



THE STATUS REPORT
OF
SECONDARY EDUCATION
FOR

**Rashtriya Madhyamik
Shiksha Abhiyan
(RMSA)**

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Government of Rajasthan
Jaipur*

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Abbreviations/Acronyms

BSER	Board of Secondary Education, Rajasthan
B.Ed.	Bachelor of Education
BSTC	Basic School Teacher Certificate
CSS	Centrally Sponsored Scheme
CTE	College for Teacher Education
CWSN	Children with Special Need
DCF	Data Capture Format
DIET	District Institute of Education and Training
DPEP	District Primary Education Programme
EFC	Eleventh Finance Commission
GER	Gross Enrolment Ratio
GoI	Government of India
GoR	Government of Rajasthan
IASE	Institute of Advanced Studies in Education
ICT	Information and Communication Technology
KGBV	Kasturba Gandhi Balika Vidhyalaya
LoC	Line of Control
MMSSMA	Mukhya Mantri Shiksha Sambal Maha Abhiyan
M.Ed.	Master of Education
MHRD	Ministry of Human Resource Development
MTA	Mother Teacher Association
NCC	National Cadet Corps
NCF	National Curriculum Framework
NPE	National Policy of Education
NCTE	National Council for Teacher Education
NER	Net Enrolment Ratio
NUEPA	National University of Educational Planning and Administration
NSS	National Social Service
OBC	Other Backward Class
PJAY	Pannadhaya Jeevan Amrit Yojana
PRI	Panchayati Raj Institution
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
SC	Scheduled Caste
SDMC	School Development and Management Committee
SEMIS	Secondary Education Management Information System
SIERT	State Institute of Educational Research and Training
SUCCESS	Scheme for Universalisation of Access to and Improvement of Quality at the Secondary Stage
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribe
UGC	University Grant Commission

Executive Summary

At the behest of the Ministry of Human Resource Development (MHRD), Government of India (GoI), a mapping exercise was conducted in secondary and senior secondary schools in Rajasthan by the Government of Rajasthan (GoR) to prepare a baseline status report which would serve as an important database for facilitating effective planning and implementation of various reform programmes and formulating district-level secondary education development plans.

The long-term objective of this exercise was to institutionalise a Secondary Education Management Information System (SEMIS) for maintaining a district level comprehensive database for secondary and senior secondary education in the country.

As this mammoth and onerous exercise was undertaken at the grass-roots level, in most places in the backward interiors, without any technical support, for the first time at both national and state levels, the people involved in the exercise were not experienced in and familiar with the methodology of the exercise. Therefore, there was a strong possibility of human error. Also, as the data was fed in and downloaded online, there was a possibility of 'data slippage'.

Therefore, on a confidence level of 95 per cent and allowing for an error rate of five per cent, we can reasonably say that the data is fairly representative of the existing ground realities and can be relied upon. This assertion is based upon the indications of random test-checking of the data and cross-tallying with previously reported figures.

The total literacy rate has increased from 3.47 per cent in 1901 to 60.41 per cent in 2001. The male literacy rate has increased from a meagre 6.42 per cent in 1901 to a considerable 75.70 per cent in 2001. The female literacy rate has grown from a paltry 0.21 per cent in 1901 to a staggering, considering the social evils, bad practices and taboos, 43.85 per cent in 2001.

The highest literacy rate is 74.45 per cent in Kota, followed by 73.61 per cent in Jhunjhunu. The third-highest rate is 70.63 per cent in Jaipur. The lowest literacy rate is 44.22 per cent in Banswara, followed by 46.51 per cent in Jalore. The third-lowest literacy rate is 48.32 in Dungarpur.

Kota, apparently, has the highest literacy rate because of being an industrial town, where lot of people from other States come to work, and having developed into the largest and the most important educational hub of Rajasthan. Jhunjhunu appears to have the second-highest rate because a lot of industrial families of India belong to this belt and perhaps infuse funds into the belt for educational activities.

Jaipur, surprisingly, despite being the capital of Rajasthan and having relatively more economic activities, does not have the highest literacy rate. Banswara appears to have the lowest rate because of being a part of the tribal belt. Jalore has the second-lowest rate, perhaps because of being in the backward interiors. Dungarpur also appears to have a low rate because of being a part of the tribal belt.

A lot of increase in the literacy rate can be attributed to the corresponding increase in the population. However, even after making requisite allowances for this increase, there is an appreciable increase. This perhaps reflects the change in social thinking and attitude over time. Notwithstanding this, the stark difference between male and female literacy can perhaps be attributed to gender bias and male dominance in the society.

The highest overall enrolment rate is 24.16 per cent in Class I and the lowest rate is 3.32 per cent in Class XI. The highest enrolment rate for boys is 67.90 per cent in Class XII, whereas for the girls it is 47.14 per cent in Class II. The lowest rate for boys is 52.80 per cent in II, whereas for girls it is 1.10 in Class XI, followed by 1.20 per cent in Class XII.

The overall rate drops almost consistently till Class XII. However, it increases consistently for the boys up to Class XII, whereas for the girls it almost consistently drops down significantly up to Class XII. The contrast between boys and girls is significant. Boys seem to join school more in Primary Class and then drop, but pick up again after Class V up to Class XII. However, converse is the case for girls, who keep dropping from Class V onwards up to Class XII. This may perhaps be attributed to social evils, bad practices and taboos such as child marriage, purdah system and gender discrimination.

The retention rate is consistently increasing, for both boys and girls. However, surprisingly, it is senior for girls than for boys. This perhaps reflects a significant positive change in the attitude of the people towards female literacy between the ages 14 to 17. The retention rate for boys is better than girls, as opposed to the 14-17 age group. It appears that once child marriage age is crossed (i.e., up to 13 years), retention rate becomes better. This, again, appears to reflect change in social attitude.

The Teacher-Pupil Ratio appears to be decreasing marginally over the years. Despite the decline, the data indicates a fairly satisfactory situation, particularly when compared with private schools.

At the Elementary level, 11.25 lakh students of Class 8 appeared in the Examination (Hindi Medium, as there is no English Medium at this stage) in 2007 and the result was 73 Per cent. This means 8.21 lakh students were eligible to reach Class 9.

For the Session 2007-08, the net enrolment of Class 9 was 8.25 lakh (Provisional), both Hindi Medium and English Medium. It indicates that almost all the students of Class 8 who passed out went to Class 9.

As part of the universalisation of secondary education programme, the Rashtriya Madhyamik Shiksha Abhiyan is running. There are 43 other programmes being implemented as part of Special Planning for Secondary Education in Rajasthan to promote secondary education.

Rajasthan's progress is reflected in the fact that Rajasthanis have proved themselves to be great accomplishers in almost all the fields and sectors, especially industrial and economic, both within and outside the country. The Rajasthani Diaspora spans the globe, far and wide, and stretches across all the oceans and continents and the sun never seems to set for the Indian Diaspora.

Its industry, enterprise, economic strength, educational standards and professional skills are universally acknowledged. Non-resident Indians live in different countries, speak different languages and are engaged in different vocations. What gives them their common identity is their Indian origin, consciousness of their cultural heritage and deep attachment to India.

The Indian Diaspora has established itself as entrepreneurs, workers, traders, teachers, researchers, inventors, doctors, lawyers, engineers, managers and administrators. The Rajasthani Diaspora has contributed greatly in the fields of education, health, investment in industry, IT, infrastructure, power, you name it and they have done it, with equal ease and panache, both nationally and globally.

Though there has been a sea change, it must not lead to complacency. It must fuel progress forward in future.

