and some of the evidence may be biased in favour of those who have chosen private schools. So this section starts with what is documented to date, beginning with a very recent study from Alcott and Rose (2015) who analysed ASER data from rural India (and Pakistan). They confirm findings from the growing weight of evidence on the key factors and determinants in school participation and choice which finds that wealth is of enormous significance to both school choice and to learning outcomes. While there is less evidence for the secondary level, the costs at this level increase in terms of unit costs and fees charged, meaning that there is nothing to suggest that the importance of household wealth is any less at this level. Indeed the available evidence speaks to the contrary: those who reach secondary level are already a relatively privileged group, and wealth factors just as strongly at this level, if not more strongly (Siddhu, 2010; Jha, 2011).

The existing research points to several key factors in whether families choose private schools, which prove crucial in family schooling decisions. Household poverty repeatedly appears as the most important factor (Agrawal, 2014; Alcott and Rose, 2015; Härmä, 2011; Karopady, 2014; Lewin, 2011b; Ohara, 2012; Rawal and Kingdon, 2010; Siddhu, 2011; Sucharita, 2014; Tamim and Tariq, 2015; Tsujita, 2013; Woodhead et al., 2013). Srivastava (2006) finds that for the poor to access private schools means making major sacrifices on other important areas of family expenditure; while Härmä (2008) finds that it is not unusual for parents to borrow money to pay school fees. Not all poverty is the same, and for the very poor, both the direct costs of schooling at any type of school and also the indirect or opportunity costs, are high, and constrain families' choices (Lewin, 2011b). Tamim and Tariq (2015) point out that any cost burden at all can be enough to exclude the poor. One World Bank report estimated that secondary education was outside of the ability of the poorest 50 percent in rural areas of India (Lewin, 2011b, p.389).

Caste continues to be an obstacle to equity in education and the wider society. Rawal and Kingdon (2010) find that disadvantage for low caste children in rural areas often manifests itself in smaller, more marginal communities that tend to have smaller schools, with poor-quality facilities and fewer teachers. These findings

Box 3: The poor chances for marginalised children's education

The chances of a secondary education for children of poor families who belong to scheduled castes and are dependent on unskilled labouring opportunities are much more precarious than for other children. In this study in western Uttar Pradesh, nearly 46% of scheduled caste families rely on labouring jobs, while another 27% are subsistence farmers. One quarter of children from labouring families drop out of school.

'if they [the children] don't work, what will they eat? Whatever we are spending [on education] is coming out of our food basket.'

Siddhu (2010), p.24

apply to the primary level but are also found at the secondary level in DFID report on the secondary education expansion (2015). Caste is also found to be significant for attendance at private schools in many other studies of participation and school choice, including Woodhead et al. (2013), Härmä (2011), Rawal and Kingdon (2010), Siddhu (2010), and Tamim and Tariq (2015).

New evidence from this study underscores the importance of poverty and caste. Table 1 provides the percentages of poor and marginalised groups using private secondary schooling; the figures increase from the top left where the most marginalised group lies: those belonging to scheduled tribes, who are in the poorest quintile of wealth. The highest incidence of private school usage is in the bottom right corners for each year, with the richest families not belonging to any marginalised caste or tribe. The small proportion of scheduled tribe families (in the poorest and middle quintile) attending private schools has actually decreased between 2007 and 2014 meaning that this marginalised group is increasingly left behind. However for every other group the percentage has grown. The increase is the greatest for some of the wealthiest groups. While it is clear that there is a trend towards more and more uptake of private school places overall, the bottom line in response to the key research question of who is accessing these schools is that disadvantaged groups are accessing private schools far less often (with uptake by some of the most marginalised actually decreasing) than their richer more advantaged peers, whose uptake of private places is increasing. This finding leads to serious equity concerns arising from the unequal accessibility of private schools, further stratifying those of different levels of wealth.

Table 1: Share of private secondary school enrolment by caste and wealth quintile, 2007 and 2014

	2007				2014			
	ST	SC	OBC	Other	ST	SC	OBC	Other
Poorest	6.9	5.0	9.3	7.6	5.7	8.3	11.2	10.8
Poor	6.1	9.6	9.8	8.2	11.9	9.8	18.6	14.6
Lower Middle	9.2	9.8	11.5	13.3	7.6	16.1	21.0	21.8
Middle	9.8	12.8	20.6	19.1	21.4	23.9	27.2	31.4
Richest	18.7	20.8	27.8	36.2	25.0	36.3	42.5	50.3

Source: NSS 2007 and 2014

Gender is found in many studies on Indian education to be an important factor in different types of school choices. Rawal and Kingdon found a large gender gap at the primary level in all aspects of their participation in the education system, exacerbated by household poverty in Uttar Pradesh and Bihar (Rawal and Kingdon, 2010). Alcott and Rose (2015) find that the poorest girls are 43% less likely than their male peers to attend private primary schools (p.353). Siddhu (2010) also finds that in part of western Uttar Pradesh the most significant factors in secondary school attendance, cost and distance, have a larger effect on girls and those from other backward castes. Härmä (2011) finds that primary school girls in Uttar Pradesh are less likely to be sent to private schools by their parents.

However attitudes are changing as found by Srivastava a decade ago (2006). Furthermore, despite finding that girls were less likely to attend private school, Härmä (2008) found that while many mothers interviewed had minimal or no schooling themselves, all of the school-aged girl children of these mothers were in school, even in the poorest households, indicating a considerable change in priorities from one generation to the next.

Data from various studies show a mixed picture of change, however. The Young Lives projection India has found this issue to be complex; they document that at the primary level in Andhra Pradesh there

was very little gender difference in school choice for rural or urban children in their older cohort, but that a gender gap in private school choice opened up at post-primary levels. Crucially, the data from the younger cohort indicates that 'gender-based divisions have increased over the past decade for the poorest rural families, as private school participation grows,' (Woodhead et al, 2013, p.70). It appears that as the larger financial burden that private schooling represents comes to appear essential to families, and thereby places a greater strain on family resources than government schooling used to, certain choices become 'forced'. 'Traditional gendered division of school enrolment or non-enrolment choices, is in some respects now being played out through gender-linked private versus government school choices' (Woodhead et al, 2013, p.70). So while parents are unlikely to choose not to enrol their girl children, they may choose to enrol them in government schools while enrolling a boy in private school.

Data from this study shows a trend towards a widening gender gap as wealth increases, and also between the two time points. By 2014 poor boys and girls are almost equally likely to be enrolled in private schools (though there is some disadvantage for poor girls), though their chances are low. Private school uptake increases with increasing wealth, but there is a gap of nearly 10 percentage points between the share of the richest girls and the richest boys accessing private secondary school. While girls from traditionally marginalised groups have the lowest chance of private school enrolment, gender bias is expressed most, in 2014, in the richest quintile. Aligned with this finding, survey data from this study finds that many more parents of private school pupils (38% despite usually being better off than government school parents), stated that they sometimes prioritise the education of boys; whereas only 24% of government school parents reported this (in keeping with the Young Lives findings) - arguably because the costs of government schooling are less likely to force such decisions.

Table 2: Share of private school enrolment by gender and wealth quintile, 2007 and 2014

	2007		2014	
	Female	Male	Female	Male
Poorest	6.8	7.9	9.0	9.7
Poor	7.3	10.4	14.8	14.8
Lower Middle	10.0	12.6	16.3	20.7
Middle	17.0	19.0	23.4	31.3
Richest	28.4	32.4	38.9	48.6

Source: NSS 2007 and 2014

Poverty interplays with other issues such as living in more remote, rural areas. Richer families can pay for transportation solutions especially at the secondary level where pupils are older and more able to travel; while poor families must rely on nearby options. Our survey evidence shows that it is common for children not to attend the closest school to home. Table 3 provides distances to the nearest schools by type (and it should be noted that in these case study states private school are quite few) and by level, while table 4 below provides the distances to the schools surveyed children were currently attending. In most, but not all cases government school pupils tend to select schools closer to home than private school parents, whose greater means may enable them to travel further to school.

As well as being more likely to choose schools that are not the closest to home, private school parents are also less likely than government school parents to report that the distance to school is a problem (38.% and 45% respectively; table A.14). Overall however the distances that pupils are travelling are short, as shown in tables 3 and 4. Rural residence is found to constrain families' education decisions

(Agrawal, 2014; Woodhead et al., 2013). Yet once a school is selected, distance can affect attendance; 39% of government school parents and 32% of private school parents reported that it interferes with the regularity of attendance (Table A.19).

Additionally, family size is significant for poor households (Härmä, 2008; Srivastava, 2006; Tamim and Tariq, 2015); fewer children to support allows for more spending per child, meaning that families may be more likely to be able to afford private schooling where they could not with many more children. Our analysis below confirms the link between fewer children and private school attendance. Parental educational background is also widely found to be significant in private school choice at the secondary and elementary levels in rural Uttar Pradesh and in Delhi (Siddhu, 2010; Tsujita, 2013). The ambitions and aspirations that parents hold for the child are also important (Tsujita, 2013; Woodhead et al., 2013). These can be high for uneducated and educated parents alike, through observing the example of family and neighbours (Srivastava, 2006). Our survey evidence finds that 97% of parents of government school pupils and 96% of parents of private school pupils reported always having intended that their child would reach secondary school.

Table 3: Average distance in kilometres to the nearest school by level and school type

	Primary			Upper Primary			Secondary		
	Government	Private	Aided	Government	Private	Aided	Government	Private	Aided
ASSAM	0.7	0.6	0.6	1.3	1.1	1.0	1.5	1.4	2.1
BIHAR	0.6	0.5	0.4	0.9	0.7		3.5	0.9	2.0
ODISHA	0.5	1.0	0.4	1.0	2.5	1.7	2.1	1.3	1.8

Source: RMA-TCA household survey

Poverty appears to trump all other forms of disadvantage, and also reinforces them. Tamim and Tariq (2015) highlight that markers of wealth such as land ownership and occupation intersect with caste, class, cultural issues, family size, ethnicity, religion, language and gender to form overlapping and mutually reinforcing disadvantage, as found by Härmä (2010). Poverty is not simply a factor shaping school choice decisions - it is also often a motivation for a certain type of decision: access to private education is often seen as the best way to better earnings prospects and a way out of poverty (Srivastava, 2006). The wealthy view differentiated schooling choices as a way of preserving the socioeconomic advantages they already have, while facing less of a struggle in terms of proportions of expenditure required to do so (see further discussion below). Our survey evidence finds that 95% and 92% of parents of government and private school pupils (respectively) reported that the child's education would be useful to their job prospects. For the poor it is a way up; for the better off, a way of maintaining an advantage.

Table 4: Average distance to schools currently attended by level and school type

	Primary			Upper Primary			Secondary		
	Government	Private	Aided	Government	Private	Aided	Government	Private	Aided
ASSAM	0.8	1.9	1.6	1.7	2.6	2.8	2.4	2.9	3.5
BIHAR	0.6	1.7	.6	1.0	2.5	4.0	3.2	2.5	2.2
ODISHA	1.2	2.1	.7	2.8	2.3	1.1	6.1	2.4	1.6

Source: RMSA-TCA household survey

In summary in response to the research question on who is accessing private schools and what are the key determinants of private school choice: wealthier families are accessing private education. Children also stand a greater chance of doing so where the family lives in an urban area, when they

do not belong to scheduled castes, other backward castes and also scheduled tribes. Children who are boys are, overall, more likely to attend private schools and all children have an increased chance if they have fewer siblings between whom family resources must be shared. They are also more likely to go to private schools if their parents are more highly educated. It is worth noting the relationship between these factors and family wealth; even social marginalisation can in some respects be overcome if there is greater family wealth, at least where school choice and educational attainment is concerned.

5. What are Parents Seeking in Choosing Private Schools?

Poverty and marginalisation restrict private school choice, but a proportion of parents do all that they can to pay for a private education for their children. The question therefore arises: what are parents buying or wishing to buy in their desire for a private education for their children? Most of the older people in India today attended government schools in their youth, and there was apparently no thought of any alternative. However now there appears to be a more and more widespread perception that the most common forms of government provision (meaning the typical village school run by the state authorities) are of poor quality, and that private schools are of better quality, with teachers who take greater care of their pupils (Härmä, 2011; Singh and Sarkar, 2015; Srivastava, 2006). Karopady (2014) and Srivastava (2006) posit that there is a clear preference for English-medium schools (echoed by Sucharita, 2014) which may explain much of the demand and a belief that private school pupils will be better educated and will ultimately find better jobs - these factors all being bound up in their perception of better quality in the private sector. There was also found to be a status element to this school choice, including the appearance of having smart uniforms, and wishing one's children to mix with those of more affluent families. Parents also value more homework given, and longer school hours (ibid.).

The reputation of government schools appears broadly to be well-founded, in light of results from assessments in various studies (several of which are summarised in Day Ashley et al., 2014), and as evidenced

by the yearly ASER citizen-led learning assessments (ASER Centre, 2014a; also see Alcott and Rose, 2015 for a fresh analysis). While the quality of much but not all government provision is demonstrably poor, there is no clear evidence that private schools are of themselves providing greater learning. They are at least able to *project an image* through greater order and discipline, and more teacher effort as compared to government schools where teachers are observed not to be teaching at all in many cases - in some villages the difference in appearance and atmosphere at government and private schools can be dramatic (Härmä, 2010).

A closer look at the learning of pupils, taking their personal backgrounds into account, delivers the message that levels of learning across both government and lower-fee private schools are extremely low (Alcott and Rose, 2015). Any private school advantage is relative at the low-fee end, and often largely explained by the background characteristics of those attending them. Alcott and Rose find that poverty is a far more important reason for poor learning than failing to access private schooling, and that a family's ability to invest in private tuition, whether they are enrolled in private or government

Box 4: The 'sacrifice mentality' of private school parents

Through her qualitative work in Lucknow District, Uttar Pradesh, Srivastava has documented the '*sacrifice mentality*' of parents of limited means who choose to divert spending from other arguably essential areas of expenditure to pay for private education. These parents showed an 'acceptance that educating their children and choosing the low-fee private sector necessitated hardship. As one mother stated 'we thought that we would *have* to make some sacrifices for the children... that if our elder daughter studies then she will become educated.'

Some families even accept considerable 'family-life' costs by sacrificing certain aspects of family life, including living together, to access private schooling.

'Essentially, most household participants saw low-fee private schooling as key to 'buying' their families out of lower social classes by receiving better marriage proposals', as a result of educating their daughters in

schools, can make a significant difference to children's learning (ibid.). The clear message from the research is that where government schools are providing very little teaching, parents with resources are willing to pay, if they possibly can, for an alternative (Härmä, 2011; Day Ashley, 2014; Tooley and Dixon, 2006).

What parents therefore appear to be seeking to buy when they pay for private school is essentially more going on in the school (ultimately, better quality education that should result in more learning than at the government alternative); access to learning the English language which is highly prized in the job market; and reinforcement and confirmation of social differentiation and status - all in varying proportions. Most research does find that private school test scores are higher, *before* controlling for pupil background (Day Ashley et al., 2014) but that after controlling for selection effects there is no actual private school effect, as found also through PISA (OECD, 2014). It is likely that parents do not realise that their own motivations, priorities and ability to support their children, combined with peer effects, may be contributing more to their child's greater learning than the school itself. Parents may both wish and believe that they are paying for an educational advantage for their child.

National Sample Survey data lends credence to other research findings. Parents of children in private schools were asked about their reasons for their schooling decision, and their answers are broken down by wealth in table 5. Of note, over 29% and 21% (respectively) of parents in the poorest two quintiles reported choosing private schooling because there was no accessible government school, meaning a considerable burden to such poor households that they would have preferred to avoid. However by far the most pressing concern for all parents was the drive to find a better learning environment for their children, which is one way of referring to better quality education. The drive for English language increases with wealth. When examining the responses by scheduled castes, tribes and other backward castes as well as general (higher castes), the responses are virtually the same. The only notable difference was that the desire for a nearby government school is weaker, this being consistent with other analysis that shows that poverty trumps all other forms of disadvantage. We note that there is little or no data on the reasons why parents chose public schools and this is a gap in the literature.

Table 5: Reasons for choosing private secondary schools by wealth quintile

	Poorest	Poor	Lower middle	Middle	Richest	All
Government institution is not available nearby	29.3	21.4	18.8	12.8	7.1	15.1
Better environment of learning	43.8	59.7	51.2	55.9	55.3	54.0
English is the medium of instruction	5.2	3.8	8.1	10.0	13.8	9.5
Quality of education in govt. institution not satisfactory	18.2	11.9	16.2	17.1	19.2	17.0
Tried for government institution but could not get admission	1.7	1.2	2.4	1.1	1.5	1.6
Cannot say	1.7	1.9	3.3	3.1	3.1	2.9

Source: NSS 2014

The responses in this table are instructive to a degree, particularly in showing that large proportions of poor families would have preferred to access government schools but found none nearby, however this data source does not provide comparison with the reasons for choosing other types of schools. Other surveys have sought similar information somewhat differently. The survey data for this study

provides information on why the different school types were chosen by parents (or children). It shows (table 6) that over half of all children had a hand in choosing the school, and that closeness to home is important across the board, but less so at private schools than at other school types. Distance can be seen to have less of an impact and less of a cost implication for those wealthy enough to be accessing private schools. Being cheaper than other schools is one of the least important issues in private school choice, bearing in mind that private school costs may be lower or higher than other private schools, but are certain to be more expensive than government provision. Good quality education and regular communication with the school were of high importance.

As expected, being of low cost is important to parents of children in government schools, but nearly as many government school parents as at private schools reported that school quality played a major role in their choice. However it is unlikely that parents would state that quality of education is not part of their decision making. Of note, aided school parents were the least likely to state that the quality of the school overall was a factor in their choice, while teacher quality was cited as influential. It should be recalled that in all of the contexts where parents have reported their preferences, there might or might not exist schools of the same or of other types all in a close enough distance and price range to choose between.

Table 6: Factors in parental school choice at the secondary level

	Government	Unaided	Aided
Child chose this school	58.7	57.8	51.8
School is closer to home	57.7	46.6	57.7
School is cheaper than others	81.7	36.8	66.6
Invited regularly to discuss child's education	66.2	90.4	70.6
All castes attend this school	79.6	78.8	74.3
Quality of this school is better than others	91.7	95.8	83.1
Good quality, effective teachers	94.8	97.2	97.7
Receive regular progress reports from school	60.1	84.5	32.9

Source: RMSA TCA household survey

6. A Multivariate Analysis of Factors in School Choice

The descriptive analysis above informs the following more sophisticated analysis of school choice. A multivariate approach is used to control for family, parental and child-specific characteristics; the type of model selected for the analysis is a logit regression model, as this is appropriate where there is a dichotomous dependent variable: whether the child attends private school or not. The evidence from this study illustrates that many families access private schools for their children but that for many parents, private schools are unaffordable. Cost interplays with other characteristics of the family, however while these other factors (discussed above) are influential, poverty is consistently found to be the main barrier preventing children from accessing a private education. The analysis is conducted for all three schooling levels discussed in this paper: primary, upper primary and secondary levels. Most of the factors that appeared from past research and from descriptive analysis (above) to be associated with school choice are confirmed to have a significant effect on a child's chances of attending private schools, in this analysis.

The model begins with factors relating to the child and the child's inherited social status. We see that being a boy child does mean a significantly higher chance of attending a private school than for their female peers, at least at primary and secondary levels. The coefficients are highly significant, at the 1% level of confidence, for primary schooling, but slightly less strongly significant at the secondary level (at the 5% level). The lesser negative impact of being a girl at higher levels of education could be explained by the fact that more poor children participate in primary schooling than in upper levels; however this conflicts with earlier descriptive analysis (table 2) showing that a gender imbalance actually increased with wealth.

As expected, a child belonging to the traditionally marginalised groups scheduled castes and tribes are much less likely to attend a private school at any level of education, than a child from the reference category, general Hindu castes (which includes high castes). The coefficients are significant to the 1% level except for scheduled tribes at the secondary level only (yet still significant to the 5% level). Belonging to one of the 'other backward castes' is also negatively associated with private school attendance, but not significantly so at the primary level, and only to the 5% level for upper primary and secondary levels. People belonging to these castes are generally less socially disadvantaged than people from scheduled tribes and castes. Belonging to the Islamic faith is negatively associated with private school choice at lower levels of education but the relationship is extremely weak. However it is significant at the 5% level for secondary education only.

For children living in rural areas, the chance of attending private school at any level is significantly (to the 1% level) lower than for children in urban areas. The strength of the relationship is strongest at the primary level, which may be explained by parents being less likely to allow children to travel far at this age for schooling, and that this is the level of education where most poor people participate, combined with higher incidence of poverty in rural areas. Related to this combination of disadvantages, poor families tend to have more children, and overall (larger) family size has a negative relationship with private school choice, but much stronger is the negative relationship between having more *school-aged* children and private school attendance. Having many children whose education must be supported, means that there is less money to be spent on each child, leading to a lower chance of attendance at private school.

Of enormous significance is the average level of educational attainment of all family members. The higher this average is, the greater chance of a child being sent to private school, vastly exceeding the threshold for the 1% level of significance for all levels of schooling. However the strength of the relationship does become progressively weaker at the upper primary and then secondary levels. The type of employment of the main breadwinner of the family is also significant. If the parents do casual day labouring, the chances of attending private school are very significantly (at the 1% level) lower than for other types of employment including in agriculture. Being employed in a regular wage-earning job significantly increases the chance of attending private school (but only at the 5% level), at primary and upper primary levels.

Table 7: Logit regression analysis of school choice using NSS 2014

	Primary		Upper Primary		Secondary	
<i>Dependent variable=Pvt_unaided</i>	Coef.	Z score	Coef.	Z score	Coef.	Z score
Gender (Male=1)	0.36	2.98	0.04	0.26	0.32	1.98
<i>Reference category=Other Caste</i>						
Scheduled tribe	-0.87	-5.78	-0.81	-3.75	-0.53	-2.26
Scheduled Caste	-0.56	-5.18	-0.79	-4.29	-0.50	-2.74
Other backward Caste	-0.09	-1.07	-0.27	-2.09	-0.26	-1.97
Location (Rural =1)	-0.68	-6.16	-0.77	-5.28	-0.72	-4.58
Household size	-0.03	-2.64	-0.03	-1.22	-0.05	-2.18
Age at first entry in school	0.01	0.46	0.01	0.20	-0.10	-1.56
Number of school age children	-0.21	-9.75	-0.13	-3.35	-0.12	-2.99
Average years of schooling at Household level	0.21	17.67	0.20	11.31	0.09	4.77
Religion (Muslim=1)	0.00	0.03	-0.17	-1.15	-0.42	-2.35
<i>Reference category=Richest quintile</i>						
Quintile one (Poorest)	-1.31	-7.87	-1.70	-6.40	-1.59	-4.86
Quintile two	-0.97	-6.76	-1.32	-6.47	-1.31	-5.05
Quintile three	-0.67	-5.75	-1.24	-7.98	-1.02	-5.76
Quintile four	-0.52	-4.60	-0.93	-6.11	-0.70	-3.93
Quintile one*gender	0.01	0.03	0.00	0.01	-0.49	-1.53
Quintile two*gender	-0.10	-0.66	-0.12	-0.50	-0.17	-0.69
Quintile three*gender	0.05	0.36	0.37	2.03	-0.21	-1.07
Quintile four*gender	-0.11	-0.80	0.25	1.39	0.06	0.30
Islam*gender	0.02	0.21	0.11	0.59	0.29	1.26
Scheduled tribe*gender	-0.01	-0.04	0.13	0.47	-0.20	-0.66
Scheduled Caste*gender	-0.20	-1.42	0.10	0.47	-0.14	-0.60
Other backward Caste*gender	-0.02	-0.17	0.15	0.98	0.04	0.23
Quintile one*location	-0.59	-3.41	-0.40	-1.48	0.22	0.62
Quintile two*location	-0.38	-2.50	-0.20	-0.92	-0.26	-0.98
Quintile three*location	-0.47	-3.57	-0.29	-1.62	-0.09	-0.44
Quintile four*location	0.07	0.48	0.03	0.16	0.05	0.23
<i>Reference category=Employed in agriculture</i>						
Regular wage earning	0.13	2.03	0.20	2.07	-0.09	-0.96
Casual labour	-0.49	-8.33	-0.34	-3.37	-0.58	-5.00
Other employment	0.54	4.80	0.66	4.21	0.07	0.40
Number of observation	31,080		17,097		12,935	
Pseudo R2	0.27		0.29		0.26	

The descriptive analysis and the analysis from other studies indicates the central importance of family poverty in school attendance, which also interacts with other issues to exacerbate disadvantages. The logit regression analysis finds that being in any quintile of wealth other than the richest quintile substantially reduces the chances of enrolment in private schools, at all levels of education, but most

strongly at the primary level. Since many of the poorest drop out before reaching secondary this may be part of the reason why the association of wealth with private secondary schools appears to weaken. The coefficients are all significant at the 1% level, the z-scores far exceeding the threshold.

The analysis also investigated the interaction between several factors. In the case of poverty and gender, there is no real relationship, and as shown in the descriptive analysis, poor boys and girls stand quite an equal chance of attending private schools, however this relationship varies from state to state. The analysis underscores the progress that has been made in India with regard to gender equity, as there is very little effect of being a Muslim, scheduled caste or scheduled tribe girl, while it would often be assumed that this relationship might be strong, and negative. These social groups suffer disadvantage, however their girls do not suffer more than boys, except for belonging to the Islamic faith which is found to have no significant negative effect on enrolment.

Being poor from a rural area is significant for the chance of attending a private primary school, and is mostly significant at the 1% level, for those in the poorest three quintiles. However for those in the second richest quintile, and for all quintiles when considering upper primary and secondary schools, there is no increased disadvantage from being both poor and rural (and these two issues are often virtually synonymous), while these two factors are very strongly significant on their own. Poverty appears to be the single strongest factor in private school attendance choice, having the largest z-scores indicating the strength of the negative relationship between falling outside of the richest quintile, and private school attendance at all levels.

7. The Limits of Affordability and Expansion of Private Education

The question arises as to how much these schools cost in relation to wealth, and how this varies in relation to school types, for example private and government schools with poverty found to be the strongest determinant in whether a child can access private schools. Table 8 shows the amounts spent on private schooling per quintile of wealth, showing, as expected, that as wealth increases, so too does spending on education. The poorest families accessing private schools will be choosing the lowest-fee private schools (see the 'course fee' at Rs2,844), and are spending less on other expenditures such as books (parents often only buy books for the core subjects), uniforms (buying one instead of two or three) and other materials (fewer writing materials).

Table 8: All costs of attending private schools, by wealth quintile and by level

		Course Fee (Rs.)	Books, Stationery & Uniform (Rs.)	Transport (Rs.)	Private Coaching (Rs.)	Other Expenditure	Total Expenditure (Rs.)
Quintile 1 (Poorest)	Primary	2844	1376	1173	927	296	5175
	Upper Primary	4331	1727	1312	1085	572	7456
	Secondary	4879	1946	1287	2498	622	9057
Quintile 2	Primary	3884	1714	1170	926	342	6902
	Upper Primary	4240	1942	863	767	374	7304
	Secondary	5775	2190	1077	1877	377	9936
Quintile 3	Primary	4730	1937	1711	1242	469	8503
	Upper Primary	5794	2139	1780	1682	545	10027
	Secondary	6751	2508	1371	2301	845	11858
Quintile 4	Primary	6252	2322	2353	1407	485	11105
	Upper Primary	7652	2834	2208	1939	553	13208
	Secondary	8778	2915	2072	2976	766	15292
Quintile 5 (Richest)	Primary	11390	3102	3840	2659	934	19247
	Upper Primary	13694	3743	3854	4109	1244	23294
	Secondary	14428	3891	3607	6481	1362	25836

Source: NSS 2014

Of particular interest is that even with accessing private schools, all quintiles of families feel the need to spend money on private tuition outside of the private school. This amounts to around 20% of total costs, and as much as 30% of the fee cost on average, and 40% at the secondary level. This fact is significant for the costs to families, the learning outcomes that result, and for social equity: Alcott and Rose (2015) found that richer government school pupils not receiving private tuition learn more than poor pupils in private primary schools who receive private tuitions on top (p.357). Table 8 shows that clearly some poor families are doing all that they can to advantage their children, sending their children to private school and finding the funds for private tuition as well. However the data shows how with increasing wealth families pay more and more for private tuition, with the richest families

spending very high sums, significantly more than in any other quintile, to give their children the greatest advantage possible, thereby enhancing and adding to the effect of accessing private schooling. Along with these bought advantages, richer families tend to provide, overall, much more conducive environments for greater learning, adding to the advantage of these children. The finding, using ASER data across many states, that poor private school children receiving private tuition will still learn less than rich government school children not receiving tuition is troubling, in light of the enormous sacrifices that parents are making to gain a private school advantage that hardly exist at all.

To contextualise these figures, table 9 presents the above costs as percentages of average annual consumption expenditure. As expected, the proportions of household spending needed to pay for private schooling at each level decrease as wealth increases, even in light of the enormous sums being spent by the rich on school fees and private tuition. This means that it is most difficult for the poor to afford private schooling, and with multiple children in the household it will be nearly impossible. To send one child to private secondary school would require 22% of household spending, an entirely unsustainable sum for poorer households. And where borrowing is taken on in order to pay these expenses, families become even poorer due to high interest rates.

Table 9: Average annual expenditure on private schooling as % of annual household consumption expenditure (families using private schools only)

		Course Fee	Books, Stationery & Uniform	Transport	Private Coaching	Other Expenditure	Total Expenditure
Quintile 1 (Poorest)	Primary	7.0	3.4	2.9	2.3	0.7	12.7
	Upper Primary	7.3	2.9	2.2	1.8	1.0	12.5
	Secondary	11.7	4.7	3.1	6.0	1.5	21.8
Quintile 2	Primary	6.5	2.9	2.0	1.6	0.6	11.6
	Upper Primary	7.1	3.3	1.4	1.3	0.6	12.3
	Secondary	9.6	3.6	1.8	3.1	0.6	16.5
Quintile 3	Primary	5.6	2.3	2.0	1.5	0.6	10.0
	Upper Primary	6.8	2.5	2.1	2.0	0.6	11.8
	Secondary	7.9	2.9	1.6	2.7	1.0	13.9
Quintile 4	Primary	5.2	1.9	1.9	1.2	0.4	9.2
	Upper Primary	6.3	2.3	1.8	1.6	0.5	10.9
	Secondary	7.2	2.4	1.7	2.4	0.6	12.5
Quintile 5 (Richest)	Primary	4.9	1.3	1.7	1.2	0.4	8.3
	Upper Primary	6.0	1.6	1.7	1.8	0.5	10.2
	Secondary	6.2	1.7	1.6	2.8	0.6	11.1

Source: NSS 2014

It is instructive also to compare education spending at different school types to illustrate the differing costs; table 10 presents this spending as a percentage of household consumption expenditure by poverty quintile. It shows that at every level and for all levels of wealth, government schools are quite affordable, although the poorest families with several children in school will still struggle to dedicate

6.8% of spending to one child in secondary school. By way of contrast, for all but one child, private school expenditure is quite unaffordable for the poorest two quintiles.

Table 10: Average annual educational expenditure as a percentage of average annual household consumption expenditure, by wealth quintiles

	Primary			Upper Primary			Secondary		
	Government	Private aided	Private un-aided	Government	Private aided	Private un-aided	Government	Private aided	Private un-aided
Quintile 1 (Poorest)	1.8	9.8	10.8	3.1	7.9	14.5	6.8	11.9	17.5
Quintile 2	1.6	7.8	9.9	2.8	6.4	10.5	5.6	8.1	13.6
Quintile 3	1.4	8.3	9.4	2.2	7.4	10.5	4.3	7.4	12.7
Quintile 4	1.3	7.3	8.5	2.0	7.8	10.8	3.6	7.8	11.4
Quintile 5 (Richest)	1.2	7.7	8.2	2.1	7.9	10.1	3.5	8.3	10.7

Source: NSS 2014

Table 11 shows these costs in a different light again, as percentages of the household's annual disposable income (which is calculated excluding expenditure essential to the support of life, such as for housing, food and clothing). It shows that having even one child in a government secondary school will consume a large portion of this part of the family's income: 29% of all disposable income for the year. The costs of private schools for those in the poorest quintile are simply too large for families to afford.

Table 11: Average annual educational expenditure as a percentage of average annual household disposable income expenditure, by wealth quintiles

	Primary			Upper Primary			Secondary		
	Government	Private aided	Private unaided	Government	Private aided	Private unaided	Government	Private aided	Private unaided
Quintile 1 (Poorest)	7.6	42.1	46.3	13.1	34.0	62.3	29.1	51.3	75.2
Quintile 2	3.3	16.6	21.1	5.9	13.5	22.4	11.8	17.2	28.8
Quintile 3	2.7	15.7	17.8	4.1	14.1	19.9	8.1	14.1	24.0
Quintile 4	2.3	13.0	15.2	3.5	13.9	19.2	6.4	13.9	20.3
Quintile 5 (Richest)	1.7	10.8	11.6	3.0	11.1	14.2	4.9	11.6	15.1

Source: NSS 2014

Our sample data from Assam, Bihar and Odisha show that the cost of schooling is an issue for half of parents with children attending all types of schools - even though their children are enrolled and so are clearly managing somehow. Despite significant differences in cost from one school type to another, we find that more government school parents (71%) report cutting from other essential expenditures to pay for schooling than private school parents (66%), most likely because they are poorer, and find even the lower costs at government schools challenging. Around one third of all parents must borrow money to pay for secondary schooling, including 39% of private unaided school parents, and 35% of government school parents. Nearly a third of government and private school parents borrow money to pay for private coaching or tuition (29% and 32% respectively) with around the same proportion of parents sometimes having to pay school fees late (34% and 32% respectively).

Parents of secondary school pupils demonstrably have high levels of motivation and prize education highly: 97% of parents reported always having wanted to support the child to transition to secondary school, and 95% reporting that getting this level of schooling will be helpful for their job prospects. However the costs are difficult to sustain, and poverty is clearly the main factor in school type attended and even participation at secondary level. The poor drop out more (see a separate paper in this series on participation and pupil flow), yet small numbers of quintile one families are accessing private schools, and at all levels of education including secondary. It is unclear how many of these have scholarships, fee waivers, or cash transfers to support costs.

Table 12: Percentage shares of parents (by secondary school type) reporting various cost coping strategies

	Government	Private unaided	Aided
Schooling costs are a problem	50.4	50.0	47.1
Reduce from other expenditures	71.4	65.8	72.0
Borrow to pay school costs	35.1	38.9	28.4
Borrow to pay for coaching	29.3	32.4	18.5
Late in paying fees	33.6	32.0	31.8

Source: RMSA TCA household survey

Parents employ various strategies to manage school costs, including borrowing (as found during this research and by Singh and Bangay, 2014): around one third of parents are even borrowing money in order to pay schooling costs, most likely at very high interest rates) and making extreme sacrifices (as found by Srivastava, 2006 and Härmä, 2010). In addition, parents engage in 'fee bargaining' with proprietors to get them to reduce the fee level that they will accept (Srivastava, 2007, p.174); they pay piecemeal, they pay late, and at times they do not pay the full agreed sum to the school, with proprietors loath to lose clients and so accepting, to an extent, lower receipts (Härmä, 2013). Parents also engage in 'fee-jumping', meaning that they make a few payments and then when the proprietor will wait no longer, they withdraw the child and enrol her elsewhere (Srivastava, 2007, p.174), meaning that from the start private education was never truly 'affordable' for the family - although in any survey or school census the child in question would be counted as attending private school.

Box 5: Borrowing provides an unsustainable route to private schooling

Many poor parents take loans in order to support their children's education. 'Unsurprisingly, the poorest are ill placed to provide the collateral, to enable them to secure credit from reputable credit providers. Thus they are more likely to call on informal money-lenders infamous for charging usurious rates of interest'. As one mother explained:

'People are... only bothered about their children's education. They are prepared to give up anything for the sake of their children's education. They want to give their children whatever they missed in their childhood and they want their children to attain that position which they failed to get...'

'We have to raise money somehow and pay her school fees and later on try to clear the incurred loans... This is very burdensome. We will not have any savings as we spend everything on education. Strictly speaking, even people of our status cannot afford these schools. Now we have to send our child to even lower rung [private] schools... the difference in fees between [the] two types of schools ranges from 5,000 to 10,000 [rupees] and the quality of education offered is very different.'

Source: Singh and Bangay (2014, p.147)

Assessments of affordability are often done using the percentage of total household expenditure dedicated to the complete costs of education for all children currently being educated in the household, and for the poorest households it is estimated that they are only able to dedicate between 5% and 10% of expenditure to education (Lewin, 2007). Referring back to table 10 above, the percentages required for private education for an average family are too high to be reasonably sustainable.

Bearing the high costs in mind, and the results of the analysis above, it appears that there are likely to be limits to the expansion and growth of the private sector (Lewin, 2007). Data presented above for the case of Delhi are illustrative: Delhi is an enormous, densely populated city with ever-increasing inward migration and people of all socioeconomic levels, and yet, as noted above, the share of private secondary school enrolments has not grown over the last four years (figure 8).

Where schools rely on user fees, then the poor are often excluded. Härmä (2011) found that while most parents wanted to send their children to private schools, nearly three quintiles were unable to do so, and there was virtual exclusion amongst the bottom two quintiles. The limit in that study area in Uttar Pradesh was deemed to be around the halfway mark in terms of the wealth spectrum. Siddhu (2011) finds that for disadvantaged groups nearly one third (and for all just over a quarter) of cases of children not transitioning to secondary school were explained by cost, and this was taking into account only those who successfully completed grade 8 and so were eligible for transition. In the quest to universalise secondary education, ways of increasing completion of primary and upper primary levels must be found, as well as ways of supporting transition for the fifth of pupils (as found by Siddhu, 2011, for example) who do not transition.

Those currently not completing elementary education are not 'low hanging fruit' for recruitment to private schools and possibly to any schools - often they are the poorest, come from remote areas, and belong to traditionally marginalised social groups. The last 15% are widely regarded as the most difficult to bring into school (or in the case of India, prevent from dropping out), and will be even more difficult to support in reaching and completing secondary school. It is highly unlikely, based on the analysis above, that private schooling can bring many of the hardest to reach into school. While parents may have aspirations for their children, they will often lack the resources to support their aspirations. In addition, there is great variation across Indian states, and the potential for education markets differs, and is most likely lacking in remote regions and less densely populated areas. As the poor who are failing to complete elementary school and transition to secondary school eventually stay in the system and transition, it is unlikely that those groups will be able to afford private school.

Table 13: Percentages of pupils who had changed school or school type in the year preceding the study

2007	No	Yes : govt. to private	Yes : private to govt.	Yes : govt. to govt.	Yes : private to private
Primary	97.5	0.8	0.5	0.6	0.6
Upper Primary	88.6	2.0	1.0	7.1	1.2
Secondary	90.8	2.3	1.0	4.6	1.3

Source: NSS 2007

Data on switching between school types illustrate that some of the movement into private education is from children already enrolled in the government sector. Table 13 shows that in 2007, only a very small proportion of people had changed school sectors; however in 2014 ten percent of pupils at

primary and secondary levels had switched from government to private sectors (and 9 percent of upper primary pupils), while the proportions changing from private to government remained very low (table 14). Few children hitherto unenrolled are likely to enter school due to the presence of private provision, but rather can only afford to attend the government sector.

Table 14: Percentages of pupils who had changed school or school type in the last year, 2014

2014	No	Yes : govt. to private	Yes : private to govt.	Yes : govt. to govt.	Yes : private to private
Primary	86.3	10.0	1.3	1.8	0.6
Upper Primary	86.0	8.8	1.4	3.2	0.7
Secondary	84.6	10.2	1.0	3.2	1.0

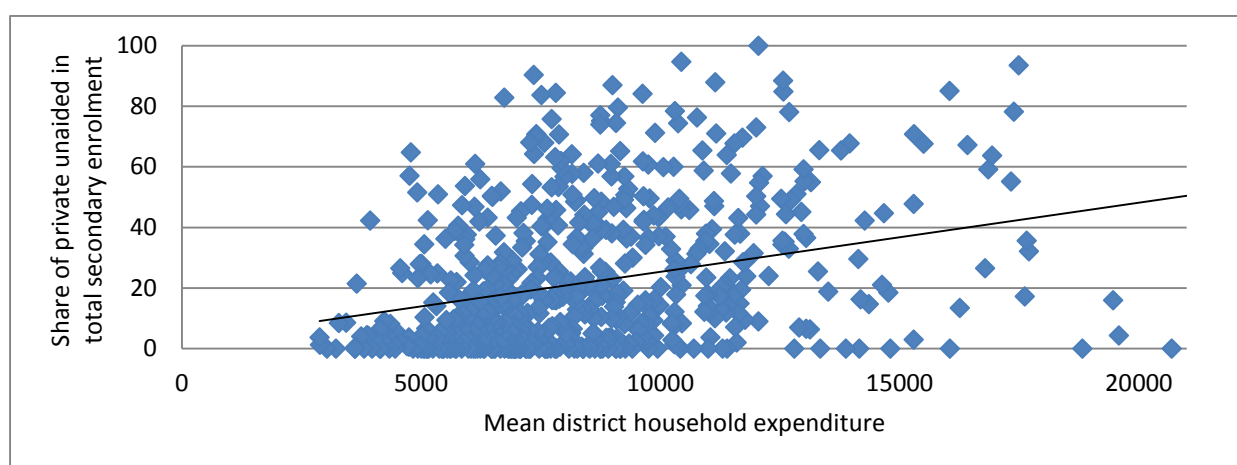
Source: NSS 2014

Based on analysis for this paper and from past research, the limits of private sector growth are found at the limits of affordability. This limit is argued to be beyond the richest two quintiles. Private education is unable to consistently reach children below the third quintile of wealth without making the household poorer and risking unsustainable debt, diversion from other essential expenditures from the household including for proper nutrition and healthcare.

8. Are Private Schools Contributing to Enhancing RMSA Goals?

The data presented in this paper shows a trend towards increasing private sector participation. It is likely that parents believe that private schooling is responsible for the apparently better learning outcomes being achieved by many private school students. However the reality appears to be that family background which encompasses the ability to invest more in other forms of learning support (tuition) and providing more home support and a conducive and literate environment in the home, may be providing the bulk of the advantage. Whatever the truth of the argument, parents perceive private education to offer their children a better chance than government schooling and increasing numbers of richer parents are choosing to start their children's education in private schools, or to move them from the government sector.

Figure 9: The relationship between mean wealth in districts and the share of enrolments in private schooling



Source: NSS 2014

Further analysis (presented in figure 9) shows to some extent that where there is greater wealth, as measured by mean household expenditure by district, more children access private secondary schooling. The districts where this is not happening - where there is not the wealth or population base necessary to support a market in private schooling, are the areas that require increasing outreach from truly affordable government provision. It is clear that in those areas, the private sector is not moving in to provide access opportunities that did not exist before. This point is illustrated in table 15 with regard to scheduled caste populations: our data shows that by far the bulk of private schools appear in geographical areas where there are fewer than 20% scheduled caste people. Where there are majority scheduled caste populations, private schools are very few. As most private schools are businesses, they must follow the market, as illustrated in the figure above.

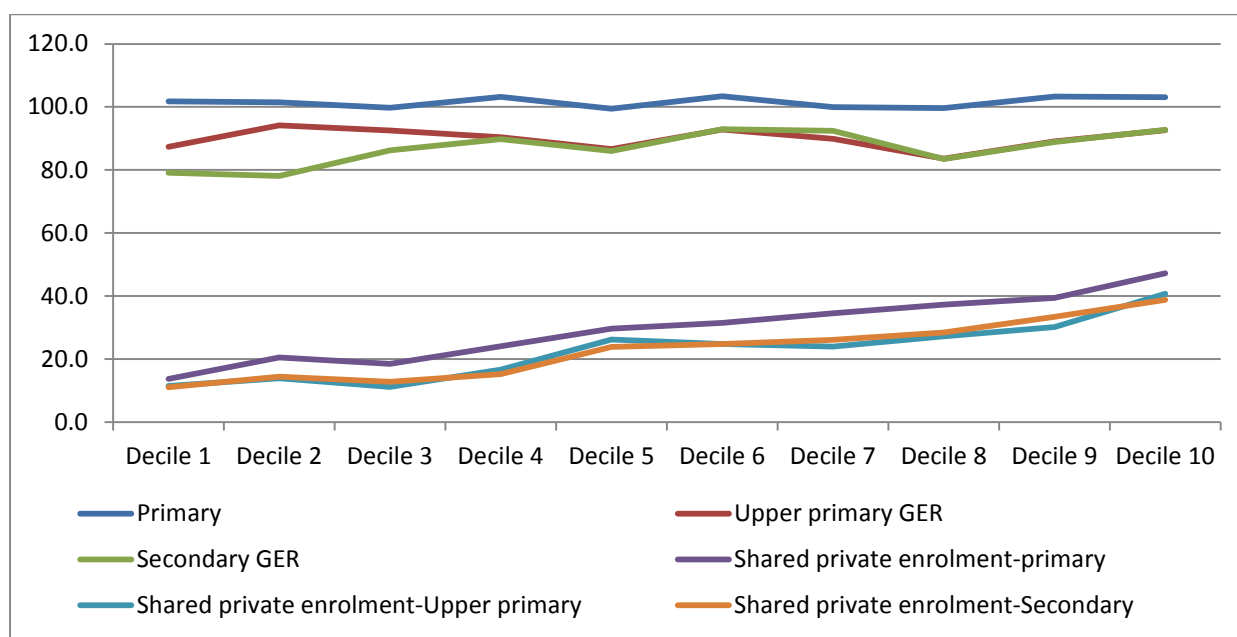
So what is the contribution of the private sector to RMSA and to the entire Indian education system? It is arguably the case that the private sector is lightening the load for the government, with those who can pay exiting to look after themselves. The result in theory could be that the government is left with greater resources to dedicate to the education of each child that cannot afford private schooling. The unfortunate reality is that government planning is not as agile and responsive as to enable it to target its expenditure to reach the most marginalised, stop them from dropping out, and then support their transition to secondary school.

Table 15: Private schools appear in greater density where there are fewer scheduled caste families

Percent of scheduled caste population in a given geographical area	Private Primary			Private Upper Primary			Private Secondary		
	Assam	Bihar	Odisha	Assam	Bihar	Odisha	Assam	Bihar	Odisha
0-20%	64.5	66.5	73.0	70.0	65.1	80.4	64.6	65.1	82.0
21 to 40%	8.4	26.0	11.6	9.8	27.7	10.6	29.1	27.7	10.6
41 To 60%	6.4	5.2	4.5	7.0	5.5	2.9	4.6	5.5	2.3
61 to 80%	5.5	1.5	3.1	4.7	1.2	1.9	1.4	1.2	1.6
80 to 100%	15.3	0.8	7.8	8.5	0.5	4.2	0.4	0.5	3.5

Source: Census 2011

Furthermore, analysis of GERs by wealth plotted along with the percentage using private schools shows that where there is more private school usage, there is essentially no change to the overall GER. In particular the primary school GER remains nearly flat along wealth lines, while private school enrolment moves from just over 10% to 40% at the richest end of the spectrum. The pattern is similar at the other levels, indicating that more private school usage is mostly displacing enrolments rather than bringing hitherto unserved children into the system.

Figure 10: Gross enrolment ratios and percentage shares of private enrolments by level

Source: NSS 2014

The reality for the primary level in areas where all those who can pay have exited the system (abandoning it instead of using their voice to call for improvement), is that the poor are left behind in 'ghettoised' schools where under-motivated teachers fail to dedicate the effort needed to support the learning of these children who need extra support the most (Härmä 2008, 2009 and 2011). The reality for the secondary level is that many of these poor children have dropped out along the way, and both the government and private sectors have relatively small numbers of pupils to cater to. Yet despite the various levels having drastically different numbers, proportions, and social groups to cater to, figure 10 above shows that at all levels of education, the private sector has a similar (non-existent) effect on the GER.

Based on analysis of learning (see French and Kingdon, 2010 and Alcott and Rose, 2015) and the links with background variables (linked presumably with some extent of exclusion of marginalised groups) and also due to more positive peer effects of gathering children together from wealthier, more motivated families together in the same place, it appears that private schools are allowing all those who can to pay for a way out of what they perceive to be worse-quality government schooling. No parent wants their child to wait for systems reform, so this movement is understandable. However it appears that private schools are doing only this: providing an escape route for the better-off, while not providing any concrete contribution to achievement of RMSA, or even for universalising primary education.

9. Conclusions

This paper has answered the **first research question as to the share of private schools** and enrolments and **how this has been changing over time**: there is a rising uptake of private secondary school places in India - since 2010 when 24.4% of secondary pupils were in private schools, there has been a rise to 31.4% in 2014. The paper also answers how this differs by states: growth has been uneven, with several states still having percentages of private school enrolments in the single digits - at the elementary level Assam, Bihar, Odisha and West Bengal, and at the secondary level these same states except for Odisha. In other states, such as hugely populated Uttar Pradesh private schooling has truly taken off ostensibly due to the government's inability to keep pace with demand, with 43%, 44% and 67% of pupils in private schools at primary, upper primary and secondary levels respectively. Conversely, already fairly saturated 'markets' such as Delhi with its large and dense population have levelled off in terms of growth.

The paper has also demonstrated clearly **who is accessing private schools** and **what are the key determinants of private school attendance**. The key finding for both parts of this question relate to the family's poverty or wealth status. Findings from past research as well as the descriptive analysis here pointed clearly to ability to pay determining who is accessing these schools. The additional costs of private tuition are also significant, and while tuition is paid for by some government and private school parents, this only adds to the already considerable costs of private schooling. Other factors also prove to have a strong negative impact, such as belonging to a scheduled caste or tribe; living in rural areas; having poorly educated parents and parents whose livelihood depends on casual labour. Being a girl also means a lower chance of private school attendance. Many of these issues could be overcome if family poverty could be overcome: family wealth is the largest determining factor with every quintile below the richest quintile having a successively smaller chance of accessing private schools. Our analysis shows that private schools tend to be concentrated in areas where there is a high density of higher-income families. As levels of wealth are unlikely to change significantly, schools costs must be made affordable to low-income families. While there is some variation in the effect of being a girl in different research studies, the bulk of existing research evidence agrees on these determining factors of private school attendance.

We also explore **why families are choosing private schools** instead of lower cost government schools, and **what they think they are buying** in dedicating such relatively high proportions of household expenditure to private education. Our evidence builds on and confirms conclusions from the weight of existing research which finds that parents believe that private schools are offering higher quality education; they believe they are buying access to learning the English language; to their children mixing with the children of more well-to-do peers; and hopefully to the chance of better job prospects due to greater learning and a command of English. The evidence on whether private schools are actually offering any value-added and greater learning outcomes points to very little private school effect, if any. Most of the advantage of sending children to private schools comes from the family background of the pupils, receiving greater support to their learning from within the home, and very possibly more and better private tuition. However what parents see is that the raw outcomes for private school children are generally better, and so associate this with the school. Most parents want to send their children to private schools because they believe them to be of higher quality; they also believe they are buying a separation from the less motivated teachers and (lower class) children in the government school sector - which may have easily imaginable costs for social cohesion.

What are parents paying in order to achieve their goals? We present the full **costs of attending private schools** of all levels, and briefly discussed the **relative affordability of private education**. We show that for families in quintile 1, the percentages of their household consumption expenditures required to access private primary, upper primary and secondary schools for just one child are 11%, 15% and 18% respectively - proportions manifestly unaffordable. We conclude that private schooling, especially at the secondary level where costs are higher, is unaffordable to those in the lowest two wealth quintiles, and we present evidence from past research that illuminates the strategies that many poor families employ in order to access private schools, including 'fee bargaining' and also 'fee jumping'. It may well be concluded that without subsidy, reductions or borrowing, private schooling is unaffordable to the poorer half of all families.

Lastly and crucially, the paper also addresses the research question asking **whether private schools are actually expanding access to secondary schooling?** Are they contributing to RMSA? We find that overall enrolment rates remain untouched even in the face of rising percentages of private school enrolments and in particular, rising shares of wealthier families accessing them. This indicates that India's rising private schooling phenomenon is not contributing to the universalisation of secondary schooling. What it appears to be doing is attracting families away from the government sector, with no evidence (for the most part) that children enrolling in private schools would otherwise have gone unenrolled. One caveat to this general finding is that in some areas parents report accessing private schools due to there being no government school near enough; and this finding came from low-private-enrolment states Assam, Bihar and Odisha. This suggests that there are areas unserved by government schools where parents have to pay for private schools with obvious consequences of exclusion of the poorest. In terms of universalising access then, it appears unlikely that private schools have contributed significantly to RMSA.

Are private schools at least contributing in terms of quality of schooling? Many parents would seem to argue yes, as noted above, since they are willing to make major sacrifices in order to send their children to private schools. However as noted, the evidence is mixed and inconclusive, with much less data at the secondary level than at primary; there is no strong evidence of a general increase in achievement resulting from an increase in private schooling. There is therefore a policy conundrum. If private schools are performing well then it is inequitable to deny access to them to the poorest. If in reality the advantages of private schools when compared to an average public schools are more imaginary than real then there is no case for their subsidy. The investment should be channelled into more effective public schools. Either way since there is no evidence that private schools reach the poorest communities with quality schooling because there is no financial incentive then RMSA must focus on public schools that reach out to marginalised groups of little interest to the for profit private sector.

What then are the **implications for policymaking?** The slowly rising numbers of private schools and pupils served across levels and across many states indicates that this phenomenon is here to stay. And parents' desire for these schools means that there is potential for government in factoring these schools into planning, and even partnering with them in certain areas. Earlier TCA research¹ found that demographic changes underway in India mean that demand for secondary schooling will peak in 10 years' time, and then will begin to decrease, similarly to patterns observed in China and other countries that have experienced demographic transition. Government could work with private

¹ Secondary Education in India: Identifying challenges and assessing feasible growth rates

providers to supply places in the medium term, but only if there are workable plans to support the ability of parents to pay and the costs to government were not excessive. The opportunity costs of such a strategy need careful consideration especially if investment is diverted away from improvements in the quality of public schools.

Secondary schooling could become more affordable through:

- 'Virtual vouchers' as in the case of elementary level education under the RTE: this would mean a proportion of pupils would have their fees and other costs fully or partially paid on a means tested basis. This may or may not be affordable in the volume necessary, could have high transactions costs, and might be resisted by proprietors who partly sell exclusivity and social advantage.
- Cash transfers: these could enhance affordability if targeted effectively but may be vulnerable to elite capture, diversion of cash for purposes other than education, and also have an opportunity cost if they reduce direct investment in school quality
- Fee abolition in government schools: this should be an essential component of RMSA since otherwise attendance will increase the numbers of families below the poverty line, and make those already below it even poorer; some form of pro-poor subsidies are essential to include the poorest.
- Subsidies for non-fee costs: this could meet some or all of the costs of learning materials, uniforms, food and transport.
- Mediate the costs of private tuition through community action.

All of the above means of increasing affordability could be either universal or targeted - arguably targeting would be more appropriate where many families are able to pay. 'Virtual vouchers', as in the provision under RTE where all schools must enrol 25% disadvantaged children, could be applied at all secondary schools, or rather this type of fee waiver could simply be targeted at all disadvantaged children irrespective of where they are (i.e. they could make up more than 25% of a school's enrolment). Cash transfers could be used for such disadvantaged children at whatever school they choose to access, and (if large enough) have the potential to make secondary schooling truly affordable as they could cover fees to schools as well as other direct costs such as books, materials and uniforms.

However for any of these measures to allow for more poor and remote children to attend private schools, there would need to be strong incentives for providers to set up in remote and currently unserved locations - places the market will not serve unless supported to do so – at which point any advantages associated with marketisation are negated especially if the provider is in a monopolistic relationship with the state. In these areas it may still require only government provision where populations are too small and dispersed. In addition it must be taken into account that 'private' does not necessarily equal 'better', so efforts must be made to shore up quality levels in both government and private sectors - greater support and monitoring of schools in both sectors is needed for this. Provision cannot be left to the private sector in the assumption that this will lead to rising learning outcomes for all students. The option to fully marketise education is essentially unthinkable in most countries - and for very good cause. However different levels of regulation and requirements for setting up schools can be considered, including for fully private and grant-aided schools, bearing in mind that there is little to indicate that demanding regulatory regimes (on paper) are successful in actually enforcing requirements at the current time.

For social equity and cohesion it would be preferable for the government sector to take on lessons from effective private schools where appropriate (for example in ensuring greater accountability of

teachers) and improve the quality of government provision, ensuring access to education of acceptable quality to all pupils. This may have implications for existing norms frameworks which should take local circumstances (which vary so greatly across India) into account. Policymakers would also benefit from examining in detail the local circumstances that have led to such low levels of private school uptake in Bihar, but such high levels in neighbouring Uttar Pradesh.

In conclusion, the key take away of our research is that growth is uneven and likely to plateau at around 40% of enrolments, and may well eventually come down if it becomes clear that on average there is not a very large private school effect. Universal access cannot be left to the market with so many families unable to afford private provision, and with private providers' inability to serve remote and sparsely populated areas. Planners must take these issues into account when moving forward with expansion of secondary schooling.

Summary of key questions and this paper's answers to them:

- How much more will the private sector grow? Not much more where they already exceed 30% of total enrolment.
- Will private schools enrol children who would otherwise not go to secondary school? This is highly unlikely except where there is no public secondary school. RMSA pledges that there will be a public secondary school everywhere with local access.
- How will private schools contribute to inequality of access and quality? Mostly negatively to the extent that they ration opportunity by price, enrol selectively, and fail to enrol marginalised groups.
- How will private schools interact with state schools? If private schools compete with good public schools for students there are unlikely to be motives to collaborate.
- Should public schools be permitted to teach in English as private schools do? If much of the demand for private schools is because they can teach in English, and this stratifies school leavers, then the opportunity should be extended to public school pupils on grounds of equity.
- How small is the private school effect after controlling for household wealth and location? Existing evidence suggests the effect is small and that there is likely to be a large overlap in performance by school type.
- What are the opportunity costs of directing public resources to private schools? These could be considerable especially if subsidies were made available to private schools proximate to public schools and sharing a catchment area – the outcome could be falling enrolment and increased costs in public schools.

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Annex

Table A.1: Percentage distribution of schools by different school types- Primary

STATE	2009-10			2013-14		
	Government	Aided	Private	Government	Aided	Private
Andaman & Nicobar	85.2	0.0	14.8	75.7	0.5	23.9
Andhra Pradesh	77.3	3.0	19.8	75.9	4.0	20.1
Arunachal Pradesh	92.2	1.7	6.1	87.8	0.5	11.7
Assam	76.0	0.0	24.0	82.3	12.4	5.3
Bihar	99.5	0.0	0.5	93.8	4.2	2.0
Chandigarh	62.0	4.5	33.5	58.8	3.2	38.0
Chhattisgarh	84.5	1.2	14.3	86.3	0.7	12.9
Dadra & Nagar Haveli	91.9	3.7	4.4	86.1	3.8	10.1
Daman & Diu	70.7	2.7	26.7	69.2	3.8	26.9
Delhi	51.0	3.7	45.3	47.9	3.5	48.6
Goa	76.7	18.5	4.8	69.2	19.1	11.8
Gujarat	83.0	1.6	15.4	79.0	1.0	20.0
Haryana	63.1	1.9	35.0	57.8	4.2	38.0
HP	82.4	0.1	17.5	81.2	0.0	18.8
India	79.7	3.2	17.1	77.0	4.7	18.3
J&K	81.2	0.0	18.8	81.6	0.0	18.4
Jharkhand	92.2	2.1	5.7	89.0	9.1	1.9
Karnataka	78.5	4.3	17.2	75.2	4.7	20.1
Kerala	40.7	52.0	7.3	30.5	50.0	19.5
Lakshadweep	100.0	0.0	0.0	100.0	0.0	0.0
Maharashtra	85.4	7.0	7.6	80.0	9.2	10.8
Manipur	62.3	13.7	24.0	67.2	14.3	18.6
Meghalaya	61.6	25.8	12.7	57.4	27.1	15.6
Mizoram	73.5	2.6	23.9	77.9	1.0	21.2
Madhya Pradesh	79.0	0.9	20.1	76.6	0.8	22.6
Nagaland	69.5	0.0	30.5	72.2	0.0	27.8
Odisha	93.7	0.7	5.6	93.1	3.1	3.8
Puducherry	56.6	5.6	37.8	54.7	5.3	40.0
Punjab	56.5	1.4	42.1	63.5	2.6	33.9
Rajasthan	73.5	0.8	25.7	69.0	0.0	30.9
Sikkim	72.9	3.1	24.0	67.7	0.2	32.0
Tamil Nadu	64.8	14.0	21.2	64.0	13.8	22.2
Tripura	96.3	0.9	2.8	93.7	1.1	5.2
Uttar Pradesh	74.8	2.7	22.5	69.1	2.6	28.3
Uttaranchal	75.3	0.3	24.4	73.0	1.3	25.7
West Bengal	88.4	0.7	10.9	87.6	2.4	9.9

Table A.2: Percentage distribution of schools by different school types- Upper Primary

STATE	2009-10			2013-14		
	Government	Aided	Private	Government	Aided	Private
Andaman & Nicobar	72.1	1.5	26.4	84.5	1.1	14.4
Andhra Pradesh	54.0	3.4	42.5	52.0	4.7	43.2
Arunachal Pradesh	82.0	4.4	13.7	80.1	0.9	19.0
Assam	46.2	37.8	16.0	58.1	29.5	12.4
Bihar	98.6	0.1	1.4	89.5	7.4	3.1
Chandigarh	59.9	5.4	34.7	58.0	3.9	38.1
Chhattisgarh	69.1	1.9	29.0	78.3	1.0	20.7
Dadra & Nagar Haveli	88.7	3.2	8.1	84.8	2.9	12.3
Daman & Diu	73.1	5.8	21.2	70.7	6.9	22.4
Delhi	41.2	8.4	50.4	39.4	7.7	53.0
Goa	33.8	62.7	3.6	28.1	66.3	5.5
Gujarat	78.8	2.3	18.9	73.5	2.1	24.3
Haryana	52.7	2.9	44.4	48.6	4.3	47.1
HP	72.5	0.4	27.1	71.0	0.0	29.0
India	65.7	9.3	25.0	62.9	9.4	27.7
J&K	71.2	0.0	28.8	72.6	0.0	27.4
Jharkhand	84.4	4.0	11.7	79.0	15.1	5.9
Karnataka	70.1	7.3	22.6	67.3	7.8	24.9
Kerala	35.6	53.1	11.2	25.5	48.2	26.4
Lakshadweep	100.0	0.0	0.0	100.0	0.0	0.0
Maharashtra	52.2	33.1	14.8	52.0	33.7	14.3
Manipur	36.1	11.4	52.5	42.9	13.8	43.3
Meghalaya	56.6	33.6	9.8	61.4	27.5	11.0
Mizoram	71.2	2.7	26.1	69.5	4.1	26.4
Madhya Pradesh	63.3	1.0	35.7	58.9	0.8	40.3
Nagaland	48.6	0.0	51.4	62.2	0.0	37.8
Odisha	75.8	13.5	10.7	75.3	16.5	8.2
Puducherry	45.9	7.5	46.6	42.5	6.9	50.6
Punjab	43.9	2.8	53.3	49.0	4.1	46.9
Rajasthan	61.5	1.2	37.3	55.1	0.0	44.9
Sikkim	72.2	3.8	24.0	67.3	0.6	32.1
Tamil Nadu	62.5	16.3	21.2	60.5	15.6	23.9
Tripura	95.1	1.8	3.1	92.7	1.8	5.5
Uttar Pradesh	66.9	8.1	25.0	56.6	9.2	34.2
Uttaranchal	66.8	7.8	25.3	62.8	8.0	29.2
West Bengal	85.8	1.1	13.0	89.4	2.0	8.6

Table A.3: Percentage distribution of schools by different school types- Secondary

STATE	2009-10			2013-14		
	Government	Aided	Private	Government	Aided	Private
Andaman & Nicobar	86.7	3.1	10.2	87.2	1.8	11.0
Andhra Pradesh	60.2	4.4	35.4	53.0	4.7	42.3
Arunachal Pradesh	75.4	9.0	15.6	79.5	0.6	19.9
Assam	51.3	33.0	15.7	57.4	25.3	17.3
Bihar	99.9	0.0	0.1	78.1	7.1	14.8
Chandigarh	61.7	6.0	32.3	59.4	4.5	36.1
Chhattisgarh	59.7	2.0	38.3	69.6	1.6	28.8
Dadra & Nagar Haveli	76.7	0.0	23.3	66.7	10.3	23.1
Daman & Diu	64.7	14.7	20.6	67.5	10.0	22.5
Delhi	52.8	9.3	37.9	51.8	9.3	38.8
Goa	20.4	78.5	1.1	21.4	74.6	4.1
Gujarat	11.9	52.7	35.5	11.8	52.9	35.4
Haryana	47.7	3.0	49.2	44.3	3.3	52.4
HP	70.4	1.1	28.5	66.0	0.0	33.9
India	38.9	22.1	39.0	43.2	18.9	37.9
J&K	57.9	0.2	41.9	59.2	0.0	40.8
Jharkhand	66.8	11.0	22.2	59.3	20.3	20.4
Karnataka	40.6	22.5	36.8	39.5	22.9	37.6
Kerala	47.3	38.0	14.6	28.8	36.6	34.6
Lakshadweep	100.0	0.0	0.0	100.0	0.0	0.0
Maharashtra	6.6	70.2	23.2	7.7	65.6	26.7
Manipur	31.1	14.8	54.2	35.8	11.9	52.3
Meghalaya	3.6	64.0	32.5	4.6	54.0	41.4
Mizoram	34.1	24.7	41.2	49.0	22.5	28.5
Madhya Pradesh	54.1	2.0	43.9	53.9	2.1	44.0
Nagaland	28.5	0.2	71.3	44.8	0.0	55.2
Odisha	55.1	30.5	14.5	54.4	31.1	14.5
Puducherry	54.9	10.7	34.4	40.5	8.6	50.9
Punjab	58.2	6.6	35.2	43.2	20.3	36.6
Rajasthan	49.9	0.9	49.1	50.6	0.0	49.4
Sikkim	86.2	3.9	9.9	83.8	1.0	15.2
Tamil Nadu	46.1	15.1	38.8	47.1	13.3	39.7
Tripura	90.8	4.3	4.9	90.4	3.6	6.1
Uttar Pradesh	1.7	2.3	96.0	9.2	21.8	69.1
Uttaranchal	66.3	11.7	22.0	65.9	10.8	23.3
West Bengal	95.0	2.1	2.9	93.0	1.6	5.4

Table A.4: Percentage distribution of enrolment by different school types- Primary

STATE	2009-10			2013-14		
	Government	Aided	Private	Government	Aided	Private
Andaman & Nicobar	76.5	2.8	20.7	73.3	1.7	25.0
Andhra Pradesh	53.9	4.1	42.0	52.1	4.7	43.3
Arunachal Pradesh	81.4	4.3	14.3	76.1	0.9	23.1
Assam	75.3	5.1	19.6	82.7	8.9	8.5
Bihar	99.6	0.0	0.4	94.7	3.1	2.1
Chandigarh	69.9	3.2	27.0	65.8	1.5	32.8
Chhattisgarh	79.5	1.8	18.7	76.3	1.3	22.5
Dadra & Nagar Haveli	82.1	2.9	15.0	69.7	2.9	27.5
Daman & Diu	57.1	11.1	31.8	51.4	13.5	35.1
Delhi	60.7	2.8	36.5	56.9	2.6	40.5
Goa	35.2	52.8	12.0	26.3	51.0	22.8
Gujarat	73.5	2.1	24.3	67.0	1.6	31.4
Haryana	61.0	2.1	37.0	51.3	3.3	45.4
Himachal Pradesh	68.4	0.4	31.2	61.5	0.0	38.5
J&K	59.3	0.0	40.7	57.6	0.0	42.4
Jharkhand	83.7	4.1	12.3	77.3	15.4	7.3
Karnataka	59.4	8.8	31.8	53.2	9.1	37.7
Kerala	31.5	56.4	12.1	20.7	46.7	32.7
Lakshadweep	100.0	0.0	0.0	100.0	0.0	0.0
Maharashtra	69.9	1.2	28.9	64.8	1.0	34.2
Manipur	57.0	26.4	16.7	48.6	27.4	24.0
Meghalaya	43.7	9.5	46.8	42.6	11.4	46.1
Mizoram	54.4	31.2	14.4	51.7	28.3	19.9
Madhya Pradesh	63.6	3.4	33.0	67.2	1.9	31.0
Nagaland	49.5	0.0	50.5	50.6	0.0	49.4
Odisha	89.8	0.9	9.3	86.3	5.1	8.6
Puducherry	33.1	13.3	53.6	25.7	12.3	61.9
Punjab	51.1	2.9	46.0	50.9	3.4	45.7
Rajasthan	61.1	1.3	37.6	53.1	0.0	46.9
Sikkim	79.2	3.4	17.5	67.9	1.4	30.7
Tamil Nadu	39.4	20.7	40.0	38.4	17.0	44.5
Tripura	91.0	2.7	6.3	85.8	2.6	11.6
Uttar Pradesh	64.0	3.9	32.1	53.4	4.0	42.6
Uttaranchal	57.3	0.8	41.9	47.8	1.6	50.7
West Bengal	90.9	0.7	8.4	88.7	1.9	9.4
India	69.8	6.2	24.1	63.4	7.2	29.4

Table A.5: Percentage distribution of enrolment by different school types- Upper Primary

STATE	2009-10			2013-14		
	Government	Aided	Private	Government	Aided	Private
Andaman & Nicobar	86.3	1.9	11.8	81.5	3.0	15.5
Andhra Pradesh	40.2	33.0	26.9	57.7	4.3	37.9
Arunachal Pradesh	86.5	0.1	13.4	83.3	0.7	16.0
Assam	84.5	0.2	15.3	70.3	22.3	7.5
Bihar	99.2	0.0	0.8	95.3	2.6	2.0
Chandigarh	72.3	1.4	26.3	69.3	2.2	28.5
Chhattisgarh	77.2	0.4	22.4	80.7	1.4	17.8
Dadra & Nagar Haveli	88.1	0.0	11.9	83.2	2.8	14.0
Daman & Diu	75.9	0.0	24.1	59.3	17.8	22.9
Delhi	67.1	0.8	32.1	64.2	5.1	30.7
Goa	79.2	11.6	9.2	13.9	82.7	3.5
Gujarat	42.7	41.6	15.7	64.6	3.8	31.6
Haryana	59.2	0.5	40.3	53.9	3.3	42.8
Himachal Pradesh	77.9	0.1	22.0	70.5	0.0	29.5
J&K	62.4	0.0	37.6	58.9	0.0	41.1
Jharkhand	83.0	0.4	16.6	73.6	13.9	12.5
Karnataka	69.5	0.1	30.4	57.8	11.0	31.2
Kerala	72.3	5.3	22.4	25.1	52.0	22.9
Lakshadweep	100.0	0.0	0.0	100.0	0.0	0.0
Maharashtra	69.0	0.0	31.0	68.1	0.8	31.1
Manipur	42.6	36.7	20.7	24.4	60.7	14.9
Meghalaya	26.4	0.0	73.6	24.3	10.0	65.7
Mizoram	77.8	0.6	21.6	45.5	38.2	16.3
Madhya Pradesh	66.3	1.3	32.4	66.3	4.4	29.3
Nagaland	39.2	0.0	60.8	42.2	0.0	57.8
Odisha	89.7	0.0	10.3	78.8	13.1	8.2
Puducherry	58.2	0.0	41.8	39.8	14.5	45.7
Punjab	58.1	0.0	41.9	56.0	5.3	38.7
Rajasthan	57.1	0.0	42.9	52.7	0.0	47.3
Sikkim	86.8	2.1	11.2	82.3	1.9	15.8
Tamil Nadu	53.2	20.5	26.3	45.2	27.3	27.4
Tripura	95.8	0.0	4.2	89.1	3.9	6.9
Uttar Pradesh	60.5	1.5	38.0	39.5	16.5	44.0
Uttaranchal	67.3	0.1	32.6	52.2	11.6	36.2
West Bengal	96.7	0.2	3.1	96.9	0.6	2.5
India	65.7	10.1	24.3	59.7	14.1	26.2

Table A.6: Percentage distribution of enrolment by different school types- Secondary

STATE	2009-10			2013-14		
	Government	Aided	Private	Government	Aided	Private
Andaman & Nicobar	89.3	3.2	7.4	86.3	3.5	10.1
Andhra Pradesh	62.9	5.2	31.9	57.9	4.4	37.7
Arunachal Pradesh	90.7	5.0	4.4	91.4	0.3	8.3
Assam	56.9	30.4	12.7	72.4	19.6	7.9
Bihar	99.9	0.0	0.1	85.1	5.0	9.9
Chandigarh	63.6	7.3	29.1	66.1	4.1	29.7
Chhattisgarh	75.6	2.6	21.8	79.7	2.3	18.1
Dadra & Nagar Haveli	84.9	5.6	9.5	84.1	3.4	12.5
Daman & Diu	64.8	22.9	12.3	62.8	20.6	16.6
Delhi	64.8	6.4	28.8	65.7	5.5	28.8
Goa	31.1	67.4	1.5	13.2	83.7	3.0
Gujarat	23.6	56.7	19.8	7.5	66.9	25.6
Haryana	59.4	7.1	33.5	46.7	3.9	49.5
Himachal Pradesh	80.8	1.5	17.8	78.0	0.0	21.9
J&K	64.5	0.3	35.2	64.2	0.0	35.8
Jharkhand	66.4	13.7	20.0	60.8	20.1	19.1
Karnataka	46.7	31.9	21.4	40.0	32.2	27.8
Kerala	37.8	53.9	8.3	29.7	52.7	17.6
Lakshadweep	100.0	0.0	0.0	100.0	0.0	0.0
Maharashtra	64.0	2.6	33.4	66.0	2.0	31.9
Manipur	6.0	80.2	13.8	6.5	76.2	17.3
Meghalaya	24.6	15.4	60.0	21.9	6.5	71.6
Mizoram	5.7	71.5	22.8	6.6	68.9	24.5
Madhya Pradesh	39.2	23.5	37.3	46.5	24.1	29.4
Nagaland	29.1	0.0	70.9	32.2	0.0	67.8
Odisha	63.3	24.0	12.7	59.5	28.9	11.5
Puducherry	59.6	17.0	23.3	50.3	14.4	35.3
Punjab	56.7	9.4	33.9	55.7	17.5	26.9
Rajasthan	48.4	1.9	49.6	49.3	0.0	50.7
Sikkim	81.8	7.3	10.9	86.0	2.5	11.5
Tamil Nadu	53.9	26.7	19.5	47.4	27.1	25.5
Tripura	90.7	5.6	3.7	91.5	4.9	3.6
Uttar Pradesh	25.0	19.6	55.4	4.8	28.1	67.1
Uttaranchal	58.9	16.2	24.9	56.2	14.5	29.2
West Bengal	87.7	10.5	1.8	97.9	0.4	1.6
India	49.9	25.7	24.4	44.8	23.9	31.4

Table A.7: Share of private unaided schools in primary enrolment- 2007

	Quintile 1 (poorest)		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
STATE	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
A & N ISLANDS	0.0	0.0	0.0	0.0	8.7	4.7	22.7	26.7	20.1	24.5
ANDHRA PRADESH	7.3	10.4	13.6	24.2	21.7	27.8	44.6	57.5	71.5	68.6
ARUNACHAL PRADESH	14.5	3.6	0.0	5.1	0.4	3.8	8.1	4.7	9.0	14.6
ASSAM	0.0	0.0	0.0	0.0	3.8	5.1	0.0	1.2	17.4	12.4
BIHAR	0.5	2.6	5.4	5.5	5.5	6.2	5.6	9.8	28.5	26.9
CHANDIGARH	0.0	29.6	0.0	19.7	33.1	6.1	0.0	0.0	32.0	27.3
CHHATTISGARH	0.6	1.9	2.4	2.2	2.4	7.4	8.4	18.2	41.1	33.2
D & N HAVELI	0.0	0.0	0.0	0.0	0.0	4.8	0.0	2.0	16.9	24.6
DAMAN & DIU	-	-	0.0	0.0	0.0	0.0	26.6	2.9	37.4	50.2
DELHI	0.0	0.0	0.0	0.0	7.0	17.6	13.2	8.9	37.2	38.9
GOA	0.0	-	-	0.0	3.1	14.2	9.7	13.7	35.4	31.8
GUJARAT	2.1	0.0	0.2	3.7	2.0	3.5	6.8	14.8	15.8	36.0
HARYANA	0.0	34.8	22.0	29.8	25.6	20.5	39.7	39.4	54.6	66.9
HIMACHAL PRADESH	83.4	0.0	4.7	0.5	3.8	2.9	23.4	22.4	33.3	45.6
JAMMU & KASHMIR	15.7	0.0	0.0	12.8	13.9	21.6	17.5	17.8	43.3	40.8
JHARKHAND	5.2	2.8	3.4	3.3	8.1	3.5	11.3	9.1	23.1	38.1
KARNATAKA	8.6	3.1	5.0	5.0	11.3	8.5	22.7	26.4	40.3	58.0
KERALA	20.7	0.0	0.0	8.8	14.9	13.2	39.4	35.7	53.1	54.3
LAKSHADWEEP	-	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MADHYA PRADESH	4.2	6.8	7.5	7.0	9.3	14.6	18.5	20.5	32.7	54.6
MAHARASHTRA	4.7	0.9	3.1	3.6	5.1	10.1	6.8	13.1	31.0	33.0
MANIPUR	64.7	54.0	41.7	36.0	29.2	38.6	39.0	39.1	36.6	54.0
MEGHALAYA	0.0	0.0	5.7	22.5	3.7	16.7	3.5	1.3	8.8	11.5
MIZORAM	-	0.0	19.8	0.0	0.0	0.0	6.7	9.8	33.6	36.4
NAGALAND	-	-	0.0	4.4	0.0	9.9	12.6	13.4	21.5	26.2
ODISHA	1.7	3.2	2.8	4.0	6.7	12.2	14.5	16.7	29.3	49.4
PUDUCHERRY	0.0	0.0	0.0	31.8	16.9	6.3	29.9	37.0	46.0	39.1
PUNJAB	7.8	27.5	19.9	21.2	30.4	25.3	39.0	46.7	49.6	62.3
RAJASTHAN	9.1	14.3	16.9	18.3	26.1	32.4	28.8	41.2	56.4	59.0
SIKKIM	0.0	22.0	6.8	7.8	5.1	9.2	10.8	17.3	41.6	33.4
TAMIL NADU	2.5	4.7	3.1	8.6	11.6	15.7	28.5	30.0	43.9	59.4
TRIPURA	0.0	7.3	1.1	1.0	0.2	0.5	3.5	1.4	16.3	11.1
UTTAR PRADESH	15.6	18.8	17.8	23.4	22.9	29.3	22.5	33.6	40.2	43.5
UTTARANCHAL	0.0	12.7	9.2	0.2	19.1	30.9	24.4	34.5	54.3	53.1
WEST BENGAL	5.4	8.5	4.6	3.5	4.3	5.7	11.4	13.6	22.8	27.7
INDIA	6.6	7.9	8.5	11.1	13.8	17.7	20.0	25.9	39.3	45.2

Table A.8: Share of private unaided schools in primary enrolment- 2014

	Quintile 1 (poorest)		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
STATE	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
A & N ISLANDS	0.0	0.0	0.0	10.2	22.5	0.0	40.4	40.7	38.7	10.2
ANDHRA PRADESH	25.4	18.6	20.4	20.0	35.0	46.8	61.7	45.9	73.8	64.1
ARUNACHAL PRADESH	14.2	0.0	4.4	6.6	4.3	4.3	4.2	0.5	16.2	3.8
ASSAM	1.2	2.5	1.6	5.2	6.9	1.1	9.5	4.9	23.6	20.6
BIHAR	3.5	5.8	9.4	6.2	14.5	10.4	25.6	16.4	32.8	24.5
CHANDIGARH	0.0	0.0	27.1	0.2	14.3	0.0	0.9	0.0	65.9	97.5
CHHATTISGARH	3.6	4.4	5.0	8.0	7.3	12.3	19.5	25.1	60.9	55.2
D & N HAVELI	0.0	0.0	2.9	0.0	0.0	14.6	31.7	0.0	98.3	34.7
DAMAN & DIU	0.0	0.0	0.0	5.9	45.3	71.0	41.5	0.0	15.5	14.6
DELHI	11.6	11.2	19.7	18.3	47.5	34.0	56.1	58.9	49.2	48.0
GOA	0.0	0.0	0.0	0.0	27.6	0.0	0.0	2.2	0.0	58.7
GUJARAT	3.1	1.4	7.6	4.3	6.0	4.8	20.5	6.8	41.7	28.7
HARYANA	27.3	11.7	51.4	36.8	53.7	45.2	72.0	52.0	87.8	78.3
HIMACHAL PRADESH	21.2	6.2	12.5	16.4	43.9	42.3	62.6	49.8	67.6	75.1
JAMMU & KASHMIR	26.8	35.7	34.0	23.6	37.3	42.9	59.5	60.9	87.7	79.5
JHARKHAND	6.5	0.8	17.4	8.4	14.6	13.5	17.3	20.9	53.7	40.4
KARNATAKA	13.1	15.2	11.2	10.4	26.0	21.4	34.5	32.2	41.0	45.6
KERALA	16.4	14.5	24.4	25.2	39.9	38.1	40.8	46.7	71.6	54.1
LAKSHADWEEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MADHYA PRADESH	18.4	8.0	25.1	13.6	25.0	23.3	44.4	32.6	60.2	53.6
MAHARASHTRA	1.1	2.0	7.2	11.2	23.1	15.6	13.7	13.6	42.1	39.8
MANIPUR	26.7	30.3	25.8	29.2	45.4	46.3	52.1	47.1	45.0	72.3
MEGHALAYA	20.2	26.0	9.0	7.7	19.6	18.5	11.5	20.7	25.1	16.2
MIZORAM	26.6	10.8	12.6	6.0	17.7	48.0	40.7	34.8	83.1	39.3
NAGALAND	3.3	0.0	17.2	14.7	18.4	62.4	35.0	43.6	27.3	15.9
ODISHA	1.3	2.6	4.0	3.6	12.3	8.0	24.6	13.6	67.5	33.8
PUDUCHERRY	0.0	20.2	47.3	26.2	59.4	38.0	53.2	100.0	64.8	86.3
PUNJAB	22.5	30.9	32.0	23.0	64.4	50.7	49.3	53.9	66.1	73.3
RAJASTHAN	19.2	12.9	41.3	25.8	53.4	40.1	64.4	61.5	79.3	63.8
SIKKIM	29.5	9.0	22.8	46.5	15.4	14.5	39.2	20.0	59.8	41.6
TAMIL NADU	17.3	14.2	26.4	24.7	39.2	35.6	56.6	55.2	69.9	66.7
TELENGANA	20.5	28.0	55.8	57.5	71.4	41.7	67.2	53.6	85.0	70.0
TRIPURA	1.2	0.0	0.3	0.0	0.6	6.2	1.2	8.5	30.3	33.3
UTTAR PRADESH	29.6	22.2	38.5	35.1	42.7	38.2	61.3	55.1	68.6	59.2
UTTARANCHAL	2.1	11.3	33.7	15.7	38.6	21.3	21.5	34.1	52.1	43.5
WEST BENGAL	4.3	2.7	4.6	4.0	8.9	4.2	15.6	12.1	41.3	39.6
INDIA	13.8	11.3	23.2	19.1	30.0	24.8	40.9	35.3	58.2	49.6

Table A.9: Share of private unaided schools in upper primary enrolment- 2007

	Quintile 1 (poorest)		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
STATE	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
A & N ISLANDS	-	0.0	0.0	0.0	0.0	0.0	11.1	7.9	9.3	5.4
ANDHRA PRADESH	2.3	9.8	13.8	18.7	14.8	19.9	32.5	42.2	69.5	68.7
ARUNACHAL PRADESH	0.0	5.1	4.5	4.7	2.2	3.0	2.0	0.6	3.1	5.3
ASSAM	0.0	0.0	0.0	0.0	0.0	5.0	0.3	2.4	9.4	12.0
BIHAR	1.5	1.8	4.0	2.0	2.0	6.8	2.3	5.5	25.7	28.4
CHANDIGARH	-	0.0	-	-	10.3	19.7	7.4	0.0	14.6	19.5
CHHATTISGARH	0.0	0.0	0.7	3.2	5.0	4.2	10.5	5.7	26.7	31.6
D & N HAVELI	-	-	0.0	0.0	0.0	0.0	0.0	1.7	74.2	34.0
DAMAN & DIU	-	0.0	0.0	0.0	-	0.0	0.0	25.0	15.8	6.7
DELHI	-	-	0.0	0.0	8.6	0.0	4.8	12.8	25.4	24.2
GOA	0.0	0.0	0.0	0.0	0.0	0.0	7.3	0.0	2.3	10.7
GUJARAT	5.9	0.0	0.0	0.0	2.6	6.5	7.2	15.6	22.4	24.4
HARYANA	0.0	42.4	8.4	34.6	11.5	22.4	35.7	44.6	46.3	59.8
HIMACHAL PRADESH	0.0	28.1	7.0	11.5	4.0	13.4	12.2	11.8	18.9	48.2
JAMMU & KASHMIR	0.0	-	0.0	0.0	11.2	17.3	15.8	21.4	33.7	31.1
JHARKHAND	17.3	19.3	3.5	2.1	4.4	7.4	17.5	9.6	26.6	30.6
KARNATAKA	10.8	10.0	2.2	1.5	4.8	6.6	13.2	17.0	42.6	44.1
KERALA	0.0	10.2	3.2	1.5	2.3	9.3	20.0	16.0	33.3	37.0
LAKSHADWEEP	-	0.0	-	-	0.0	0.0	0.0	0.0	0.0	0.0
MADHYA PRADESH	4.5	3.9	10.5	7.9	9.2	16.7	20.6	16.8	41.5	49.5
MAHARASHTRA	1.4	0.8	0.0	4.8	4.4	4.9	6.7	11.9	23.5	30.6
MANIPUR	49.4	28.5	78.2	72.0	20.4	51.7	35.3	42.9	32.9	34.8
MEGHALAYA	0.0	100.0	0.0	3.4	4.0	5.1	6.5	2.8	10.5	12.4
MIZORAM	-	0.0	0.0	53.5	0.0	0.0	2.0	1.4	31.1	26.8
NAGALAND	-	0.0	0.0	0.0	31.3	7.2	20.1	23.0	14.8	28.5
ODISHA	3.2	0.8	3.8	6.9	8.4	3.0	4.7	2.5	17.9	32.8
PUDUCHERRY	0.0	0.0	0.0	0.0	13.0	14.4	0.0	28.2	8.4	26.0
PUNJAB	0.0	43.3	18.8	7.4	7.5	15.6	19.6	33.0	37.2	52.5
RAJASTHAN	8.4	15.0	11.5	24.8	13.7	24.1	35.1	30.8	48.0	59.5
SIKKIM	-	46.3	0.0	6.3	0.0	0.0	8.7	5.7	35.0	34.7
TAMIL NADU	8.3	1.6	1.2	3.1	8.7	5.1	12.6	14.3	33.7	40.8
TRIPURA	0.0	0.0	2.0	0.0	1.1	2.9	0.0	0.0	0.0	16.4
UTTAR PRADESH	27.3	19.2	19.4	27.1	24.4	31.9	20.8	30.1	37.4	36.8
UTTARANCHAL	0.0	0.0	0.0	8.3	12.7	24.9	14.4	34.8	47.1	52.0
WEST BENGAL	2.2	1.3	2.9	1.1	2.1	1.7	4.3	3.8	13.6	19.8
INDIA	6.2	6.2	6.8	9.1	9.8	14.2	15.1	19.7	32.4	38.4

Table A.10: Share of private unaided schools in upper primary enrolment- 2014

	Quintile 1 (poorest)		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
STATE	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
A & N ISLANDS	0.0	0.0	0.0	5.9	0.0	0.0	0.0	13.5	4.9	19.8
ANDHRA PRADESH	9.4	9.7	16.5	11.5	13.3	23.4	46.4	24.3	81.9	79.3
ARUNACHAL PRADESH	0.4	0.0	4.7	4.3	18.2	3.0	10.5	0.0	7.8	0.0
ASSAM	0.0	0.0	0.0	3.6	7.4	4.7	2.3	0.7	26.5	16.6
BIHAR	1.6	2.2	6.3	10.5	4.8	4.0	21.8	7.4	39.6	21.6
CHANDIGARH	0.0	100.0	0.0	0.0	0.0	0.0	33.8	0.0	0.0	55.8
CHHATTISGARH	1.5	0.0	10.9	2.3	19.6	13.1	22.0	17.9	51.4	23.9
D & N HAVELI	0.0	0.0	0.0	0.0	0.0	0.0	29.1	53.3	17.5	0.0
DAMAN & DIU	-	-	0.0	0.0	25.5	0.0	5.5	0.0	88.0	-
DELHI	3.0	6.7	13.2	4.9	33.5	18.8	53.4	56.0	39.8	73.5
GOA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.8	-
GUJARAT	0.3	0.0	4.8	3.6	7.5	2.9	18.4	16.4	45.0	21.5
HARYANA	4.7	19.3	42.2	12.4	61.5	32.6	28.6	48.4	72.6	88.9
HIMACHAL PRADESH	0.0	7.6	38.8	8.4	25.0	20.9	55.8	41.9	35.9	48.1
JAMMU & KASHMIR	30.2	4.5	39.3	20.4	23.3	32.2	32.7	63.4	82.4	73.4
JHARKHAND	0.0	0.6	0.0	8.4	21.3	10.9	25.5	9.3	41.1	49.4
KARNATAKA	0.0	7.5	9.4	7.2	12.0	7.6	33.1	13.0	34.4	40.0
KERALA	0.0	4.7	10.9	15.5	12.3	34.0	35.3	26.6	65.4	52.8
LAKSHADWEEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MADHYA PRADESH	14.4	4.4	15.5	11.4	20.9	16.3	42.1	16.0	52.9	39.2
MAHARASHTRA	1.1	0.0	7.1	1.8	8.8	6.8	11.0	9.5	23.0	19.3
MANIPUR	11.7	35.2	27.0	33.7	27.4	41.6	29.0	59.2	58.4	70.1
MEGHALAYA	16.8	9.4	11.9	0.0	2.3	11.1	16.2	12.5	31.2	6.7
MIZORAM	21.7	16.1	4.8	0.0	20.2	33.0	36.8	45.7	50.9	41.1
NAGALAND	0.0	0.0	8.9	15.6	3.9	5.6	60.0	55.9	32.0	77.7
ODISHA	4.4	0.0	3.4	0.0	4.9	2.1	0.2	0.4	52.1	27.2
PUDUCHERRY	0.0	0.0	35.0	59.4	6.6	21.2	42.1	35.0	65.3	44.5
PUNJAB	18.0	6.7	42.6	19.6	49.1	37.3	48.0	58.7	75.3	49.7
RAJASTHAN	8.5	23.0	33.2	18.9	48.4	23.7	67.1	52.3	80.7	68.6
SIKKIM	0.0	0.0	0.0	0.0	5.5	9.0	8.5	3.3	96.0	22.7
TAMIL NADU	7.0	7.7	11.3	5.5	21.1	21.9	36.0	28.5	75.9	67.4
TELENGANA	27.2	16.2	33.3	27.9	48.2	46.9	57.9	56.4	78.7	79.8
TRIPURA	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	16.6	19.7
UTTAR PRADESH	23.3	22.0	29.7	36.5	37.9	33.4	51.9	39.9	62.3	67.9
UTTARANCHAL	7.6	1.0	0.6	20.1	17.6	6.4	23.1	32.8	63.4	19.6
WEST BENGAL	0.0	1.1	2.1	1.1	1.5	0.1	5.2	3.5	25.4	25.6

Table A.11: Share of private unaided schools in secondary enrolment- 2007

	Quintile 1 (poorest)		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
STATE	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
A & N ISLANDS	-	-	-	0.0	0.0	0.0	0.0	0.0	9.4	0.0
ANDHRA PRADESH	6.5	9.2	11.6	10.4	10.3	16.1	27.7	35.5	57.6	61.4
ARUNACHAL PRADESH	0.0	0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.8	2.5
ASSAM	0.0	0.0	40.0	0.0	0.0	6.9	0.8	7.6	6.2	6.0
BIHAR	0.0	3.7	5.5	0.7	5.7	4.1	3.7	3.2	20.8	23.3
CHANDIGARH	-	-	-	0.0	0.0	0.0	0.0	6.3	30.9	17.5
CHHATTISGARH	0.0	0.0	1.5	3.6	0.0	8.7	6.5	14.5	6.9	36.8
D & N HAVELI	0.0	-	-	0.0	-	0.0	0.0	0.0	100.0	32.4
DAMAN & DIU							0.0	0.0	36.2	30.0
DELHI	-	0.0	-	-	0.0	0.0	5.2	4.2	30.6	28.9
GOA	-	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0	27.4
GUJARAT	0.0	1.4	0.0	0.0	0.6	5.6	0.0	3.1	12.8	19.1
HARYANA	59.5	41.3	12.5	35.9	6.2	20.4	27.2	40.0	42.8	57.8
HIMACHAL PRADESH	62.2	0.0	9.2	0.0	6.0	20.4	2.5	10.6	34.3	37.4
JAMMU & KASHMIR	-	-	0.0	0.0	0.0	0.0	3.4	14.4	17.6	19.5
JHARKHAND	0.0	0.0	13.1	22.2	8.2	14.5	11.5	3.5	23.5	25.5
KARNATAKA	0.0	6.2	1.8	9.4	16.7	2.9	9.7	28.5	44.5	35.6
KERALA	0.0	0.0	0.0	0.0	3.5	8.3	13.7	16.2	21.8	25.9
LAKSHADWEEP	-	0.0	-	0.0	-	0.0	0.0	0.0	0.0	4.4
MADHYA PRADESH	5.8	5.4	3.2	12.9	14.2	14.0	19.2	31.0	39.3	53.3
MAHARASHTRA	2.9	19.9	1.2	2.4	0.0	5.1	11.7	5.9	19.0	17.2
MANIPUR	35.8	52.5	24.8	50.6	22.1	22.7	25.6	22.8	33.7	42.5
MEGHALAYA	0.0	0.0	0.0	0.0	0.0	0.0	5.6	0.0	6.9	4.4
MIZORAM	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	17.0	11.3
NAGALAND	-	-	0.0	62.0	17.9	20.2	37.4	19.1	26.9	16.7
ODISHA	11.0	0.0	8.8	2.4	6.7	11.9	5.2	5.6	8.1	31.8
PUDUCHERRY	-	0.0	0.0	-	0.0	25.2	25.0	9.8	19.8	4.0
PUNJAB	-	0.0	0.0	19.2	0.0	29.7	34.4	29.8	44.1	42.5
RAJASTHAN	-	10.8	0.0	29.6	24.7	21.0	25.1	36.5	49.7	59.6
SIKKIM	0.0	52.8	0.0	-	0.0	10.2	2.6	4.9	42.6	5.7
TAMIL NADU	2.3	0.0	0.0	2.3	0.0	4.7	11.1	8.7	24.0	24.1
TRIPURA	0.0	28.7	0.0	0.0	0.0	1.4	0.0	0.7	3.8	1.9
UTTAR PRADESH	18.3	15.1	26.6	24.9	26.8	25.7	30.2	28.9	26.9	28.5
UTTARANCHAL	0.0	0.0	0.0	8.9	5.0	5.3	16.6	22.2	39.3	45.5
WEST BENGAL	0.0	0.0	0.0	0.0	0.0	0.7	0.4	2.4	11.0	11.4
INDIA	6.8	7.9	7.3	10.4	10.0	12.6	17.0	19.0	28.4	32.4

Table A.12: Share of private unaided schools in secondary enrolment- 2014

	Quintile 1 (poorest)		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
STATE	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
A & N ISLANDS	0.0	0.0	0.0	0.0	0.0	0.0	25.9	0.0	0.0	44.0
ANDHRA PRADESH	17.7	8.3	5.0	7.1	36.3	48.1	53.6	47.6	85.3	69.6
ARUNACHAL PRADESH	0.0	2.2	10.3	3.6	3.4	0.9	4.3	0.0	0.0	9.4
ASSAM	0.0	0.0	6.3	0.0	1.0	2.9	5.6	2.0	10.3	18.9
BIHAR	0.0	2.5	2.2	5.5	1.4	3.8	7.2	7.0	35.3	18.3
CHANDIGARH	28.8		0.0	0.0	0.0	0.0	60.9	0.0	26.1	0.0
CHHATTISGARH	5.0	0.0	4.0	0.0	13.0	0.6	17.5	8.8	23.5	53.3
D & N HAVELI	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	78.1
DAMAN & DIU							7.0	16.9	0.0	0.0
DELHI	0.0	0.6	13.4	0.0	9.3	4.3	30.8	24.5	30.2	43.1
GOA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
GUJARAT	1.3	5.8	14.9	12.0	9.1	1.5	29.4	21.2	27.6	19.7
HARYANA	21.4	4.6	29.8	29.8	42.1	13.6	66.7	35.2	83.2	81.1
HIMACHAL PRADESH	4.8	14.1	13.1	18.7	13.5	20.0	39.9	19.8	66.7	55.2
JAMMU & KASHMIR	24.3	2.5	13.1	4.1	40.6	9.5	36.0	11.2	57.6	65.7
JHARKHAND	6.6	10.7	8.0	30.4	14.7	1.0	16.7	23.6	38.7	32.0
KARNATAKA	7.8	10.5	0.8	8.8	6.7	6.6	25.0	21.0	42.2	38.7
KERALA	27.5	0.0	6.0	6.5	17.3	10.7	23.0	30.8	35.3	35.5
LAKSHADWEEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MADHYA PRADESH	10.7	11.9	18.0	22.2	18.3	13.0	36.8	21.8	52.4	49.9
MAHARASHTRA	0.0	2.3	1.4	1.5	11.2	2.9	12.7	10.7	27.5	23.8
MANIPUR	83.4	60.4	44.2	33.2	46.4	51.2	57.8	41.2	63.2	39.5
MEGHALAYA	18.1	6.0	0.0	7.5	9.1	9.8	8.2	19.9	0.4	17.6
MIZORAM	0.4	0.7	2.9	12.9	18.8	11.1	11.0	17.2	23.5	19.1
NAGALAND	0.0	0.0	25.7	76.7	14.5	19.0	82.1	66.7	30.8	67.5
ODISHA	1.8	0.0	0.0	1.0	2.9	2.4	5.4	6.7	43.6	37.0
PUDUCHERRY	0.0	0.0	0.0	0.0	70.2	12.9	62.5	100.0	38.0	
PUNJAB	22.2	20.2	36.9	34.2	35.3	37.4	67.3	38.1	80.5	76.6
RAJASTHAN	15.6	0.0	30.5	31.3	51.0	20.9	74.5	55.7	87.6	56.7
SIKKIM	0.0	0.0	8.7	0.0	0.0	0.0	6.6	0.0	29.6	32.6
TAMIL NADU	3.3	0.0	6.7	8.8	11.5	18.5	26.0	16.1	56.1	45.7
TELENGANA	20.0	44.0	38.4	23.1	35.9	37.4	48.5	46.1	64.7	74.7
TRIPURA	0.0	7.1	1.2	4.2	0.0	0.0	0.0	0.0	36.0	5.2
UTTAR PRADESH	32.2	32.5	42.4	32.5	44.3	47.5	54.5	42.7	63.2	57.3
UTTARANCHAL	0.0	0.0	2.1	20.1	3.9	24.0	31.2	8.3	22.0	5.8
WEST BENGAL	0.0	1.9	5.0	0.2	0.6	1.3	5.0	2.9	20.8	15.8
INDIA	9.7	9.0	14.8	14.8	20.7	16.3	31.3	23.4	48.6	38.9

Table A.13: Share of private unaided schools in primary enrolment- 2007

STATE	Quintile 1 (Poorest)				Quintile 2				Quintile 3				Quintile 4				Quintile 5			
	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other
A & N ISLANDS	-	-	0.0	0.0	-	-	0.0	0.0	-	-	0.0	7.7	-	-	0.0	28.5	0.0	-	43.0	21.8
ANDHRA PRADESH	2.8	2.3	15.3	15.1	17.2	10.2	19.3	33.0	12.2	10.6	25.8	41.0	74.0	24.2	49.3	65.4	72.0	50.2	75.1	71.8
ARUNACHAL PRADESH	11.0	-	-	1.3	1.3	-	0.0	25.3	1.1	0.0	0.0	6.7	4.9	0.0	0.0	12.2	11.5	0.0	0.0	15.7
ASSAM	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.3	12.2	2.6	0.0	0.5	0.7	1.0	9.4	17.8	15.2	15.0
BIHAR	11.3	0.0	2.2	3.2	0.0	2.8	5.7	9.8	0.0	1.8	6.5	10.3	0.0	5.9	7.0	12.9	0.0	2.9	28.0	31.6
CHANDIGARH	-	0.0	-	24.6	-	14.0	22.0	0.0	-	0.0	18.9	8.5	-	0.0	0.0	0.0	-	69.3	0.0	26.3
CHHATTISGARH	0.8	0.0	2.7	0.0	1.2	0.0	3.5	13.0	4.2	0.8	7.7	1.7	10.3	12.9	7.9	51.1	15.0	47.6	27.9	72.1
D & N HAVELI	0.0	-	-	-	0.0	-	-	0.0	0.0	-	-	100.0	0.0	0.0	14.1	0.0	6.1	-	21.0	51.8
DAMAN & DIU	-	-	-	-	-	0.0	0.0	-	-	0.0	0.0	0.0	-	0.0	10.8	15.9	63.6	0.0	5.8	63.4
DELHI	-	-	0.0	0.0	-	0.0	0.0	0.0	-	0.0	12.1	44.2	-	8.6	29.9	6.5	8.9	16.4	48.6	46.6
GOA	-	-	-	0.0	-	-	0.0	0.0	0.0	-	0.0	16.8	-	0.0	0.0	28.1	-	50.3	0.0	33.8
GUJARAT	0.0	0.0	0.0	46.1	4.3	0.0	0.0	8.5	0.0	0.0	2.8	11.3	2.2	8.1	8.4	26.1	9.2	30.5	18.5	38.6
HARYANA	-	2.7	77.8	34.3	-	17.5	34.5	31.4	-	9.9	27.3	37.2	-	17.0	37.9	55.1	-	35.2	50.1	74.0
HIMACHAL PRADESH	-	0.0	0.0	74.7	0.0	0.0	1.6	8.2	0.0	2.8	0.0	5.0	52.8	7.6	22.2	26.4	29.1	29.8	43.5	44.9
JAMMU & KASHMIR	-	-	-	13.7	0.0	0.0	0.0	11.4	0.0	24.3	19.6	15.7	23.7	7.2	19.1	19.8	45.6	29.7	16.9	47.1
JHARKHAND	3.1	0.0	10.1	-	2.6	0.0	2.7	25.9	5.0	3.1	5.8	11.2	8.7	6.8	8.5	19.2	13.2	34.0	27.1	40.9
KARNATAKA	0.0	0.0	3.4	17.9	0.0	2.5	1.5	15.1	10.0	9.5	9.9	10.2	20.7	20.9	22.2	30.6	0.0	39.5	49.3	51.9
KERALA	0.0	0.0	29.5	0.0	0.0	0.0	4.8	7.9	0.0	4.3	14.7	18.9	0.0	11.7	34.3	57.5	0.0	58.1	50.3	60.4
LAKSHADWEEP																				
MADHYA PRADESH	0.0	6.6	6.1	24.8	0.6	5.4	10.6	12.3	2.6	4.2	17.9	19.9	1.0	4.6	23.8	35.5	11.8	23.6	41.6	56.9
MAHARASHTRA	0.0	0.0	4.4	3.5	0.0	4.0	3.6	4.1	3.1	3.7	4.9	12.4	11.3	6.2	10.6	10.4	4.9	40.0	23.7	35.6
MANIPUR	55.7	-	66.1	0.0	43.3	43.9	34.5	0.0	23.0	70.2	43.0	27.2	28.9	94.2	43.6	31.9	51.1	36.7	46.8	33.8
MEGHALAYA	0.0	-	-	-	13.5	0.0	0.0	0.0	8.7	100.0	0.0	0.0	2.9	-	-	0.0	7.0	-	26.5	43.6
MIZORAM	0.0	-	-	-	12.5	-	-	-	0.0	-	-	-	8.4	-	-	-	34.2	100.0	-	100.0
NAGALAND	-	-	-	-	4.0	-	-	-	5.5	-	-	-	12.2	-	68.1	0.0	24.1	100.0	0.0	0.0
ODISHA	2.9	1.7	3.1	0.0	1.9	1.9	3.5	7.0	10.5	9.6	9.0	9.5	31.5	2.1	7.6	32.4	54.0	56.6	27.4	45.8
PUDUCHERRY	-	0.0	0.0	-	-	0.0	21.4	-	-	0.0	15.7	0.0	-	38.3	32.7	0.0	-	67.5	42.3	20.5
PUNJAB	-	9.9	0.0	30.2	-	11.5	20.5	43.7	-	12.4	62.0	46.9	-	30.3	51.8	54.2	-	45.8	73.5	57.4
RAJASTHAN	6.0	26.5	11.4	0.0	6.8	17.2	22.8	22.8	11.4	23.6	33.2	42.6	22.7	24.7	36.1	50.8	54.3	48.6	57.3	64.2
SIKKIM	30.4	-	0.0	-	7.5	0.0	7.3	10.9	9.9	4.7	5.9	9.1	9.9	8.7	14.9	28.2	6.7	40.2	51.7	66.3
TAMIL NADU	0.0	0.0	5.8	-	0.0	0.9	4.5	54.9	0.0	8.0	15.7	19.0	100.0	11.3	33.1	44.7	0.0	61.8	48.3	58.3
TRIPURA	10.6	0.0	0.0	0.0	1.4	0.0	0.0	2.4	0.0	0.0	0.0	1.2	0.0	4.0	0.0	5.0	14.5	0.0	9.9	16.7
UTTAR PRADESH	56.5	8.0	17.8	32.8	23.1	11.3	24.1	41.3	15.8	16.0	29.3	33.6	0.0	24.9	28.3	34.4	91.0	37.7	35.2	53.6
UTTARANCHAL	-	0.0	0.0	16.5	14.0	5.5	13.0	0.2	0.0	4.3	32.9	37.3	0.0	13.9	26.0	41.1	0.0	12.7	53.9	63.6
WEST BENGAL	26.5	0.9	4.4	7.1	0.0	1.6	1.6	6.4	0.0	5.6	6.9	5.2	4.5	11.7	5.5	14.3	17.3	19.4	20.4	28.0

Table A.14: Share of private unaided schools in primary enrolment- 2014

STATE	Quintile 1 (Poorest)				Quintile 2				Quintile 3				Quintile 4				Quintile 5			
	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other
A & N ISLANDS	0.0	-	0.0	0.0	0.0	-	55.5	0.0	0.0	-	-	10.8	-	-	77.9	35.3	0.0	-	28.8	31.3
ANDHRA PRADESH	30.2	12.0	18.6	51.6	3.2	11.0	29.4	17.9	9.2	8.0	43.2	58.8	0.0	25.0	44.5	80.3	100.0	22.7	68.3	76.9
ARUNACHAL PRADESH	11.6	-	-	0.0	5.9	0.0	0.0	6.9	4.4	0.0	0.0	5.1	3.2	0.0	0.0	0.0	12.3	0.0	-	2.9
ASSAM	0.0	0.0	9.0	0.0	1.9	0.0	3.4	3.3	3.5	1.0	3.5	5.7	2.3	14.9	1.3	10.5	34.9	22.3	37.8	16.4
BIHAR	0.0	0.0	4.4	25.9	0.0	0.5	7.8	23.7	0.0	10.4	11.8	19.2	1.4	11.4	20.4	41.6	14.4	25.4	24.9	43.1
CHANDIGARH	-	0.0	-	0.0	-	0.0	0.0	42.0	-	100.0	0.0	9.3	-	0.0	0.0	1.0	-	100.0	100.0	63.6
CHHATTISGARH	2.0	4.8	7.7	0.0	0.0	0.3	11.9	100.0	1.8	2.1	18.4	18.3	22.1	6.9	24.7	23.1	57.7	38.3	57.4	64.3
D & N HAVELI	0.0	-	-	-	0.0	-	-	100.0	0.0	0.0	-	71.0	0.0	0.0	0.0	39.1	0.0	-	-	76.4
DAMAN & DIU	-	-	0.0	0.0	0.0	0.0	16.0	0.0	-	-	0.0	73.2	0.0	100.0	0.0	100.0	0.0	-	15.0	16.0
DELHI	100.0	4.5	3.5	0.0	31.9	4.2	25.8	22.0	34.4	38.2	19.2	44.3	78.5	79.4	20.4	47.7	42.8	0.0	40.9	55.1
GUJARAT	0.0	0.0	0.9	11.6	3.2	2.9	7.3	9.3	0.0	1.6	8.6	8.3	4.4	6.1	12.6	23.1	1.6	6.2	24.3	54.8
HARYANA	0.0	14.7	24.2	32.9	-	12.7	46.8	71.6	-	15.2	45.3	73.6	0.0	48.3	63.5	68.9	75.4	46.3	73.5	89.5
HIMACHAL PRADESH	21.6	0.0	10.7	20.9	24.1	2.5	24.3	15.8	12.3	25.0	47.4	55.9	1.8	25.0	73.2	73.1	0.0	100.0	100.0	62.0
JAMMU & KASHMIR	0.0	32.4	0.0	44.2	26.5	24.0	0.0	33.1	9.2	15.0	37.1	48.1	28.0	66.2	99.3	66.6	46.8	87.0	100.0	90.9
JHARKHAND	1.8	0.0	9.4	16.3	9.0	16.6	14.4	24.1	13.6	0.3	16.0	20.5	3.2	42.2	17.6	68.2	45.1	2.8	45.2	80.4
KARNATAKA	0.0	9.6	18.7	18.0	10.9	2.3	12.4	14.7	23.2	12.9	21.7	34.1	21.4	10.9	44.4	29.8	0.7	40.1	51.2	43.5
KERALA	0.0	7.6	14.4	31.4	0.0	2.0	29.7	31.7	0.0	14.7	37.0	53.2	0.0	22.0	43.5	57.5	-	32.2	59.3	76.1
LAKSHADWEEP	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-
MADHYA PRADESH	0.4	19.7	17.2	36.7	4.0	16.6	27.7	46.9	4.6	10.2	33.3	31.3	9.6	17.7	48.1	48.8	30.8	19.7	55.8	80.9
MAHARASHTRA	0.0	0.0	1.5	5.1	0.0	3.7	8.7	17.4	11.6	12.1	16.8	25.1	9.6	11.6	11.1	18.1	27.4	36.5	35.9	46.0
MANIPUR	20.2	-	45.7	0.0	20.7	-	33.2	0.0	35.0	50.8	51.4	29.2	28.5	42.7	53.1	79.7	19.2	100.0	83.6	69.2
MEGHALAYA	23.0	-	100.0	0.0	9.3	-	-	0.0	19.2	0.0	-	20.3	14.5	-	-	19.8	20.2	-	-	23.1
MIZORAM	19.4	0.0	-	-	8.5	-	-	-	30.7	-	-	-	38.4	-	-	-	68.2	-	-	0.0
NAGALAND	2.8	-	0.0	0.0	12.0	-	0.0	73.1	38.3	0.0	-	-	41.6	-	-	0.0	17.2	-	-	100.0
ODISHA	0.5	0.0	3.9	8.1	1.8	0.0	5.0	19.1	2.8	4.8	14.3	27.6	10.6	8.2	19.8	33.0	45.2	65.7	35.1	49.5
PUDUCHERRY	-	0.0	10.0	-	-	0.0	47.3	-	-	12.1	62.4	-	-	100.0	60.4	-	-	35.0	82.1	100.0
PUNJAB	50.0	24.0	25.2	35.4	56.8	10.6	34.9	47.9	0.0	38.8	72.6	68.5	-	22.5	63.1	80.1	-	44.1	89.8	68.0
RAJASTHAN	4.0	15.6	24.6	59.1	15.1	22.8	41.9	53.7	50.5	33.3	47.4	65.0	48.8	53.2	64.5	69.2	3.5	75.6	79.5	67.2
SIKKIM	4.1	0.0	53.6	-	43.1	0.0	25.9	0.0	4.5	0.0	27.4	-	29.0	21.1	11.5	36.4	1.5	0.0	71.3	55.9
TAMIL NADU	0.0	6.7	26.1	0.0	0.0	14.9	30.0	47.1	18.4	21.2	43.9	45.4	66.7	35.7	60.0	91.7	100.0	55.8	70.1	65.0
TELENGANA	0.0	39.8	26.3	7.2	50.6	41.7	65.4	52.0	0.0	64.4	56.0	100.0	52.4	55.0	59.0	73.1	100.0	80.2	77.0	80.6
TRIPURA	0.0	2.3	0.0	0.0	0.0	0.0	1.4	0.0	0.0	8.1	8.0	1.4	6.4	1.4	3.8	1.5	4.7	48.6	25.6	37.0
UTTAR PRADESH	42.4	16.6	31.3	35.1	17.3	22.1	44.6	41.0	53.9	32.1	43.6	45.3	71.8	41.1	61.1	67.3	25.2	43.8	60.4	79.9
UTTARANCHAL	0.0	14.9	3.2	4.0	-	35.1	19.8	25.5	0.0	77.1	37.6	19.1	-	0.0	33.5	25.4	-	100.0	80.8	28.1
WEST BENGAL	0.0	1.4	3.3	7.8	4.2	2.3	1.2	6.4	13.8	7.8	6.9	6.3	7.0	21.5	17.5	10.0	12.2	19.3	34.2	47.3

Table A.15: Share of private unaided schools in upper primary enrolment- 2007

STATE	Quintile 1 (Poorest)				Quintile 2				Quintile 3				Quintile 4				Quintile 5			
	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other
A & N ISLANDS	-	-	-	0.0	-	-	-	0.0	-	-	0.0	0.0	0.0	-	51.7	5.0	0.0	-	8.1	9.2
ANDHRA PRADESH	0.7	3.8	12.4	14.8	14.2	10.0	12.4	36.1	42.5	6.5	14.4	29.1	40.1	22.6	31.4	55.5	100.0	57.2	68.5	73.6
ARUNACHAL PRADESH	4.1	0.0	-	0.0	5.8	0.0	0.0	0.0	0.0	-	0.0	17.3	1.4	0.0	0.0	1.5	4.2	0.0	0.0	4.8
ASSAM	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.7	3.3	0.0	0.0	4.8	0.3	1.3	5.6	3.2	17.3
BIHAR	0.0	0.0	2.2	3.3	23.8	4.6	2.1	1.5	0.0	0.0	4.7	12.4	42.4	1.8	3.1	7.5	0.0	23.2	23.3	36.9
CHANDIGARH	-	-	-	0.0	-	-	-	-	-	28.7	0.0	25.5	-	0.0	0.0	5.4	-	0.0	-	32.7
CHHATTISGARH	0.0	0.0	0.0	0.0	2.2	0.0	3.2	0.0	0.9	10.4	3.7	8.6	17.4	2.8	7.5	2.2	2.5	33.2	32.1	41.0
D & N HAVELI	-	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	0.0	0.0	68.2	10.2	100.0	100.0	59.4
DAMAN & DIU	-	-	0.0	-	-	0.0	0.0	-	0.0	-	0.0	-	0.0	-	0.0	51.9	100.0	0.0	0.0	22.8
DELHI	-	-	-	-	-	-	-	0.0	-	0.0	19.9	0.0	-	10.7	0.0	11.4	100.0	3.6	20.3	33.5
GUJARAT	1.8	0.0	0.0	32.5	0.0	0.0	0.0	0.0	4.6	0.0	4.5	12.7	1.6	0.0	14.2	20.5	6.9	10.3	14.2	34.2
HARYANA	-	6.3	100.0	45.1	-	14.3	15.4	56.7	-	7.8	14.6	37.4	-	20.3	42.8	53.7	-	36.3	43.2	62.0
HIMACHAL PRADESH	0.0	10.5	-	0.0	0.0	8.7	9.3	11.0	0.0	20.7	0.0	4.8	37.5	20.6	0.0	7.3	15.1	30.6	9.5	39.3
JAMMU & KASHMIR	-	-	-	0.0	-	0.0	0.0	0.0	0.0	37.8	1.4	16.1	30.9	22.5	4.8	18.8	100.0	28.3	40.5	30.6
JHARKHAND	30.1	0.0	7.9	-	0.0	5.2	3.1	0.0	13.2	0.0	4.4	6.3	7.2	40.6	8.1	5.5	41.0	12.0	18.2	42.5
KARNATAKA	0.0	0.0	16.1	11.7	0.0	2.0	1.6	2.7	8.3	4.9	3.4	9.0	4.1	15.7	16.8	15.4	16.4	27.1	28.8	58.7
KERALA	0.0	0.0	0.0	22.2	-	0.0	3.3	0.0	0.0	8.5	2.2	11.5	-	0.0	14.5	37.1	100.0	12.0	33.2	39.5
LAKSHADWEEP	0.0	-	-	-	-	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-
MADHYA PRADESH	0.0	6.9	3.9	15.6	1.8	1.6	12.2	22.0	6.1	11.0	12.7	22.7	0.5	16.8	16.2	36.1	19.2	23.8	39.9	55.9
MAHARASHTRA	0.0	0.0	1.7	2.2	1.9	1.6	3.4	2.4	8.7	13.2	1.6	3.5	0.0	9.2	7.1	13.2	13.2	18.4	19.0	32.5
MANIPUR	73.2	-	24.8	-	65.0	100.0	88.1	100.0	29.8	60.4	44.8	0.0	41.7	0.0	40.6	36.5	40.3	0.0	39.0	20.0
MEGHALAYA	11.2	-	-	-	1.4	0.0	-	0.0	4.6	-	-	0.0	4.2	-	0.0	7.3	9.6	-	53.5	20.3
MIZORAM	0.0	-	-	-	29.9	-	-	-	0.0	-	-	-	1.7	-	-	-	28.7	0.0	-	-
NAGALAND	0.0	-	-	-	0.0	-	-	-	18.3	-	-	-	22.1	-	-	-	20.1	54.3	60.9	-
ODISHA	1.2	1.6	3.7	0.0	0.0	2.0	4.6	16.4	2.0	7.3	6.2	2.3	0.0	0.0	2.6	7.5	0.0	14.7	18.9	34.9
PUDUCHERRY	-	0.0	0.0	-	-	0.0	0.0	-	-	0.0	26.2	0.0	-	15.8	29.2	0.0	-	45.3	13.5	37.1
PUNJAB	-	0.0	100.0	100.0	-	4.4	15.6	34.1	-	5.5	20.0	27.3	-	23.1	21.2	38.5	-	36.5	19.3	52.6
RAJASTHAN	0.0	0.0	30.5	4.3	7.3	16.3	29.7	25.8	6.7	16.0	24.1	25.4	29.3	13.2	37.8	36.2	30.1	38.2	54.3	65.9
SIKKIM	46.3	-	-	-	0.0	-	6.7	0.0	0.0	0.0	0.0	0.0	6.4	0.0	7.6	12.3	15.5	84.4	44.2	50.8
TAMIL NADU	0.0	1.1	7.1	0.0	0.0	0.8	3.0	0.0	0.0	2.6	7.8	37.2	100.0	3.8	16.1	25.4	-	12.2	42.0	42.3
TRIPURA	0.0	0.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	4.9	0.0	3.3	0.0	0.0	0.0	0.0	0.0	0.0	7.0	14.9
UTTAR PRADESH	47.1	13.9	23.6	35.1	19.4	20.9	25.1	26.7	47.4	22.1	28.6	38.2	-	17.3	27.5	30.4	55.3	42.0	30.0	44.0
UTTARANCHAL	-	0.0	0.0	0.0	100.0	10.2	0.0	0.0	-	5.4	20.5	28.7	0.0	18.9	30.8	22.4	29.9	0.0	86.9	53.1
WEST BENGAL	0.0	2.3	0.0	2.0	0.0	1.7	0.0	3.0	0.0	1.2	0.0	2.6	0.0	1.5	4.7	5.4	42.1	6.0	5.1	18.8

Table A.16: Share of private unaided schools in upper primary enrolment- 2014

STATE	Quintile 1 (Poorest)				Quintile 2				Quintile 3				Quintile 4				Quintile 5			
	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other
ANDHRA PRADESH	51.2	8.6	6.3	5.1	0.0	1.9	24.4	16.7	42.4	13.7	19.0	20.4	36.3	29.1	36.0	37.9	-	76.9	70.6	86.9
ARUNACHAL PRADESH	0.5	-	-	0.0	7.3	0.0	-	0.0	14.4	0.0	-	0.0	8.9	0.0	0.0	0.0	3.3	-	-	0.0
ASSAM	0.0	0.0	0.0	0.0	0.0	0.0	1.5	2.3	0.0	6.5	1.1	8.6	0.0	0.0	2.7	1.7	28.4	2.3	17.1	24.8
BIHAR	0.0	0.0	2.6	4.5	0.0	2.7	7.0	31.5	0.0	4.1	4.7	3.8	3.6	12.0	16.5	16.1	0.0	18.2	24.7	50.0
CHANDIGARH	-	0.0	-	100.0	-	0.0	0.0	0.0	-	0.0	0.0	0.0	-	-	0.0	22.8	-	6.5	42.3	96.9
CHHATTISGARH	0.0	0.0	1.8	-	5.6	0.0	9.1	0.0	8.5	21.8	19.9	32.0	16.9	37.3	17.9	47.4	26.2	60.7	24.5	81.0
DELHI	0.0	6.7	6.2	2.7	0.0	0.0	15.1	13.5	0.0	0.0	0.0	30.8	79.6	70.4	30.2	50.4	100.0	0.0	17.9	53.4
GUJARAT	0.0	0.0	0.0	2.0	0.7	0.0	6.0	18.9	0.2	0.0	5.2	15.8	10.6	0.0	14.2	39.9	0.0	0.0	23.8	50.6
HARYANA	0.0	4.8	3.1	36.6	0.0	1.3	32.5	46.1	-	15.4	50.3	78.5	-	5.4	40.2	51.3	-	13.3	80.5	82.3
HIMACHAL PRADESH	0.0	0.0	0.0	10.2	0.0	22.2	8.4	26.2	0.0	14.2	30.2	25.1	0.0	27.8	69.7	62.6	18.2	0.0	100.0	47.5
JAMMU & KASHMIR	0.0	64.1	0.0	31.6	0.0	0.0	26.3	39.1	1.0	0.0	97.7	28.5	49.8	6.0	0.0	49.9	81.6	46.2	71.5	80.5
JHARKHAND	0.0	0.0	0.6	0.0	4.8	12.0	0.0	0.0	1.5	0.0	36.6	9.3	0.8	58.0	27.0	26.4	26.5	4.0	47.3	55.7
KARNATAKA	0.0	0.0	0.0	16.0	34.3	6.7	8.8	5.1	0.0	0.0	11.4	15.5	0.0	18.0	28.9	21.5	12.1	40.8	38.9	37.2
KERALA	0.0	0.0	0.0	16.1	0.0	16.9	9.9	26.3	0.0	0.0	22.7	37.5	-	70.1	25.9	39.7	-	0.0	55.6	70.7
LAKSHADWEEP	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-
MADHYA PRADESH	2.5	1.6	13.4	29.8	9.2	5.4	18.3	20.9	6.9	10.2	21.4	42.1	8.9	17.0	29.5	60.6	33.7	47.9	41.7	57.2
MAHARASHTRA	0.9	0.0	0.9	0.0	0.3	2.7	4.5	8.6	0.0	10.5	6.6	9.8	2.7	8.9	8.1	14.1	31.5	16.7	20.3	22.2
MANIPUR	21.4	100.0	25.3	0.0	33.1	15.1	28.0	24.8	21.1	48.2	34.3	49.4	37.1	0.0	53.4	1.3	31.2	100.0	85.8	0.0
MEGHALAYA	11.9	-	-	-	7.4	-	-	0.0	8.6	0.0	-	6.3	12.9	-	-	25.5	21.8	100.0	0.0	8.0
MIZORAM	19.3	-	-	-	2.9	-	-	-	27.1	-	-	-	43.8	-	-	0.0	47.7	-	-	0.0
NAGALAND	0.0	-	-	-	6.7	100.0	0.0	100.0	4.9	-	-	-	56.0	-	-	100.0	47.7	0.0	-	-
ODISHA	0.0	13.7	0.0	0.0	0.0	3.4	1.3	11.6	4.0	5.3	3.1	1.7	0.0	0.0	0.9	0.0	55.0	22.5	13.0	56.9
PUDUCHERRY	-	0.0	0.0	-	100.0	0.0	59.5	-	-	11.5	17.2	-	-	-	40.5	-	-	59.6	59.2	-
PUNJAB	-	10.6	2.2	17.2	39.7	10.7	47.5	52.7	0.0	53.3	45.4	40.9	-	32.7	56.9	60.7	-	39.0	84.5	57.1
RAJASTHAN	1.7	14.8	26.0	31.5	28.8	15.1	25.9	60.2	50.4	20.8	34.2	58.7	36.1	40.3	61.0	70.8	66.4	65.2	84.3	64.0
SIKKIM	0.0	0.0	0.0	-	0.0	0.0	0.0	0.0	11.3	0.0	2.7	-	5.2	57.7	1.4	71.2	42.9	-	33.3	93.4
TAMIL NADU	0.0	1.6	12.7	0.0	0.0	1.8	11.3	100.0	-	7.4	28.9	0.0	-	14.8	36.2	47.2	-	62.7	75.4	57.8
TELENGANA	0.0	5.6	28.0	100.0	27.5	0.0	38.1	53.7	0.0	47.1	58.5	61.6	27.2	53.3	63.8	50.3	100.0	81.5	74.1	87.4
TRIPURA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	49.3	2.3	30.6	17.1
UTTAR PRADESH	16.2	22.5	22.1	28.0	0.0	21.7	33.8	50.4	38.2	26.5	34.2	54.1	22.7	34.2	41.5	68.2	30.3	46.0	65.5	74.7
UTTARANCHAL	-	0.0	1.7	7.9	-	0.0	3.5	16.5	-	0.0	6.7	17.0	-	0.0	25.9	32.9	100.0	100.0	33.6	48.4
WEST BENGAL	0.0	0.0	0.0	1.7	8.8	0.0	0.0	1.5	1.3	0.5	1.0	0.8	6.5	0.7	5.1	6.0	9.1	13.8	20.0	29.7
INDIA	2.2	7.0	9.7	11.4	8.2	7.8	17.0	21.6	10.0	14.3	21.4	23.0	11.0	19.4	29.5	33.0	28.9	37.6	52.3	51.7

Table A.17: Share of private unaided schools in secondary enrolment- 2007

STATE	Quintile 1 (Poorest)				Quintile 2				Quintile 3				Quintile 4				Quintile 5			
	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other
A & N ISLANDS	-	-	-	-	-	-	-	0.0	-	-	-	0.0	0.0	-	0.0	0.0	0.0	-	0.0	8.2
ANDHRA PRADESH	45.1	0.0	0.9	28.0	0.0	10.0	6.0	24.2	38.1	5.2	4.6	32.0	41.2	25.0	32.1	32.2	-	34.7	56.6	66.7
ARUNACHAL PRADESH	0.0	-	-	0.0	0.0	0.0	-	0.0	0.0	0.0	-	0.0	0.0	0.0	0.0	2.1	0.4	0.0	0.0	10.5
ASSAM	0.0	-	0.0	0.0	0.0	74.6	0.0	0.0	0.0	38.4	0.0	0.0	0.0	0.0	4.8	7.3	0.0	0.0	1.8	12.9
BIHAR	-	0.0	4.2	0.0	0.0	0.0	3.3	2.0	0.0	0.0	2.3	15.7	0.0	4.3	4.3	0.2	0.0	7.4	9.3	39.9
CHANDIGARH	-	-	-	-	-	0.0	-	-	-	-	-	0.0	-	0.0	0.0	5.5	-	50.5	0.0	23.2
CHHATTISGARH	0.0	0.0	0.0	0.0	5.6	0.0	1.2	-	5.6	0.0	7.1	0.0	21.0	5.0	6.9	0.0	9.5	7.5	26.8	39.3
D & N HAVELI	-	-	-	0.0	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	50.5	-	100.0
DAMAN & DIU	-	-	-	-	-	-	-	-	-	-	-	-	0.0	-	0.0	0.0	81.3	0.0	0.0	40.9
DELHI	-	0.0	-	0.0	-	-	-	-	-	0.0	-	0.0	-	0.0	0.0	19.6	51.7	0.0	16.2	38.8
GOA	-	-	-	-	-	-	0.0	0.0	0.0	-	0.0	0.0	-	-	0.0	0.0	-	-	-	14.7
GUJARAT	0.0	1.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17.9	0.0	0.0	3.8	1.5	11.3	13.0	15.2	18.6
HARYANA	-	29.2	75.5	57.0	-	0.0	41.9	45.1	-	9.4	14.2	18.2	-	21.7	50.8	28.5	-	34.5	43.6	58.4
HIMACHAL PRADESH	100.0	0.0	-	0.0	0.0	0.0	0.0	7.5	0.0	26.6	0.0	13.5	0.0	4.9	15.3	7.3	49.3	34.7	12.1	40.7
JAMMU & KASHMIR	-	-	-	-	-	0.0	0.0	0.0	-	0.0	0.0	0.0	47.3	4.7	0.0	12.3	-	41.8	14.8	17.2
JHARKHAND	0.0	0.0	0.0	-	16.5	0.0	22.6	41.5	31.3	0.0	6.9	14.1	4.0	25.8	7.1	0.0	0.0	65.5	17.9	27.9
KARNATAKA	0.0	10.1	0.0	0.0	0.0	11.5	3.9	5.8	10.7	17.8	6.8	7.5	9.3	16.5	26.9	18.0	19.9	27.5	36.2	49.6
KERALA	0.0	0.0	0.0	-	-	0.0	0.0	0.0	0.0	9.9	6.7	0.0	0.0	9.2	13.4	23.0	0.0	0.0	21.1	31.8
LAKSHADWEEP	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	2.6	-	-	-
MADHYA PRADESH	0.0	8.6	7.7	0.0	0.0	11.4	13.3	0.0	2.7	11.4	11.8	31.9	9.6	9.5	21.4	45.0	65.0	36.1	38.3	60.2
MAHARASHTRA	0.0	10.9	25.9	0.0	5.5	2.7	0.8	2.2	5.4	0.0	2.3	3.8	0.0	11.3	7.1	8.9	11.7	4.8	17.9	22.4
MANIPUR	100.0	0.0	41.9	-	37.1	0.0	51.1	-	19.5	0.0	34.3	0.0	22.6	0.0	28.6	7.1	37.8	0.0	37.3	43.3
MEGHALAYA	0.0	-	-	-	0.0	0.0	-	0.0	0.0	-	0.0	-	3.1	-	0.0	0.0	2.9	-	13.8	24.9
MIZORAM	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	1.6	-	-	-	14.0	0.0	-	-
NAGALAND	-	-	-	-	44.9	-	0.0	-	19.0	-	-	-	25.6	-	100.0	-	19.8	0.0	67.4	0.0
ODISHA	3.4	7.5	5.0	6.5	0.0	7.4	3.4	13.0	8.6	10.0	10.6	8.3	2.4	0.0	0.5	20.1	0.0	0.0	23.6	24.6
PUDUCHERRY	-	0.0	0.0	-	-	0.0	0.0	-	-	0.0	61.6	-	-	0.0	25.1	0.0	-	0.0	12.4	0.0
PUNJAB	-	0.0	-	-	-	0.0	0.0	27.0	-	24.5	12.6	14.4	-	42.6	17.6	27.9	-	39.6	38.7	45.1
RAJASTHAN	0.0	6.8	21.7	0.0	28.9	47.4	21.5	9.1	12.6	13.4	28.6	18.9	12.6	11.6	35.6	40.4	49.4	50.2	47.8	70.4
SIKKIM	35.0	-	0.0	-	-	-	0.0	-	0.0	0.0	0.0	56.1	5.3	0.0	4.0	0.0	23.1	0.0	28.9	88.5
TAMIL NADU	0.0	2.6	0.0	0.0	0.0	0.0	0.5	31.0	-	0.0	3.5	0.0	0.0	6.0	10.8	25.6	-	11.7	24.2	39.5
TRIPURA	60.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.2	0.0	0.0	1.7	0.0	0.0	0.0	0.0	5.0
UTTAR PRADESH	-	9.7	17.4	31.7	-	23.5	29.2	14.9	0.0	22.9	26.7	28.1	0.0	16.8	34.4	30.5	-	21.8	25.3	32.1
UTTARANCHAL	-	0.0	-	0.0	0.0	0.0	0.0	7.1	-	0.0	0.0	7.9	100.0	37.7	16.5	13.8	0.0	0.0	48.9	49.8
WEST BENGAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.0	0.0	0.0	2.2	100.0	3.7	15.9	10.2
INDIA	6.9	5.0	9.3	7.6	6.1	9.6	9.8	8.2	9.2	9.8	11.5	13.3	9.8	12.8	20.6	19.1	18.7	20.8	27.8	36.2

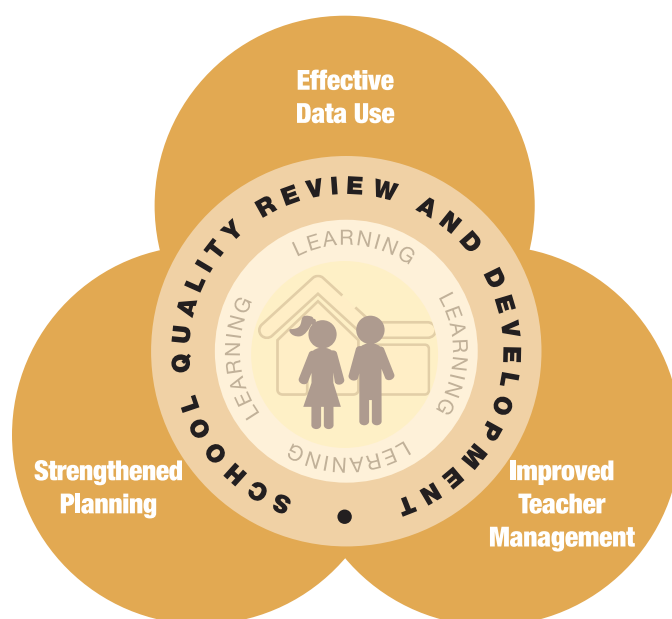
Table A.18: Share of private unaided schools in secondary enrolment- 2014

STATE	Quintile 1 (Poorest)				Quintile 2				Quintile 3				Quintile 4				Quintile 5			
	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other	ST	SC	OBC	Other
A & N ISLANDS	0.0	-	-	0.0	0.0	-	0.0	0.0	0.0	-	0.0	0.0	0.0	-	0.0	28.7	0.0	-	0.0	16.6
ANDHRA PRADESH	28.7	0.0	10.3	4.2	0.0	8.0	13.9	2.5	44.5	24.6	50.5	38.6	89.9	26.2	39.2	73.4	0.0	30.3	83.6	80.3
ARUNACHAL PRADESH	1.2	-	-	0.0	9.5	0.0	-	0.0	3.2	-	-	0.0	1.8	0.0	0.0	2.4	4.7	0.0	-	0.0
ASSAM	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	0.0	4.2	4.6	0.0	4.4	0.0	4.1	4.3	26.2	3.6	12.1	15.1
BIHAR	0.0	0.0	1.3	0.0	-	0.0	4.6	0.0	0.0	0.0	3.6	1.4	21.2	1.2	7.8	7.7	5.3	27.1	23.0	31.3
CHANDIGARH	-	-	0.0	100.0	-	0.0	0.0	0.0	-	0.0	0.0	0.0	-	0.0	0.0	63.9	-	0.0	0.0	23.2
CHHATTISGARH	0.0	15.4	0.0	0.0	0.0	0.0	6.8	0.0	0.0	4.3	10.0	76.4	3.3	0.0	19.8	17.8	44.5	19.7	15.7	81.5
D & N HAVELI	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	0.0	-	78.3
DAMAN & DIU	-	-	0.0	-	-	0.0	0.0	-	-	0.0	0.0	0.0	0.0	-	13.0	93.0	0.0	-	0.0	0.0
DELHI	-	1.2	0.0	0.0	-	0.0	31.2	0.0	-	13.8	0.0	8.5	0.0	13.7	91.9	23.0	81.7	6.9	55.7	35.3
GOA	0.0	0.0	0.0	0.0	0.0	-	0.0	0.0	0.0	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-	0.0
GUJARAT	0.0	7.2	0.0	27.7	0.0	7.4	31.0	2.7	0.0	0.0	8.4	8.4	22.0	0.0	40.7	26.1	9.4	0.0	14.4	34.2
HARYANA	-	3.5	0.0	43.6	0.0	29.2	21.3	46.6	-	9.3	26.0	38.2	0.0	19.2	71.0	51.5	0.0	12.7	58.2	89.5
HIMACHAL PRADESH	0.0	0.0	0.0	21.5	0.0	0.0	35.0	21.1	0.0	0.0	35.9	18.6	0.0	15.6	22.5	43.2	0.0	15.9	100.0	66.3
JAMMU & KASHMIR	50.0	0.0	0.0	8.5	0.0	0.0	0.0	15.5	18.8	53.0	0.0	28.7	0.0	0.0	4.7	28.6	28.0	44.2	0.0	74.3
JHARKHAND	7.6	-	10.4	0.0	7.0	13.2	32.4	0.0	0.0	0.0	19.6	23.5	19.3	51.1	9.0	5.9	38.9	10.2	26.0	91.2
KARNATAKA	12.4	8.7	9.2	7.8	0.0	3.5	6.6	0.0	10.1	0.0	4.1	14.2	52.5	33.5	24.6	16.6	54.8	42.6	37.5	40.7
KERALA	0.0	15.0	8.2	25.5	0.0	0.0	9.3	0.0	-	0.0	12.0	29.2	-	23.0	17.0	57.8	-	19.0	28.3	59.8
LAKSHADWEEP	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-
MADHYA PRADESH	3.5	2.8	23.5	17.6	0.0	18.3	23.8	30.0	2.5	18.2	13.5	46.4	21.6	22.7	26.6	44.5	4.4	63.7	40.2	63.9
MAHARASHTRA	0.0	0.0	0.6	9.5	0.0	0.0	2.6	1.7	0.0	22.1	5.0	3.7	0.0	16.2	7.3	15.9	1.4	34.5	26.7	25.3
MANIPUR	73.2	100.0	40.6	-	38.4	-	40.4	0.0	40.0	83.2	46.3	31.7	36.2	100.0	53.8	73.7	26.1	88.0	74.0	46.6
MEGHALAYA	10.4	-	-	-	3.2	-	-	-	10.8	-	-	0.0	15.4	0.0	-	15.6	6.7	-	0.0	11.3
MIZORAM	0.6	-	-	-	7.7	-	-	-	14.9	-	-	-	12.4	-	-	100.0	21.4	-	-	-
NAGALAND	0.0	-	-	-	60.9	-	100.0	-	16.7	0.0	-	-	73.2	-	-	100.0	41.0	-	-	-
ODISHA	2.7	0.0	0.0	0.0	0.0	0.0	1.3	0.0	5.9	2.6	2.9	0.0	0.0	6.2	1.6	14.5	38.5	38.3	27.2	48.3
PUDUCHERRY	-	0.0	0.0	-	-	0.0	0.0	-	-	0.0	34.5	-	-	-	77.8	-	-	-	38.0	-
PUNJAB	-	9.0	36.3	37.3	0.0	28.8	26.8	64.4	-	18.5	52.0	44.3	-	56.2	82.7	46.3	-	100.0	85.7	78.1
RAJASTHAN	3.0	14.3	16.5	0.0	36.1	19.1	33.1	51.4	34.2	19.1	46.5	65.1	51.7	66.0	66.0	77.3	56.5	59.8	76.7	75.5
SIKKIM	0.0	0.0	0.0	0.0	0.0	0.0	7.2	-	0.0	0.0	0.0	-	0.0	100.0	3.4	0.0	15.3	-	37.0	76.6
TAMIL NADU	0.0	3.5	0.3	-	0.0	3.4	10.1	0.0	0.0	4.4	19.7	0.0	-	14.2	23.1	100.0	-	37.1	52.3	66.3
TELENGANA	2.1	36.2	30.1	-	8.2	22.6	36.2	54.4	100.0	34.4	26.2	62.7	39.5	99.5	44.4	40.1	0.0	51.2	58.0	96.2
TRIPURA	14.6	0.0	0.0	0.0	7.6	4.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	24.3	0.0	0.0	16.4
UTTAR PRADESH	0.0	29.3	32.6	38.2	47.2	22.2	40.1	49.4	26.8	38.0	46.8	58.0	45.8	43.9	42.1	62.6	20.5	42.1	55.8	76.1
UTTARANCHAL	0.0	0.0	0.0	0.0	-	0.0	5.3	7.3	-	7.3	0.0	9.4	-	0.0	0.0	47.5	100.0	6.0	5.2	15.9
WEST BENGAL	0.0	2.3	0.0	0.0	28.1	0.2	2.9	1.0	7.1	0.5	0.9	0.0	0.0	0.0	11.3	3.9	47.0	12.4	22.9	17.7
INDIA	5.7	8.3	11.2	10.8	11.9	9.8	18.6	14.6	7.6	16.1	21.0	21.8	21.4	23.9	27.2	31.4	25.0	36.3	42.5	50.3

Table A.19: Parental perceptions on a range of issues related to private school selection

	Government				Unaided				Aided			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
School Location and Access Issues												
Distance to school is a problem	18.2	26.6	34.7	20.5	9.4	28.9	47.7	14.1	21.2	24.7	24.7	29.4
Going to school is a problem	10.1	25.1	42.1	22.8	4.7	22.7	56.0	16.7	10.6	22.4	30.6	36.5
People of religion are allowed to attend this school	46.1	44.0	6.4	3.4	36.3	40.4	19.9	3.4	57.6	27.1	9.4	5.9
Going to school is problem for girls	12.9	28.0	42.1	17.1	10.7	34.3	44.3	10.7	10.2	20.3	42.4	27.1
Going to school is easy throughout the year	21.0	38.5	32.5	8.1	10.7	41.6	38.3	9.4	24.7	45.9	18.8	10.6
Children feel secured in school	38.9	51.1	6.2	3.7	25.5	55.9	9.7	9.0	51.8	37.6	1.2	9.4
School Attendance												
Children go to school everyday	43.7	51.9	3.3	1.1	46.0	50.7	2.7	0.7	62.4	35.3	0.0	2.4
Distance to school affect attendance	11.6	27.2	40.6	20.6	4.7	27.3	58.0	10.0	10.6	21.2	37.6	30.6
Location of school affect attendance	8.6	24.0	44.5	22.9	3.4	26.8	61.1	8.7	9.4	18.8	38.8	32.9
Household activities affect school attendance	5.9	23.1	49.5	21.6	0.7	20.9	62.8	15.5	6.0	13.1	44.0	36.9
School Choice												
Children chose this school on their own	21.3	37.4	23.2	18.1	23.8	34.0	29.9	12.2	21.2	30.6	15.3	32.9
School is closer to home	22.7	35.0	30.9	11.4	9.6	37.0	45.9	7.5	22.4	35.3	22.4	20.0
This school is cheaper than other schools	23.2	58.5	12.9	5.3	8.3	28.5	54.2	9.0	19.0	47.6	22.6	10.7
Invited regularly visit school to discuss child's education	27.5	38.7	25.2	8.5	32.9	57.5	5.5	4.1	28.2	42.4	9.4	20.0
People from all caste attend this school	42.6	37.0	16.3	4.1	37.7	41.1	17.8	3.4	47.0	27.3	10.6	15.2

Quality of this school is better than other schools	24.5	67.2	6.3	2.0	38.6	57.2	3.4	0.7	30.1	53.0	13.3	3.6
Teachers are good in this school	28.1	66.7	4.2	1.1	26.2	71.0	1.4	1.4	42.4	55.3	1.2	1.2
We receive regular progress report from school	19.4	40.7	25.0	14.9	22.1	62.4	10.7	4.7	9.4	23.5	22.4	44.7
Educational Preference												
Always wanted to send to secondary school	58.1	39.2	1.4	1.3	63.0	32.9	3.4	0.7	72.6	25.0	2.4	0.0
Education is useful for better job prospect	63.7	31.2	3.6	1.5	51.0	41.3	3.5	4.2	83.3	14.3	2.4	0.0
Going to school is a waste of time and money	2.1	3.2	40.0	54.6	2.2	0.7	52.6	44.5	0.0	3.9	15.6	80.5
Sometimes we prioritise boys' education over girls	6.3	18.1	40.4	35.2	13.0	25.2	38.2	23.7	20.8	15.3	18.1	45.8



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