

CHAPTER 6

EMPLOYMENT GENERATION OF PRIVATE AND PUBLIC SCHOOLS

6.1: Employment generation

The private and public schools as an educational enterprise generates huge number of employment. Educational institutions provide employment avenues of both as teaching and non-teaching staff. However, the number of teaching staff outnumbers the non-teaching in any educational institutions. In case of public schools, there is a government guidelines and proper recruitment process for employment on teaching and non-teaching staff of the school. Whereas, in case of private schools it seems that they are hardly maintaining the government norms while recruiting teaching and non-teaching staff.

6.2: Number of teaching-staff in private and public schools

The number of employment generated in both the private and public schools is compared, presented and analysed by categorising the teaching staff into primary teacher (PRT), trained graduate teacher (TGT) and post graduate teacher (PGT) in terms of the number of teachers per school. PRTs are those teachers with minimum qualification of HS with D.El.Ed passed or its equivalent and who teach the students in LPS/UPS or from class I to class VIII either in the private or public school, TGTs are those teachers with minimum qualification of graduate with B.Ed passed or its equivalent and who teach the students in the HS or from class IX to class X either in the private or public schools and PGTs are those teachers with post graduate degree and who teaches the students in the high school and higher secondary school.

Employment generation for the teaching staff in private and public schools are analysed into five sections. In the first section, employment of teachers without considering the professional qualification on an average: number of teachers per school in different grades, viz., PRT, TGT and PGT in four categories of schools are compared between the private and public schools. In the second section, teachers with professional qualification is considered and their level of employment in four categories of schools in different grades between the

private and public schools is compared and analysed. In the third section, employment of teachers considering all the grades in the four categories of schools are compared and analysed between the private and public schools. In the fourth section, employment of teachers with professional qualification considering all the grades in four categories of schools are compared and analysed between the private and public schools. In the fifth section, total teachers employed in the four districts of BTAD are compared between the private and public schools. Professional qualification, in this research is referred to D.El.Ed or B.T for the PRTs and B. Ed for the TGTs and PGTs.

6.2.1: District-Category-Grade wise number of teachers

This section compares the average number of teachers per school in four categories of private and public schools in different grades, viz., PRT, TGT, PGT without considering the professional qualifications as teachers in the schools of study area were recruited ignoring the NCTE norms before 2010 both in the private and public schools. The district-category-grade wise average number of teacher per school is given in table-6.1.

Table-6.1: District-Category-Grade wise ANT/S in PR and PU schools in BTAD during 2014-15.

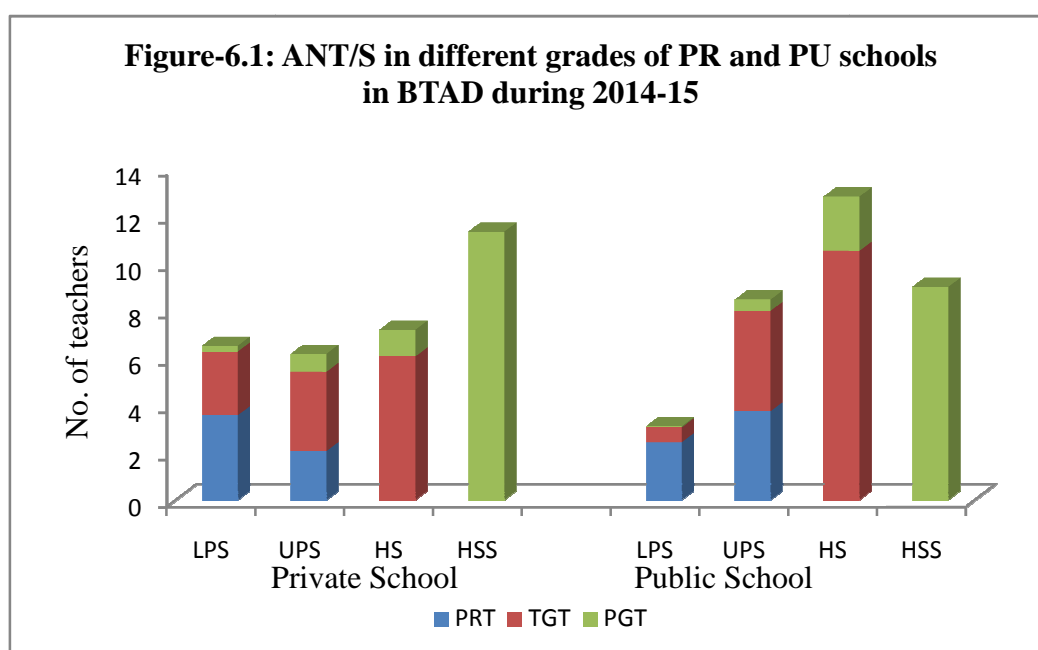
Districts	Category of School	Private School			Public School		
		PRT	TGT	PGT	PRT	TGT	PGT
Chirang	LPS	2.40	4.00	1.00	2.47	0.57	...
	UPS	1.13	3.75	0.37	3.33	3.00	0.50
	HS	...	3.75	1.00	...	11.66	2.66
	HSS	...	...	7.00	...	...	5.00
Kokrajhar	LPS	4.00	2.00	...	2.04	0.72	0.01
	UPS	2.44	4.11	2.11	3.85	4.28	0.28
	HS	...	8.50	1.50	...	14.00	3.00
	HSS	...	...	15.00	...	...	10.00
Baksa	LPS	3.25	1.63	...	2.98	0.50	0.13
	UPS	2.23	2.38	0.77	4.38	5.38	0.53
	HS	...	5.66	1.00	...	11.75	0.50
	HSS	...	...	12.00	...	...	12.00
Udalguri	LPS	4.62	3.12	...	2.21	0.72	0.07
	UPS	2.43	3.14	0.43	3.4	4.30	0.60
	HS	...	6.33	1.00	...	4.66	3.00
	HSS	NA	NA	NA	...	...	9.00

Total	LPS	3.57	2.69	0.25	2.43	0.63	0.05
	UPS	2.06	3.35	0.76	3.74	4.24	0.48
	HS	...	6.06	1.13	...	10.52	2.29
	HSS	...	...	11.33	...	...	9.00

Source: Field Survey (Primary data), 2015-16.

Note: PRT=Primary teacher, TGT= Trained graduate teacher, PGT= Post graduate teacher, ANT/S= Average number of teacher per school, "...": not available.

The above table-6.1 is represented with the help of sub-divided bar diagram for having a bird's eye view of data.



In the private LPS, the average number of PRT is 3.57, TGT is 2.69 and PGT is 0.25 and while in the public LPS, the average number of PRT is 2.43 and TGT is 0.63 and PGT is only 0.05. In the private UPS, the average number of PRT is 2.06, TGT is 3.35 and PGT is 0.76. On the contrary, in the public UPS, the average number of PRT is 3.74, TGT is 4.24 and PGT is 0.48. In the private HS, the average number of TGT is 6.06 and PGT is only 1.13 but in the public HS, the average number of TGT is 10.52 and PGT is 2.29. Further, in the private HSS, the average number of PGT is 11.33 while in the public HSS it is 9.00.

Thus, in the LPS category, average number of PRT and TGT in the private school is larger than the public school. However, in the UPS category, the average

number of PRT and TGT is larger in the public school. In the HS category also, the average number of TGT in the public school is almost double than that of the private school but in the HSS category, the average number of PGT is greater in the private school than that of the public school.

6.2.2: District-Category-Grade wise number of teachers with PQ

The NCTE has laid down the requisite norms and professional qualification for the recruitment as teachers in different grades and in different categories of schools. However, the state government has relaxed the prescribed PQ for a teacher due to the inadequate supply of applicants as teachers with PQ and lack of sufficient provision for teacher's pre-recruited teachers training in the state. The average numbers of teachers with PQ in different grades in the four categories of schools in the four districts of BTAD are given in table-6.2.

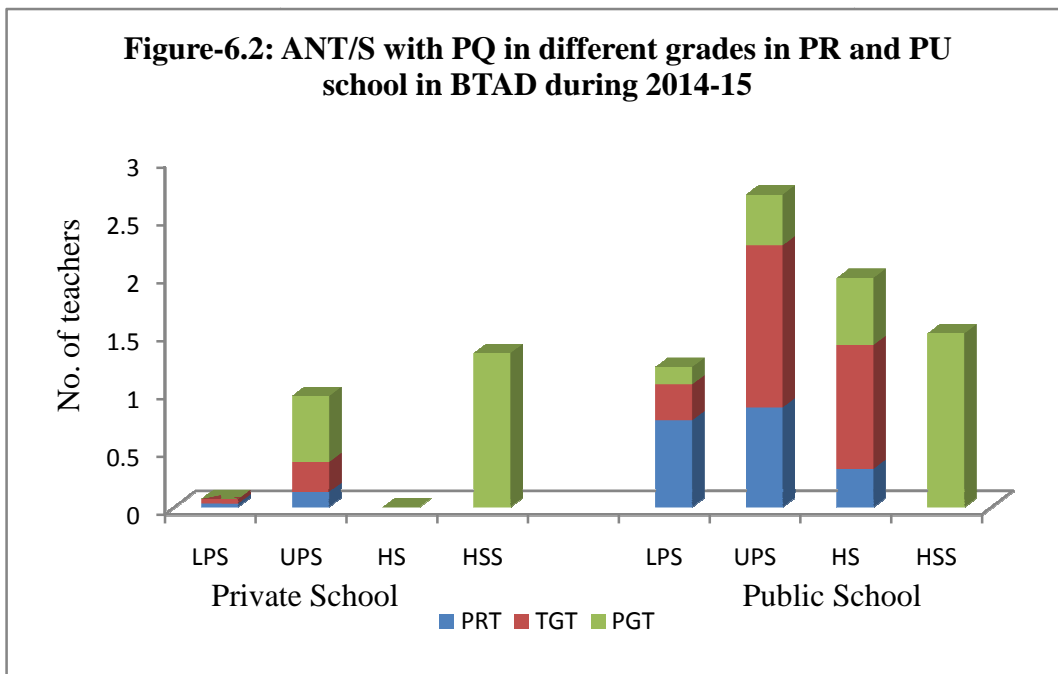
Table-6.2. District-Category-Grade wise ANT/S with PQ in PR and PU schools in BTAD during 2014-15.

Districts	Category of School	Private School			Public School		
		PRT	TGT	PGT	PRT	TGT	PGT
Chirang	LPS	...	0.16	...	0.50	0.23	...
	UPS	...	0.63	0.25	1.16	0.83	...
	HS	...	...	...	1.33	2.00	...
	HSS	...	...	...	...	...	1.00
Kokrajhar	LPS	...	...	...	1.63	0.66	...
	UPS	...	0.33	1.77	1.42	2.85	0.28
	HS	...	...	...	...	1.60	1.40
	HSS	...	...	4.00	...	...	1.00
Baksa	LPS	...	...	...	0.6	0.11	0.01
	UPS	0.53	0.07	0.15	0.07	0.85	0.15
	HS	...	...	...	0.25	0.25	0.25
	HSS	...	5.00	...	...	...	...
Udalguri	LPS	0.13	...	...	0.30	0.25	0.58
	UPS	...	...	0.14	0.80	1.10	0.20
	HS	...	...	...	...	0.33	0.66
	HSS	NA	NA	NA	...	...	4.00
Total	LPS	0.03	0.04	...	0.75	0.31	0.15
	UPS	0.13	0.26	0.57	0.86	1.40	0.44
	HS	...	..	...	0.33	1.07	0.58
	HSS	...	...	1.33	...	...	1.50

Source: Field survey (Primary data), 2015-16.

“...”: Not available.

The above table-6.2 is represented with the help of sub-divided bar diagram for ready reference of comparison between the private and public schools.



In the private LPS, average number of PRT, TGT and PGT with professional qualification is very negligible while in the public LPS, average number of PRT, TGT and PGT with professional qualification is 0.75, 0.31 and 0.15 respectively. In the private UPS, average number of PRT with professional qualification is only 0.13, TGT and PGT with professional qualification is 0.26 and 0.57 respectively. On the other hand, in the public UPS, average number of PRT with professional qualification is 0.86, TGT with professional qualification is 1.40 and PGT with professional qualification is 0.44. Again, private HS has no any teacher with professional qualification in all grades but public HS has an average number of 0.33 PRT, 1.07 TGT and 0.58 PGT with professional qualification. Further, private HSS has average number of 1.33 PGT with professional qualification while the public HSS has 1.50 PGT with professional qualification.

Thus, it is observed that private HS has no any teacher with professional qualification while the public HS has an average number of 1.07 TGT with

professional qualification. On the contrary, private HSS has a highest average number of 1.33 PGT with professional qualification but public HSS have highest PGT of 1.50 with professional qualification.

6.2.3: District-Category wise number of teachers with PQ

It seems that the average number of teachers with PQ in the four categories of private and public schools in the districts of BTAD is very low. The average number of teachers with PQ in the four categories of schools is presented in table-6.3.

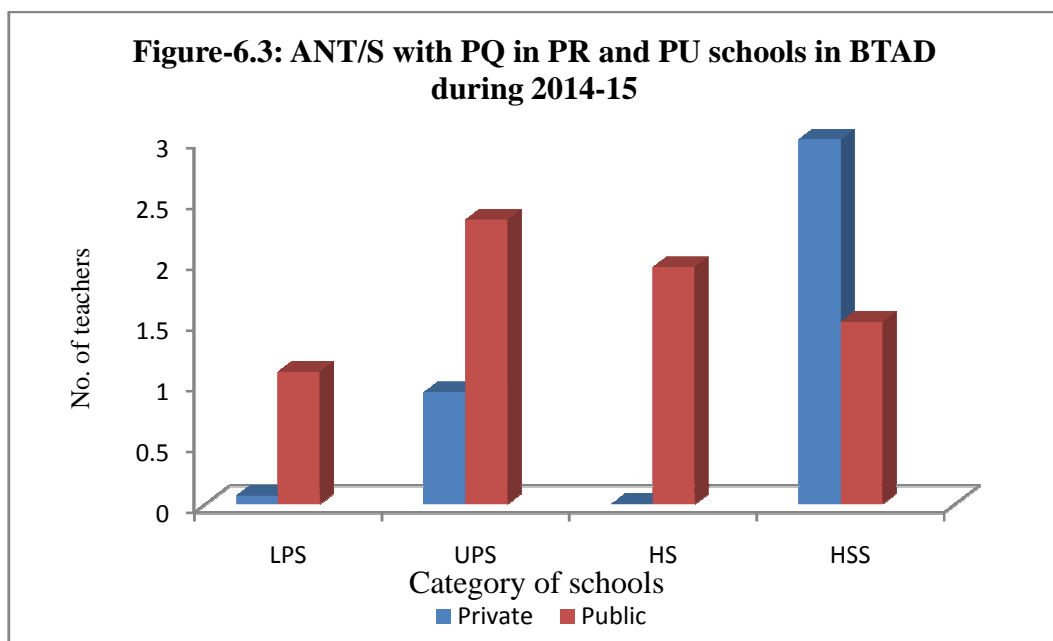
Table-6.3: District-Category wise ANT/S with PQ in PR and PU schools in BTAD during 2014-15.

Districts	School Category	Private School	Public School
Chirang	LPS	0.16	0.76
	UPS	0.88	2.00
	HS	...	3.33
	HSS	...	1.00
Kokrajhar	LPS	...	2.30
	UPS	1.88	4.57
	HS	...	3.0
	HSS	4.00	1.00
Baksa	LPS	...	0.72
	UPS	0.77	0.69
	HS	...	0.50
	HSS	5.00	...
Udalguri	LPS	0.13	0.58
	UPS	0.14	2.10
	HS	...	1.00
	HSS	NA	4.00
Total	LPS	0.07	1.09
	UPS	0.92	2.34
	HS	...	1.95
	HSS	3	1.50

Source: Field survey (Primary data), 2015-16.

In the private LPS, average number of teachers with professional qualification is very low which is only 0.07 but in the public LPS it is 1.09 which is higher than that of the private LPS. In the category of UPS, average number of teachers with professional qualification in the private school is 0.92 while in the public school it is 2.34. In the category of HS, private school doesn't have any teacher with professional qualification but public school has an average number of

1.95 teachers with professional qualification. Further, private HSS has a highest average number of 3 teachers with professional qualification on the other hand public HSS has only 1.50 average numbers of teachers with professional qualification. Thus, except the private HSS, public schools in the entire category have larger average number of teachers with professional qualification. However, this does not seem sound as is reflected by the Government of Assam (2014)¹ in its RMSA Project approval Board Meeting Minutes, that Assam has only a minuscule of 13.9 percent teachers in government schools who are professionally qualified B. Ed or M. Ed. Additionally, it revealed that the situation has been exacerbated by the recent Provincialisation of a significant number of schools in the state, since recruitment in these schools was not based on any pre-service criteria. Further, The Business Standard (2018)² pointed out that scarcity of duly qualified teachers is the major pain point that still remains. The differences in the professional qualification of teachers in the private and public schools are presented in figure-6.3.



6.2.4: District-Category wise number of teachers

In this section, the district wise average number of teachers combining the teachers with and without PQ is compared in four categories of private and public schools (table-6.4).

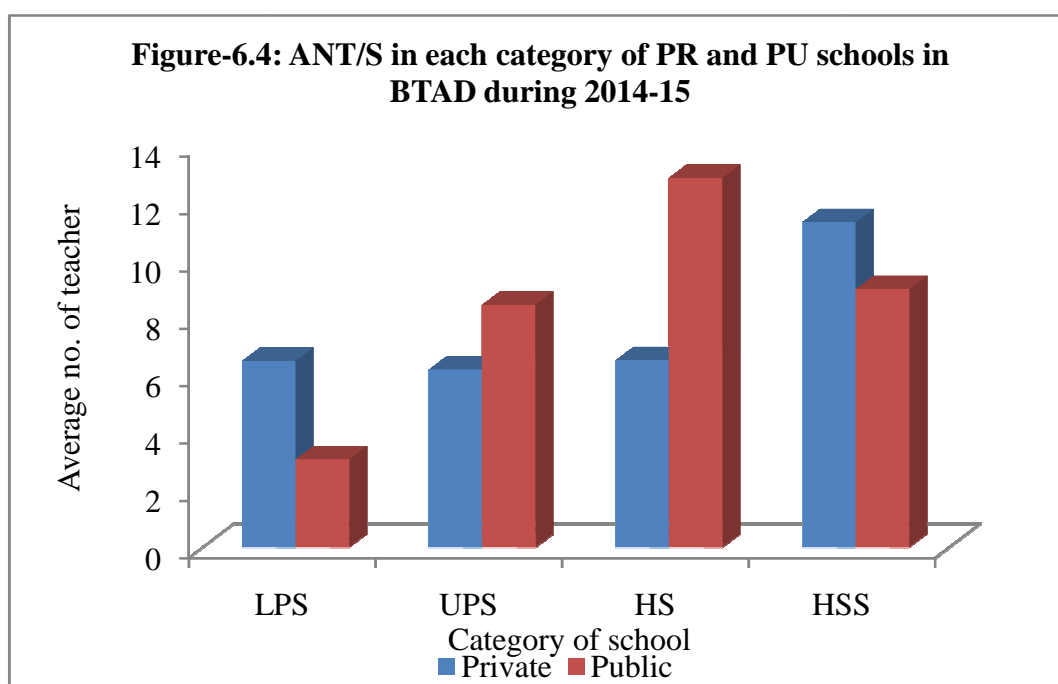
Table-6.4. District-Category wise ANT/S in PR and PU schools in BTAD during 2014-15.

Districts	School Category	Private School	Public School
Chirang	LPS	7.50	3.09
	UPS	5.25	6.83
	HS	4.75	14.33
	HSS	7.00	5.00
Kokrajhar	LPS	6.00	2.75
	UPS	8.66	8.42
	HS	10.00	17.00
	HSS	15.00	10.00
Baksa	LPS	4.87	3.55
	UPS	4.92	10.30
	HS	3.67	12.25
	HSS	12.00	12.00
Udalguri	LPS	7.63	2.89
	UPS	6.00	8.30
	HS	7.67	7.67
	HSS	NA	9.00
Total	LPS	6.50	3.07
	UPS	6.20	8.46
	HS	6.52	12.88
	HSS	11.33	9.00

Source: Field survey (Primary data), 2015-16.

In the private LPS, the average number of teacher is 6.50 while in the public LPS, the average number of teacher is almost half of the private LPS which is only 3.07. In the upper primary category, private school has an average number of 6.20 teachers while in the public school it is 8.46. Again, Private HS have an average number of 6.52 teachers only but public HS have 12.88 average numbers of teachers which is double than the private HS. In the HSS category, private schools have higher average number teachers than the public school as it is 11.33 for the private HSS and 9.00 for the public HSS.

Thus, in the LPS category, private schools have higher average number of teachers than that of the public schools while in the UPS and HS category public schools have higher average number of teachers than the private schools. However, in the HSS category, private schools have higher average number of teachers than that of the public schools. These differences in the employment of teachers in the private and public schools are shown in figure-6.4.



6.2.5: District wise number of teachers

More specifically, the total average number of teachers per school without considering the PQ, grades of teachers and categories of schools are presented in table-6.5.

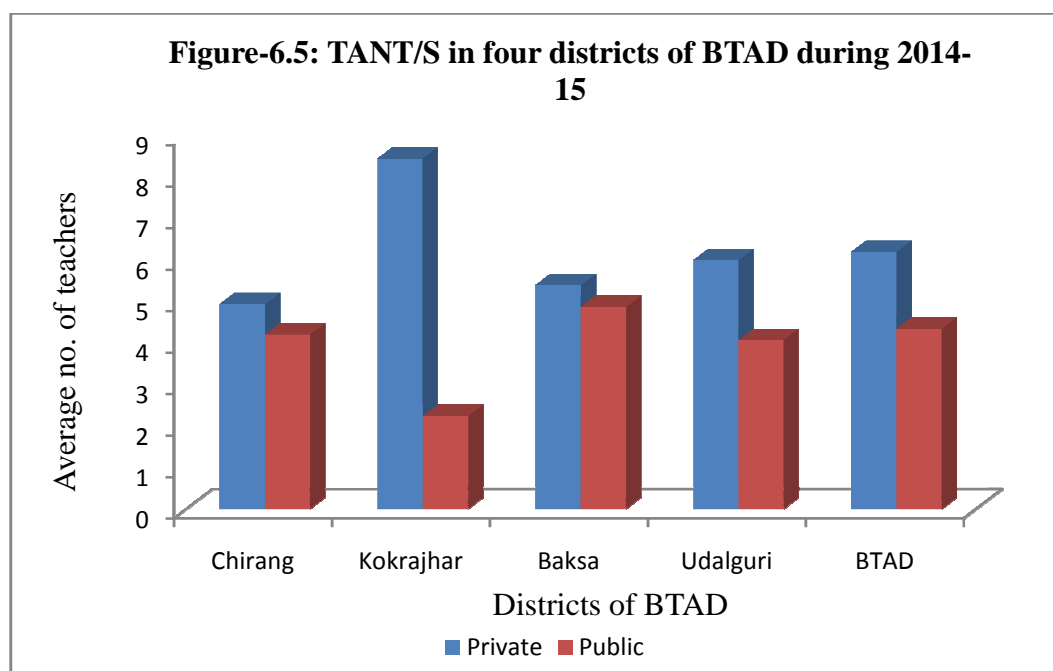
Table-6.5. District TANT/S in PR and PU Schools in BTAD during 2014-15.

Districts	Private	Public
Chirang	4.94	4.21
Kokrajhar	8.45	4.25
Baksa	5.40	4.88
Udalguri	6.00	4.07
Total	6.20	4.35

Source: Field survey (Primary data), 2015-16

Now, coming to the total average number of teachers in the four districts of BTAD, it is observed that private schools in the Kokrajhar district has the highest average number of teachers (8.45) followed by Udalguri (6.00), Baksa (5.40) and Chirang (4.94). On the contrary, a public school in all the four districts has an almost equal average number of teachers ranging from 4.07 to 4.88. Thus, the total average number of teachers in the private schools of BTAD is 6.20 while in the public schools of BTAD, the total average number of teachers is 4.35. RMSA TCA (2015a)³ in their Teacher Management and Development Report-

Assam revealed the grim reality of teachers being retained in schools which have no secondary student enrolled as in the 72 number of secondary schools with zero enrolment there are 241 regular and 24 contractual teachers. In addition, there are schools with very low enrolment and yet with several teachers as 20 schools with 10 students each has an average of 6 teachers assigned to each school and 11 schools with 6 students each has an average of 5 teachers while teacher shortages at the secondary level is another challenge which has remained unaddressed as there exists 184 schools spread across 22 districts with enrolment of 9705 students which have zero regular teachers deployed and 78 schools across 8 districts have no teachers at all. The worst situation is faced by Jorhat district, which has 61 schools with 2930 students and no teachers (contractual or regular) available at secondary level. This comparative view of total average number of teachers in the private and public schools are shown in the figure-6.5.



6.3: Employment generation of TS by PR and PU schools

The size and magnitude of employment generation (SMEG) in the teaching staff (TS) by the private and public schools in the four districts of BTAD depends on the number of schools established within the region and the

recruitment policy of the government. The district wise SMEG by PR and PU schools is shown in table-6.6.

Table-6.6. District wise SMEG of TS in PR and PU Schools in BTAD during 2014-15.

Districts	Private	Public
Chirang	95 (18.77%)	219 (16.66%)
Kokrajhar	169 (33.36%)	336 (25.57%)
Baksa	135 (26.65%)	478 (36.38%)
Udalguri	108 (21.32 %)	281(21.38%)
Total	507(100)	1314(100)

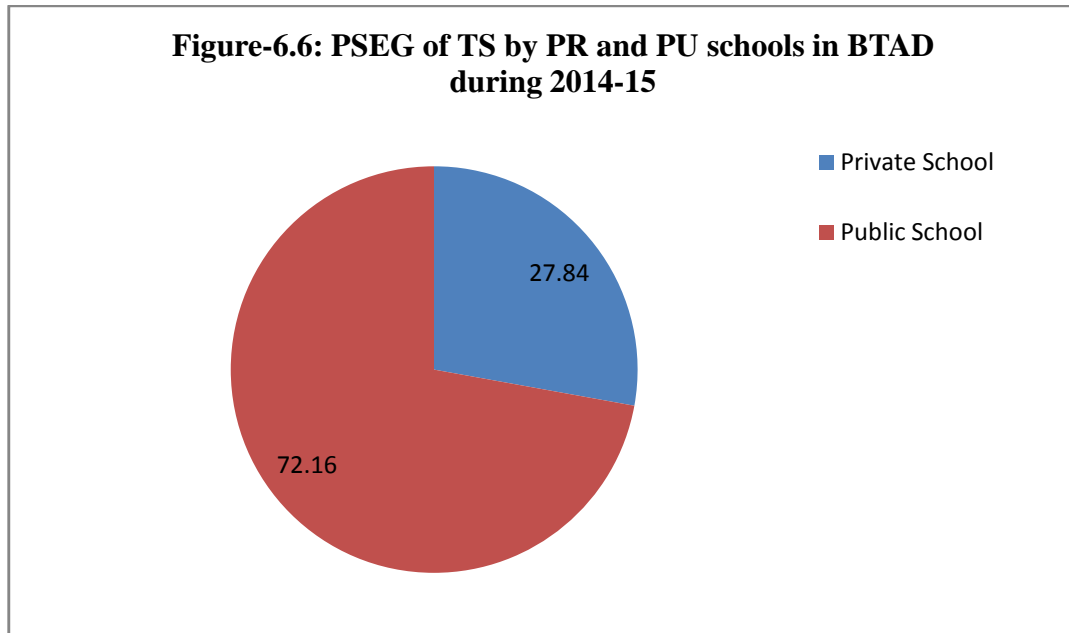
Source: Field survey (Primary data), 2015-16.

Considering the number of sampled private and public schools, in the Chirang district, the SMEG of TS by the private school is 95 persons (18.77%) only while the public schools has generated 219 persons (16.66 %). In the Kokrajhar district, the SMEG of TS by the private school is 169 persons (33.36%) but it is 336 persons (25.575%) by the public schools. Again, in the Baksa district, the SMEG of TS by the private school is 135 persons (26.65%) while by the public school it is 478 persons (36.38%). Further, in the Udalguri district, SMEG of TS by the private school is 108 persons (21.32%) but by the public school it is 281 persons (21.38%). In the entire BTAD, the SMEG of TS by the private school is only 507 persons while by the public schools; it is 1314 persons which is more than two times of the employment generation by the private schools. Among the four districts of BTAD, the SMEG of TS by the private school is highest in the Kokrajhar district and lowest in the Chirang district. The SMEG of TS by the public school is highest in the Baksa district and lowest in the Chirang district. However, in the two school types in the entire BTAD, public schools have generated larger size and magnitude of employment in the teaching staff.

6.4: Share of employment in the TS by PR and PU schools

The share of employment generation in the teaching staff by private and public schools has been analysed with the help of pie-diagram (figure-6.6).

Figure-6.6: PSEG of TS by PR and PU schools in BTAD during 2014-15



From above pie-diagram, it is seen that the share of employment generation by public schools during 2013-14 was 72.16 percent while that of the share of employment generation by private schools during the same year was only 27.84 percent. Thus, public schools have generated much larger volume of employment as teaching staff than that of the private schools. This finding is consistent with the report of RMSA TCA (2015b)⁴ reflecting that the share of employment in the teaching staff by the private school is 19 percent while the share of employment by the public (government) school is 63 percent at the secondary level in the state of Assam. U-DISE (2015-16a)⁵ enumerates the share of employment in the total teaching staff by public school as 65.89 percent, private un-aided as 14.42 percent and private aided as 10.49 percent in the state of Assam while at the all india level, the share of employment to the teaching staff by the public school is 43.30 percent and that of the private school is 30.75 percent.

6.5: Number of NTS in private and public schools

Educational institutions both private and public also provide ample opportunities to be employed in the non-teaching positions. This opportunity prevails in all the categories of private and public schools. For the convenience of the analysis, the non-teaching staff (NTS) is categorised into three, lower division

clerk (LDC), upper division clerk (UDC) and peon (PEO). These three categories of employees can be employed in any category of the two school type.

6.5.1: District-Category-Grade wise number of NTS

The average number of NTS per school in different grades in the four categories of the two school types is compared and presented in table-6.7.

Table-6.7. District-Category-Grade wise ANNTS/S in PR and PU schools in BTAD during 2013-14.

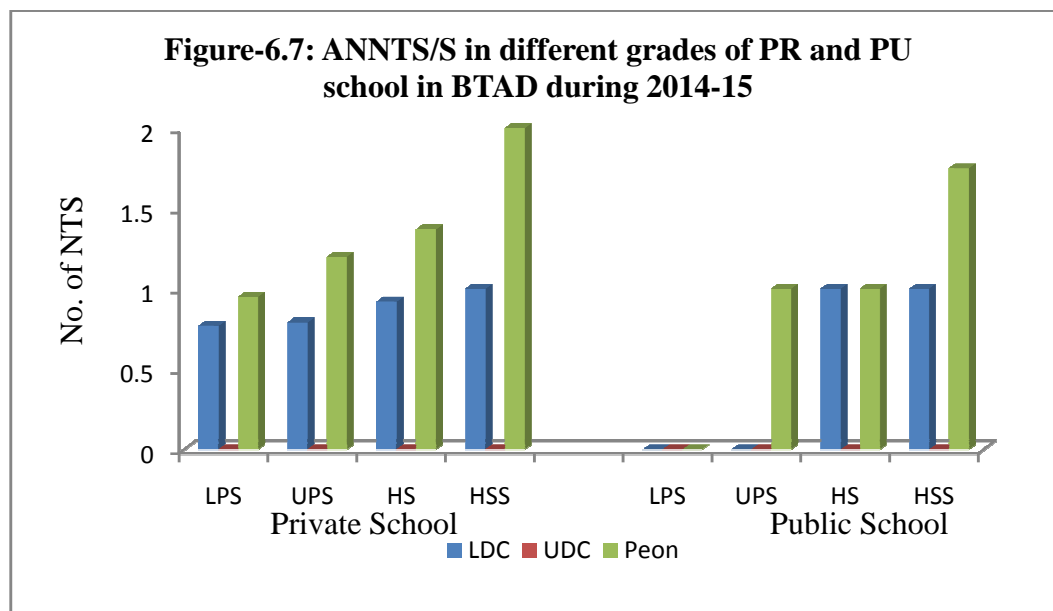
Districts	Category of School	Private School			Public School		
		LDC	UDC	PEO	LDC	UDC	PEO
Chirang	LPS	1.00	...	1.33	...	...	...
	UPS	1.00	...	1.25	...	...	1.00
	HS	1.00	...	1.00	1.00	...	1.00
	HSS	1.00	...	2.00	1.00	...	2.00
Kokrajhar	LPS	0.83	...	1.00	...	...	...
	UPS	0.77	...	1.33	...	...	1.00
	HS	1.00	...	1.50	1.00	...	1.00
	HSS	1.00	...	2.00	1.00	...	2.00
Baksa	LPS	0.62	...	0.75	...	...	...
	UPS	0.69	...	0.76	...	...	1.00
	HS	0.66	...	1.33	1.00	...	1.00
	HSS	1.00	...	2.00	1.00	...	1.00
Udalguri	LPS	0.63	...	0.75	...	...	...
	UPS	0.71	...	1.14	...	...	1.00
	HS	1.00	...	1.66	1.00	...	1.00
	HSS	NA	...	NA	1.00	...	2.00
Total	LPS	0.77	...	0.95	...	...	...
	UPS	0.79	...	1.20	...	...	1.00
	HS	0.92	...	1.37	1.00	...	1.00
	HSS	1.00	...	2.00	1.00	...	1.75

Source: Field Survey, 2015-16.

Note: AANTS/S=Average number of non-teaching staff per school.

With regard to the employment of non-teaching staff in the private schools, the average number of employment of LDC is less than 1.00 in all the categories of school except in the HSS and the average number of employment of PEO is almost 1.00 in the first three categories of school while it is 2.00 in the HSS. On the other hand, in the public school, there is no employment of non-teaching staff in the LPS and UPS, there is only an average number of 1.00 PEO,

and HS has an average number of 1.00 LDC and PEO respectively and HSS has an average number of 1.00 LDC and 1.75 PEO respectively. An important point is that both the private and public schools do not employ any UDC. These differences in the employment of non-teaching staff are shown in figure-6.7.



6.5.2: District-Category wise number of NTS

In this section, the district wise average number of NTS combining the three grades is compared in four categories of private and public schools (table-6.8).

Table-6.8. District-Category wise ANNTS/S in PR and PU schools in BTAD during 2014-15.

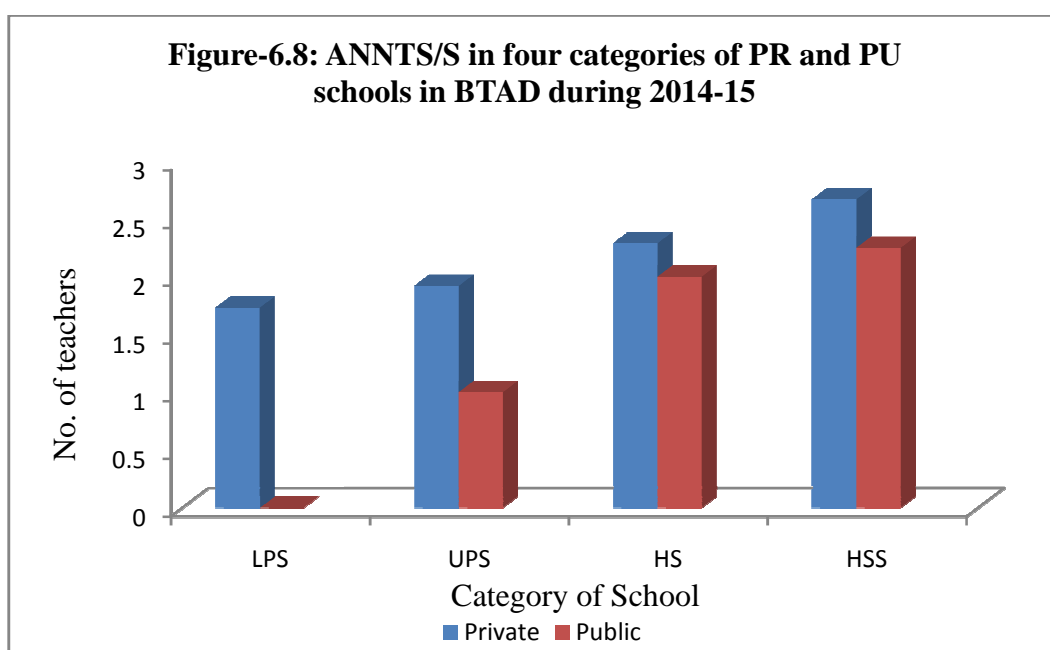
Districts	School Category	Private School	Public School
Chirang	LPS	2.33	...
	UPS	2.25	1.00
	HS	2.00	2.00
	HSS	3.00	2.00
Kokrajhar	LPS	1.83	...
	UPS	2.11	1.00
	HS	2.50	2.00
	HSS	3.00	3.00
Baksa	LPS	1.38	...
	UPS	1.46	1.00
	HS	2.00	2.00
	HSS	2.00	2.00

Udalguri	LPS	1.38	...
	UPS	1.85	1.00
	HS	2.66	2.00
	HSS	NA	2.00
Total	LPS	1.73	...
	UPS	1.92	1.00
	HS	2.29	2.00
	HSS	2.67	2.25

Source: Field Survey (Primary data), 2015-16.

Note: Average=total no. of non- teaching staff in each category of school/total no. of school in the district.

Taking together to all the categories of the non-teaching staff, in the LPS, private school has an average number of 1.73 while the public school doesn't have any. In the UPS, private school has 1.92 average numbers of non-teaching staff while that of the public school has only 1.00. Again, in the HS, private and public school has 2.29 and 2.00 average number of non-teaching staff respectively. Further, in the HSS, private school has an average number of 2.67 and that of the public school have 2.25. Thus, it is observed that, private school has higher average number of non-teaching staff than that of the public school in all the four categories of the school. This comparative view of the employment of non-teaching staff in the private and public school is presented in the figure-6.8.



6.5.3: District wise number of NTS

More specifically, the total average number of NTS per school without considering the grades of NTS and categories of schools are presented in table-6.9.

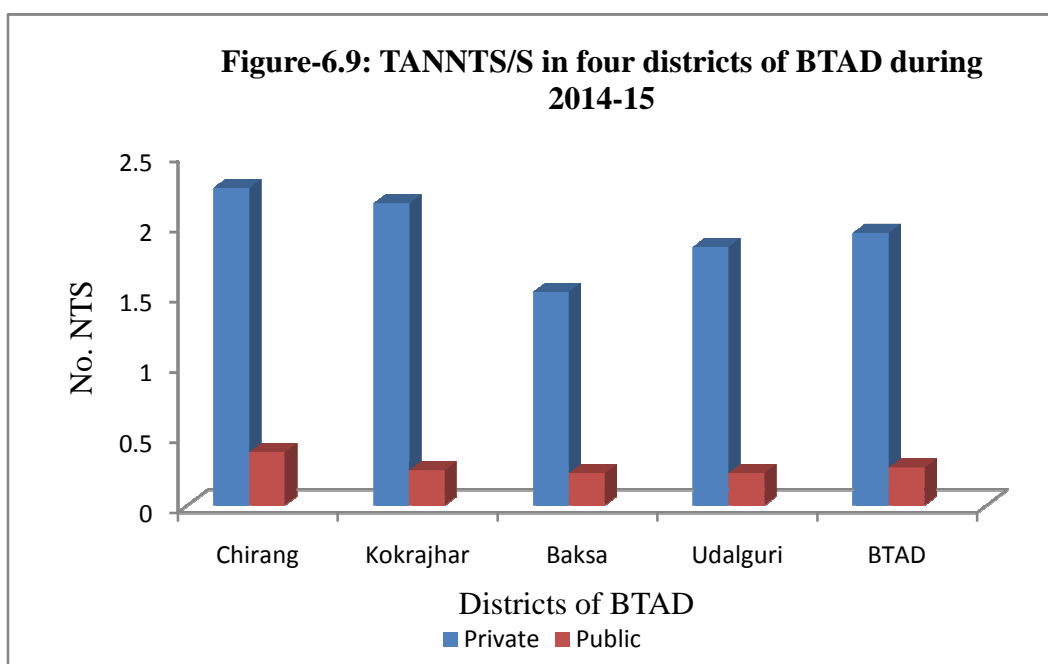
Table-6.9. District wise TANNTS/S in PR and PU schools in BTAD during 2013-14.

Districts	Private	Public
Chirang	2.26	0.38
Kokrajhar	2.15	0.25
Baksa	1.52	0.23
Udalguri	1.84	0.23
Total	1.94	0.27

Source: Field survey (Primary data), 2015-16.

Note: TANNTS = Total average number of non-teaching staff.

For the better comparisons of the number of NTS in private and public schools, the above table-6.9 is represented with the help of figure-6.9.



The comparisons of employment of non-teaching staff in the four districts of BTAD shows that in the districts of Chirang and Kokrajhar, private schools has the highest average number of 2.26 and 2.15 non-teaching staff respectively

while that of the public schools in the same two districts have only 0.38 and 0.25 respectively. In the Baksa and Udalguri districts, private schools has an average number of 1.84 and 1.94 respectively but the public schools in the same two districts have only 0.23.

In the entire districts of BTAD, the average number of non-teaching employees is 1.94 in the private schools but it is only 0.27 in the public schools. Thus, private schools have higher average number of non-teaching employees than that of the public schools.

6.6: Employment generation of NTS by PR and PU schools

The size and magnitude of employment generation (SMEG) in the non-teaching staff (NTS) by the private and public schools in the four districts of BTAD also depends on the number of schools established within the region and the recruitment policy of the government. The district wise SMEG of NTS by PR and PU schools is shown in table-6.10.

Table-6.10. District wise SMEG of NTS in PR and PU schools in BTAD during 2013-14

Districts	Private	Public
Chirang	43(27.38%)	20(25.64%)
Kokrajhar	43(27.38%)	20(25.64)
Baksa	38(24.20%)	22(28.20%)
Udalguri	33(21.01%)	16(20.51%)
Total	157(100)	78(100)

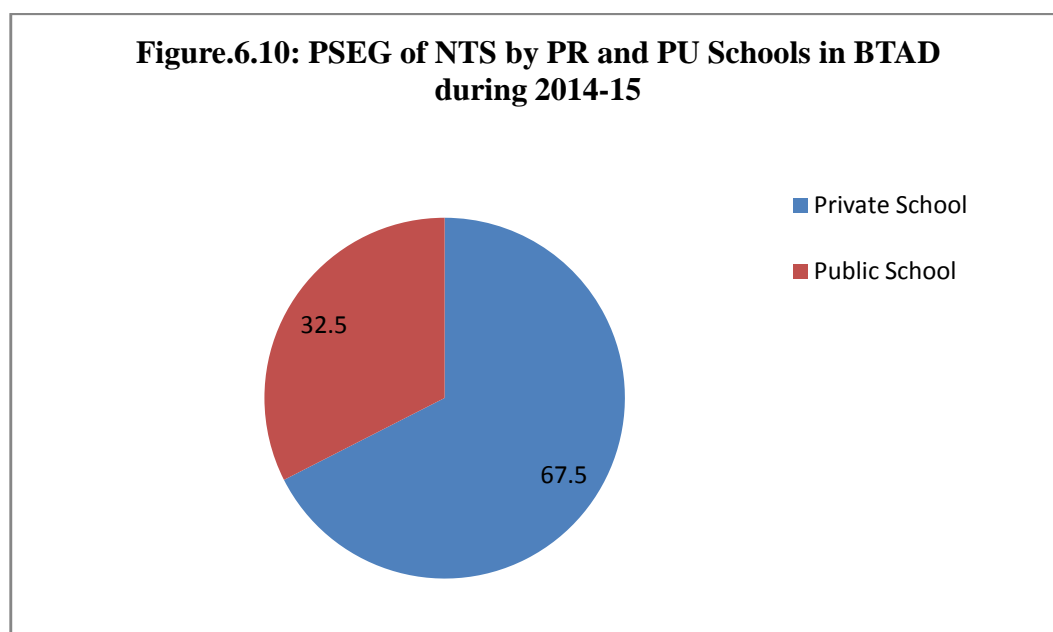
Source: Field survey (Primary data), 2015-16.

Considering the number of sampled private and public schools, in the Chirang and Kokrajhar district the size of employment of non-teaching staff in the private school is 43 persons (27.38%) while in the public schools, it is 20 persons (25.64 %). Again, in the Baksa district, the size of employment of non-teaching staff in the private school is 38 persons (24.20%) while in the public school it is 22 persons (28.20%). Further, in the Udalguri district, the size of employment of non-teaching staff in the private school is 33 persons (21.01%) but in the public school it is only 16 persons (20.51%).

In the entire BTAD, the size of employment of non-teaching staff in the private school is only 157 persons while it is only 78 persons in the public school which is half of the employment in the private schools. Among the four districts of BTAD, the generation of employment of non-teaching staff by the private school is highest in the Kokrajhar and Chirang district and lowest in Udalguri district. The generation of employment of non-teaching staff by the public school is highest in the Baksa district and lowest in the Udalguri district. However, in the two school types in the whole of BTAD, private schools generated larger size and magnitude of employment of non-teaching staff than public schools.

6.7: Share of employment generation in the NTS by PR and PU school

The share of employment generation in the NTS by private and public schools has been analysed with the help of pie-diagram (figure-6.10).



From above pie-diagram, it is seen that the share of employment generation by public schools during 2013-14 was 67.5 percent while that of the share of employment generation by private schools during the same year was only 32.5 percent. Thus, public schools have generated much larger volume of employment as NTS than that of the private schools.

6.8: District wise total employment generation by PR and PU schools

In this section, the total employment generation constitutes the employment generation of both teaching and non-teaching positions separately by private and public schools in the four districts of BTAD (table-6.11).

Table-6.11. District wise TSMEG of TS and NTS in PR and PU schools in BTAD during 2013-14.

Districts	Private	Public
Chirang	138(20.78%)	239(17.17%)
Kokrajhar	212(31.93%)	356(25.57%)
Baksa	173(26.05%)	500(35.92%)
Udalguri	141(21.23%)	297(21.34%)
Total	664(100)	1392(100)

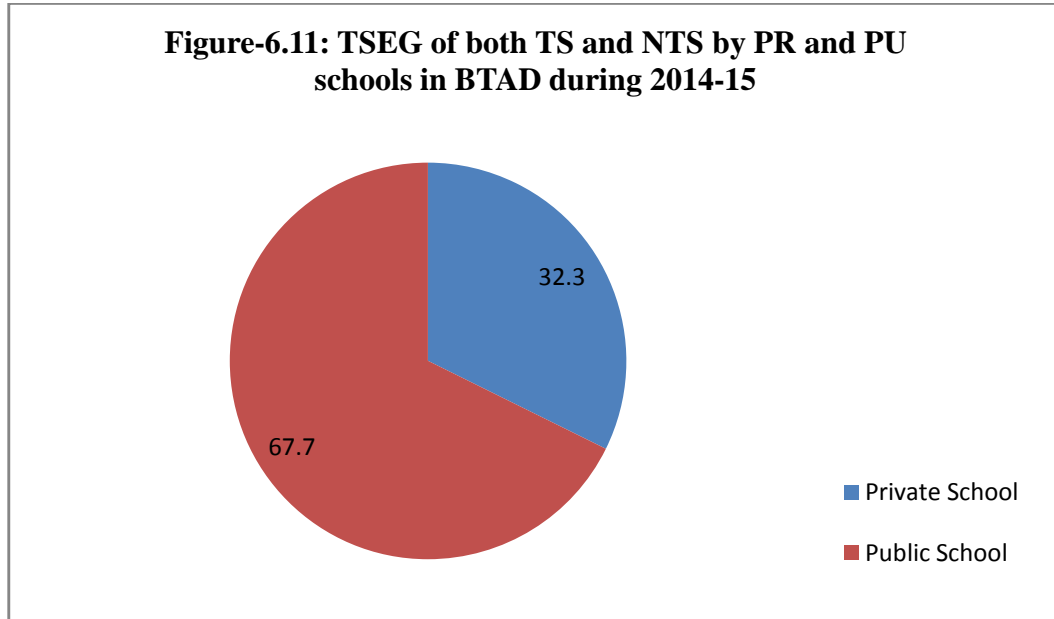
Source: Field survey, 2015-16.

In the Chirang district the total size and magnitude of employment (teaching and non-teaching staff) in the private school is 138 persons (20.78%) only while in the public schools, it is 239 persons (17.17 %). In the Kokrajhar district, the total size of employment in the private school is 212 persons (31.93%) but it is 356 persons (25.575%). Again, in the Baksa district, the total size of employment in the private school is 173 persons (26.05%) while in the public school it is 500 persons (35.93%). Further, in the Udalguri district, the total size of employment in the private school is 141 persons (21.23%) but in the public school it is 297 persons (21.38%). Among the four districts of BTAD, the generation of employment by the private school is highest in the Kokrajhar district and lowest in the Chirang district. The generation of employment by the public school is highest in the Baksa district and lowest in the Chirang district.

In the entire BTAD, the total size of employment in the private school is only 664 persons while it is 1392 persons in the public school which is more than two times of the employment in the private schools.

6.9: Share of employment generation by PR and PU school

The share of employment generation in the total employment generated by the total sampled schools by private and public schools has been analysed with the help of pie-diagram (figure-6.11).



From above pie-diagram, it is seen that the share of employment generation by public schools during 2013-14 was 67.5 percent while that of the share of employment generation by private schools during the same year was only 32.5 percent. Thus, public schools have generated much larger volume of employment.

To make the findings more consistent, null hypothesis for the generation of employment by private and public schools such that, $H_0: \mu_1 = \mu_2$; There is no difference in the generation of employment between the private and public schools; Z test: Two sample for means is applied and found that the calculated value of test statistic, $Z=3.5864$ is greater than the critical value of $Z= 1.96$ (or $\alpha=0.05 < p=0.0294$) for two tail and therefore, the null hypothesis is rejected at 5 percent level of significance on the basis of which it can be said that there is a difference between the generation of employment between the private and public schools.

6.10: Vacant position for teaching staff

The vacant positions for teaching staff in this research implies the need and shortages of teachers in both the private and public schools and it is not necessarily a sanctioned post in the public schools.

6.10.1: District-Category-Grade wise vacant positions for TS

The district-category-grade wise vacant positions for TS represents the average number of vacant position for teaching staff (ANVPTS) in different grades, in the four categories of private and public schools in the four districts of BTAD. The details of vacant positions in different grades of TS in the four categories of private and public schools in the four districts of BTAD are given table-6.12.

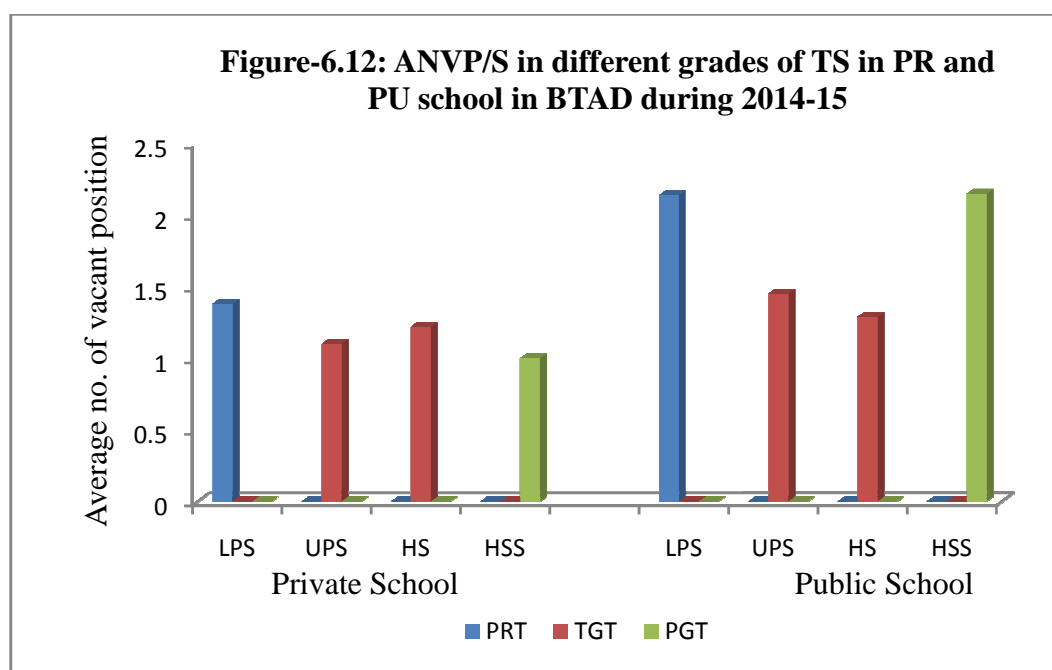
Table-6.12. District-Category-Grade wise ANVPTS/S in PR and PU schools in BTAD during 2014-15.

Districts	Category of School	Private School			Public School		
		PRT	TGT	PGT	PRT	TGT	PGT
Chirang	LPS	1.66	...	...	1.92	...	...
	UPS	...	1.12	...	...	1.57	...
	HS	...	2.25	...	...	0.66	...
	HSS	...	...	2.00	...	...	3.00
Kokrajhar	LPS	1.50	...	...	2.40	...	...
	UPS	...	1.22	...	...	1.85	..
	HS	...	1.00	...	...	1.40	...
	HSS	...	...	1.00	...	...	2.00
Baksa	LPS	1.12	...	...	2.06	...	...
	UPS	...	0.92	...	...	1.07	...
	HS	...	0.33	...	...	1.75	...
	HSS	...	...	...	...	...	2.00
Udalguri	LPS	1.25	...	...	2.18	...	...
	UPS	...	1.14	...	...	1.30	...
	HS	...	1.33	...	...	1.33	...
	HSS	NA	NA	NA	...	...	2.00
Total	LPS	1.38	...	...	2.14	...	...
	UPS	...	1.10	...	...	1.45	...
	HS	...	1.22	...	...	1.29	...
	HSS	...	...	1.00	...	...	2.25

Source: Field Survey (Primary data), 2015-16.

It is observed that in the entire four districts of BTAD, average number of PRT in the lower primary category of private school is 1.38 while it is 2.14 in the public school. Other category of teaching positions doesn't have any vacancy in the LPS of both the private and public school. In the upper primary and HS category, vacancies exist only for the TGTs. The average number of TGT in the UPS of private school is 1.10 while in the public school it is 1.45. In the HS category of private and public schools, the average number of vacancy for the TGTs is almost same which are 1.22 and 1.29 respectively. In the HSS category, vacancy exists only for the PGTs, the average number of vacancy for the TGT is only 1.00 in the private school but it is 2.25 in the public school.

Thus, the average number of vacant positions for the three different grades of teachers in the four categories of schools is higher in the public schools than that of the private schools. The vacant positions in the teaching staff of private and public schools are shown in the figure-6.12.



6.10.2: District-Category wise vacant position for TS

The district-category wise vacant position for TS indicates the average number of vacant positions for teaching staff in the four categories of private and public schools in the four districts of BTAD (table-6.13).

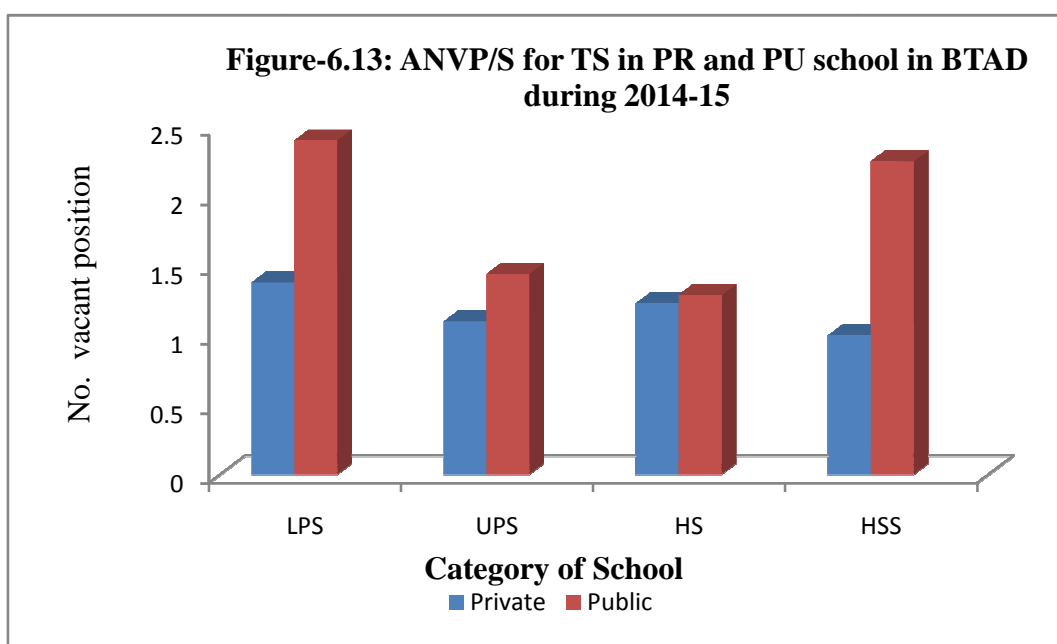
Table-6.13. District-Category wise ANVPTS/S in PR and PU schools in BTAD during 2014-15.

Districts	School Category	Private School	Public School
Chirang	LPS	1.66	1.92
	UPS	1.12	1.57
	HS	2.25	0.66
	HSS	2.00	3.00
Kokrajhar	LPS	1.50	2.40
	UPS	1.22	1.85
	HS	1.00	1.40
	HSS	1.00	2.00
Baksa	LPS	1.12	2.06
	UPS	0.92	1.07
	HS	0.33	1.75
	HSS	0.00	2.00
Udalguri	LPS	1.25	2.18
	UPS	1.14	1.30
	HS	1.33	1.33
	HSS	NA	2.00
Total	LPS	1.38	2.14
	UPS	1.10	1.44
	HS	1.23	1.29
	HSS	1.00	2.25

Source: Field Survey (Primary data), 2015-16.

In the lower primary category, the average number of vacant position for the teaching staff in the private school is 1.38 but that of public school is 2.14. In the upper primary category, the average number of vacant position for the teaching staff in the private school is 1.10 while that of the public school is 1.44.

Again, in the HS category, the average number of vacant position for the teaching staff is 1.23 while its counterpart is 1.29. Further, in the HSS category, it is 1.00 but its counterpart is more than double as it is 2.25. Thus, it is clear that public schools have higher average number of vacant positions in all the categories of teaching staff in all the categories of schools than that of the public schools. These differences in the vacant positions of teaching staff in the private and public schools are shown in figure-6.13.



6.10.3: District wise vacant position for TS

Again, in this section, the vacant positions are shown by summing up the three categories of teachers and four categories of schools in the four districts of BTAD, i.e. the total average number of vacant positions for teaching staff in the private and public schools.

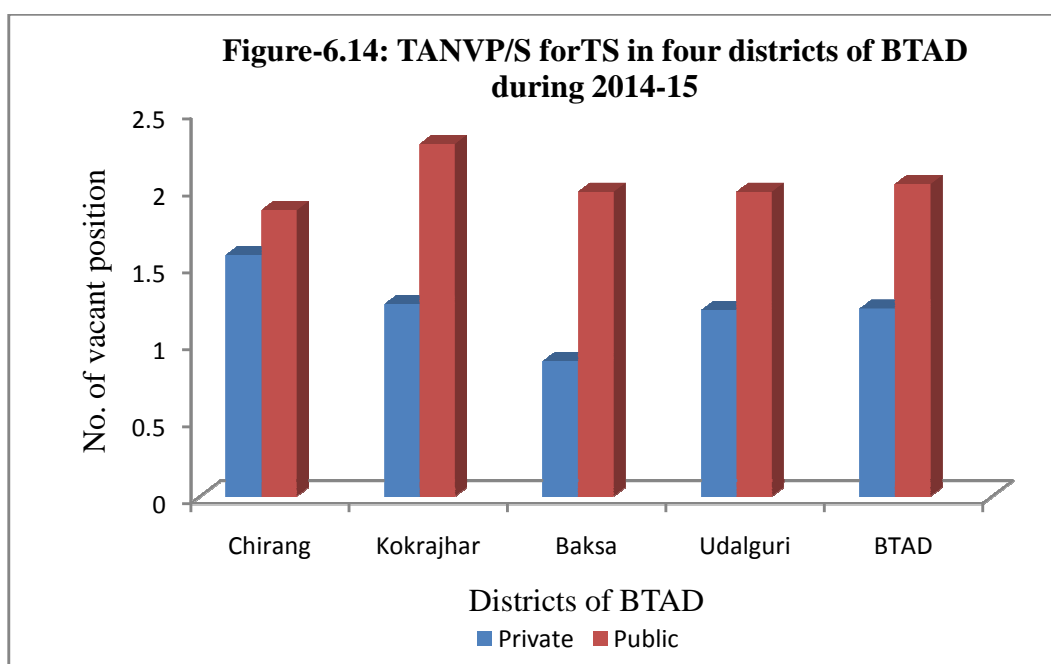
Table-6.14. District wise TANVPTS/S in PR and PU Schools in BTAD during 2014-15

Districts	Private	Public
Chirang	1.57	1.86
Kokrajhar	1.25	2.29
Baksa	0.88	1.98
Udalguri	1.21	1.98
Total	1.22	2.03

Source: Field Survey (Primary data), 2015-16.

The total average number of vacant positions for teaching staff of public schools is higher than that of the private schools. It is 2.03 for the public schools while it is 1.22 for the private schools. According to The Times of India (2015)⁶, government-run primary schools in the state of Assam are facing a shortage of about one lakh teachers which has been hitting in over 42300 schools in the state. Quoting to Bora, J.C, Secretary General of teachers association (The Times of

India, 2015), “If five teachers are appointed to teach from class I-V in over 42300 lower primary schools in Assam, the state would require about 211500 teachers. However, there are only about one lakh primary school teachers in the state”. In the four districts of BTAD, private school has highest average number of 1.57 vacant positions in Chirang and lowest average number of 0.88 vacant positions in Baksa. In the other two districts, namely, Kokrajhar and Udalguri, it has an average number of 1.25 and 1.22 vacant positions respectively. On the other hand, public school has highest average number of 2.29 vacant positions in Kokrajhar while it has lowest average number of 1.86 vacant positions in Chirang. In the other two districts, it has same average number of 1.98 vacant positions. These differences in the vacant positions of teaching staff of private and public schools is shown in figure- 6.14.



6.11: Vacant positions for non-teaching staff

The vacant positions in the non-teaching staff (VPNTS) is referred as the shortages of man power in the non-teaching staff confronted by each category of the private and public schools. The availability of vacant position for the non-teaching staff is both sanctioned and non-sanctioned by the government. It is the shortages or in need of the educational institutions in proper and efficient

functioning of the school administration by the head of the schools. They are of utmost important for the efficient administration of the school. These are analysed in three sections.

6.11.1: District-Category-Grade wise vacant positions for NTS

In this section, for the evaluation of the vacant position of non-teaching staff both in the private and public schools, the non-teaching staff is categorised into lower division clerk (LDC), upper division clerk (UDC) and peon, the average number of vacant positions in different grades of non-teaching staff in the four categories of private and public schools are compared in the four districts of BTAD (table-6.15).

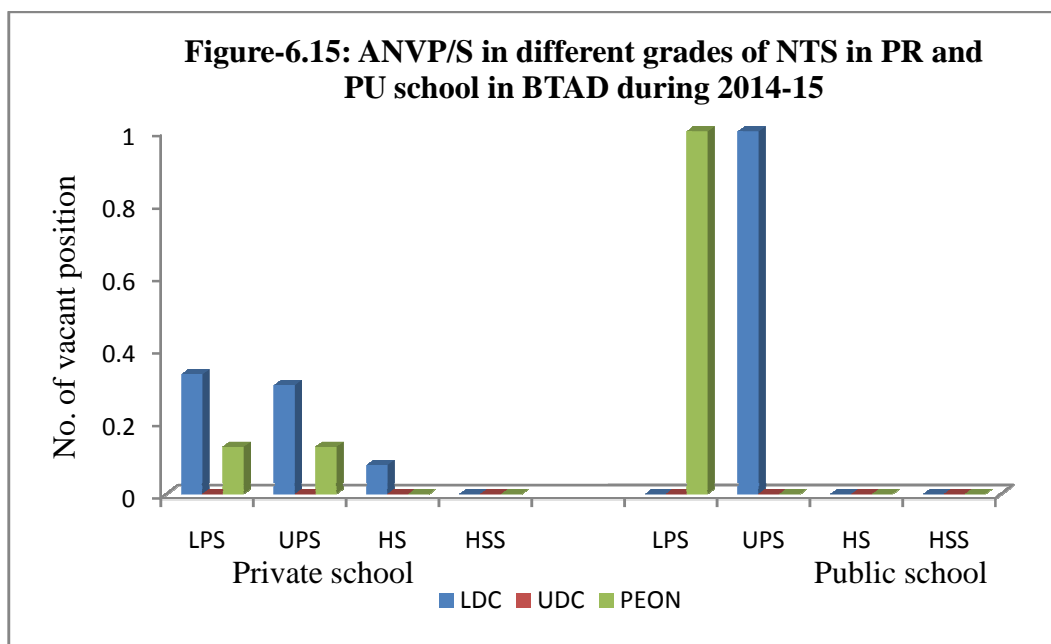
Table-6.15. District-Category-Grade wise ANVPNTS/S in PR and PU schools in BTAD during 2014-15

Districts	Category of School	Private School			Public School		
		LDC	UDC	PEO	LDC	UDC	PEO
Chirang	LPS	0.50	...	...	...	...	1.00
	UPS	0.37	...	...	1.00	...	...
	HS	...	...	...	...	...	...
	HSS	...	...	...	...	...	...
Kokrajhar	LPS	0.16	...	...	...	...	1.00
	UPS	0.22	...	...	1.00	...	...
	HS	...	...	...	...	...	...
	HSS	...	...	...	...	...	...
Baksa	LPS	0.37	...	0.25	...	...	1.00
	UPS	0.31	...	0.23	1.00	...	...
	HS	0.33	...	...	...	...	...
	HSS	...	...	...	...	...	...
Udalguri	LPS	0.37	...	0.25	...	...	1.00
	UPS	0.28	...	0.28	1.00	...	...
	HS	...	...	..	...	...	...
	HSS	NA	NA	NA	...	...	...
Total	LPS	0.35	...	0.13	...	...	1.00
	UPS	0.30	...	0.13	1.00	...	...
	HS	0.08	...	..	...	...	...
	HSS	...	...	..	...	...	...

Source: Field Survey (Primary data), 2015-16.

From the above table, it is observed that vacancy doesn't exist for the UDC in both the private and public schools. In the lower primary category, for the

private schools the average number of vacant position for the LDC and peon are 0.35 and 0.13 respectively while for the public schools, there is no vacant positions for the LDC and for the peon it is 1.00. In the upper primary category, for the private schools the average number of vacant positions for the LDC and peon are 0.30 and 0.13 respectively but for the public schools it is 1.00 for the LDC and no vacant positions for the peon. Again, in the HS category, for the private schools vacant positions exist only for the LDC, the average number for which is only 0.08 and for the peon there is no vacant positions while for the public schools there are no vacant positions both for the LDC and peon. Further, in the HSS category, there are no vacant positions in both the grades of private and public schools. Thus, it is clear that, the highest numbers of vacant positions are peon in the lower primary category and LDC in the upper primary category of public schools and in the private schools the highest average number of vacant positions is LDC in both the lower and upper primary category. These differences are shown in figure-6.15.



6.11.2: District-Category wise vacant positions for NTS

The district-category wise vacant position for the NTS represents the average number of vacant positions for the NTS in the four categories of private and public schools in the four districts of BTAD. The comparative view of the

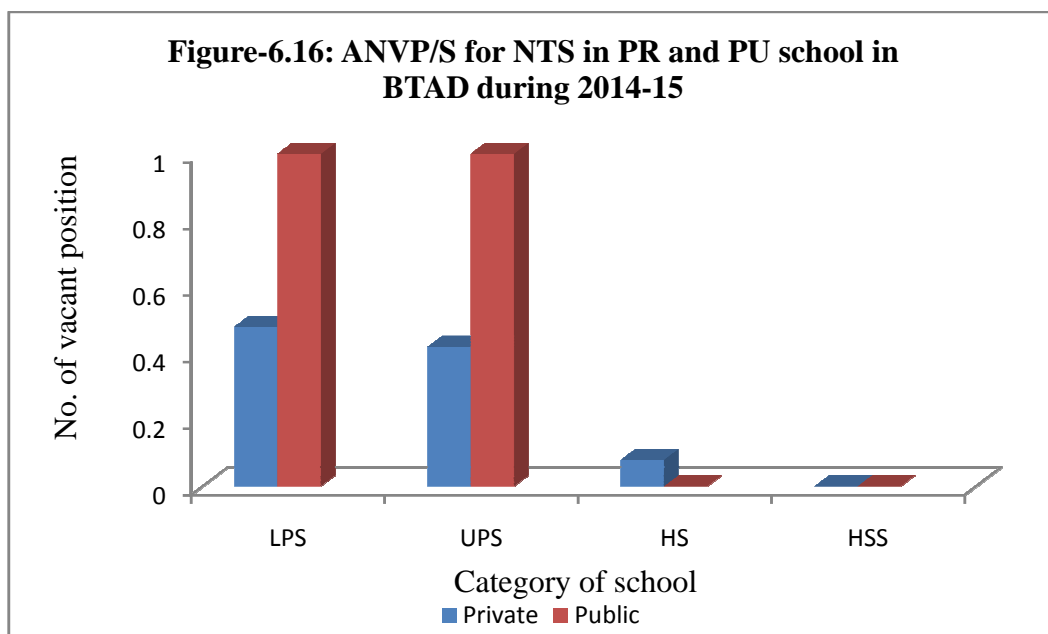
vacant positions for the NTS in private and public schools in the four districts of BTAD is given in table-6.16.

Table-6.16. District-Category wise ANVPNTS/S in PR and PU schools in BTAD during 2014-15.

Districts	School Category	Private School	Public School
Chirang	LPS	0.50	1.00
	UPS	0.37	1.00
	HS	...	...
	HSS	...	...
Kokrajhar	LPS	0.16	1.00
	UPS	0.22	1.00
	HS	...	...
	HSS	...	...
Baksa	LPS	0.63	1.00
	UPS	0.53	1.00
	HS	0.33	...
	HSS	...	...
Udalguri	LPS	0.63	1.00
	UPS	0.57	1.00
	HS	...	...
	HSS	NA	...
Total	LPS	0.48	1.00
	UPS	0.42	1.00
	HS	0.08	...
	HSS	...	...

Source: Field Survey (Primary data), 2015-16.

In the lower primary category, the average number of vacant positions for the non-teaching staff in the private school is 0.48 while in the public school it is 1.00. In the upper primary category, the average number of vacant positions for the non-teaching staff in the private school is 0.42 but in the public school it is 1.00. In the HS category of private school, the employment of non-teaching staff is very negligible while there is no employment of non-teaching in the public school and in the HSS category, there is no employment of non-teaching staff in both the private and public schools. In short, in the LPS and UPS category, the average number of vacant positions in the public school is higher than the private school and in the HS and HSS category there is very negligible or no employment of non-teaching staff in both the private and public schools.



6.11.3: District wise vacant positions for NTS

The district wise vacant position for the NTS represents average number of vacant positions for the non-teaching staff in the private and public schools in the four districts of BTAD (table-6.17).

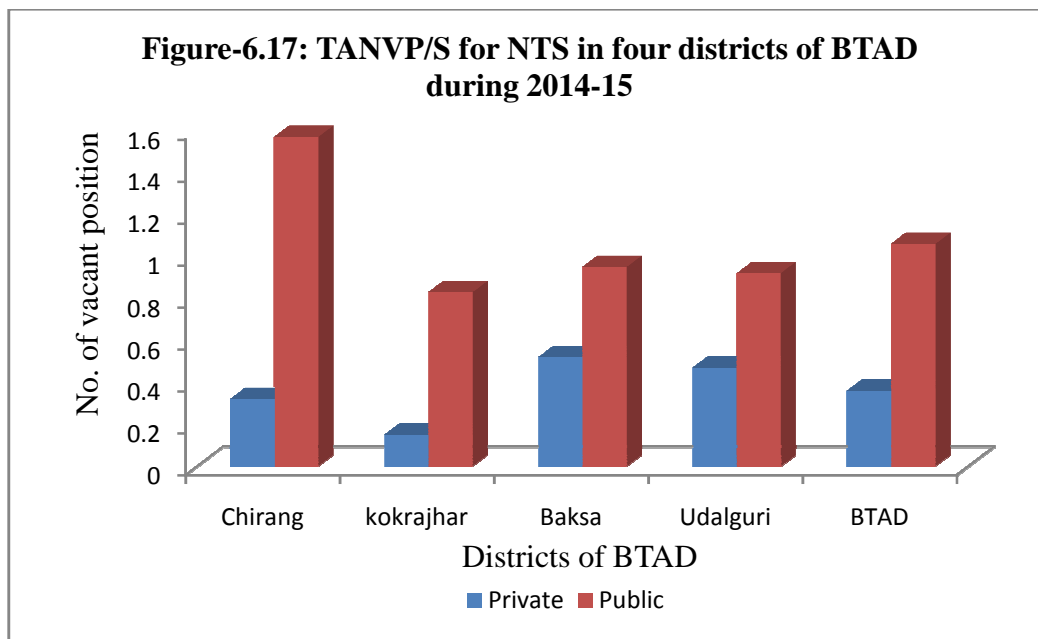
Table-6.17. District wise ANVPNTS/S in PR and PU Schools in BTAD during 2014-15

Districts	Private	Public
Chirang	0.32	1.57
Kokrajhar	0.15	0.83
Baksa	0.52	0.95
Udalguri	0.47	0.92
Total	0.36	1.06

Source: Field Survey, 2015-16

The total average number of vacant positions in the public schools is higher than that of the private schools. It is 1.06 for the public schools while it is only 0.36 for the private schools. In the four districts of BTAD, public schools have highest total average number of 1.57 vacant positions in the Chirang district while private schools have the highest total average number of 0.52 vacant positions in the Baksa district. Both the private and public schools have the lowest total average number of 0.15 and 0.83 vacant positions respectively in the district of Kokrajhar. In nut shell, public schools have higher vacant positions for non

teaching staff than the private schools. These differences in the employment of non-teaching staff between the private and public schools are shown in figure-6.17.



6.12: Gender balance among the teaching and non-teaching staff

Educational institutions provide an opportunity to employ both the male and female both in the teaching and non-teaching staff. However, the employment of male is not equally balanced with that of the female in any sector, therefore, it is imperative to compare the gender balance in the employment aspects of private and public school. The gender balance in the employment aspects is compared in both the teaching and non-teaching staff in the four categories of schools.

6.12.1: District-Category wise GB among the TS

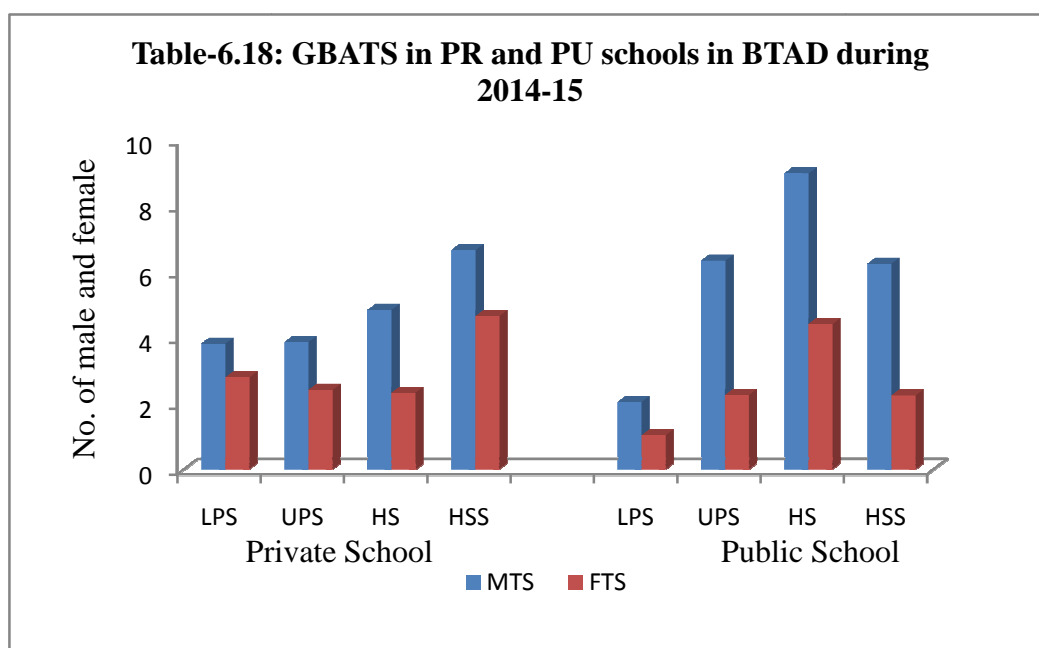
The district-category wise GB among the teaching staff indicates the average number of male and female teachers per school in the four categories of private and public schools and in the four districts of BTAD. The GB among the TS in the four categories of private and public schools in the four districts of BTAD are detailed in table-6.18.

Table-6.18. District-Category wise GBTS/S in PR and PU schools in BTAD during 2014-15

Districts	Category of School	Private School		Public School	
		M	F	M	F
Chirang	LPS	4.16	3.33	1.86	1.24
	UPS	3.38	1.87	5.83	1.66
	HS	3.25	1.50	9.00	5.33
	HSS	4.00	3.00	5.00	0
Kokrajhar	LPS	4.00	2.00	1.60	1.13
	UPS	4.88	3.77	4.57	3.85
	HS	6.50	3.50	8.88	8.20
	HSS	8.00	7.00	4.0	6.00
Baksa	LPS	2.63	2.25	2.60	0.95
	UPS	3.53	1.77	8.46	1.84
	HS	6.00	0.66	9.75	2.50
	HSS	8.00	4.00	10.00	2.00
Udalguri	LPS	4.00	3.63	2.14	0.87
	UPS	3.71	2.29	6.50	1.70
	HS	3.67	3.67	8.33	1.66
	HSS	NA	NA	6.00	2.00
Total	LPS	3.82	2.80	2.05	1.04
	UPS	3.87	2.42	6.34	2.26
	HS	4.85	2.33	8.99	4.42
	HSS	6.66	4.66	6.25	2.25

Source: Field Survey (Primary data), 2015-16.

The gender balance among the teaching staff in the four categories of private and public schools in the four districts of BTAD is depicted in figure-6.18.



It is observed that the employment of male teachers is higher than the female teachers in all the categories of schools both in the private and public schools. However, except in the HS category, the employment of female teachers is higher in the private schools than its counterpart. This finding is consistent with the statistics of school education (2010-11)⁷ that in the state of Assam number of female teacher per 100 male teacher in LPS is 57, in the UPS is 31, in the HSS is 35 and in the SSS is 42 while at all india level in the LPS is 76, in the UPS is 80 in the HSS is 61 and in the SSS is 65. Further, U-DISE (2015-16b)⁸ revealed that percentage of female teacher to the total teaching workforce is 35.28 percent and that of the male is 64.72 percent in the state of Assam while at all India level, percentage of female workforce is 46.98 percent and that of the male is 52.37 percent, thus reflecting gender imbalance in the state of Assam as well as all India level.

6.12.2: District Category wise GB among the NTS

The district-category wise GB among the NTS indicates the average number of male and female NTS per school in four categories of private and public schools and in the four districts of BTAD. The GB among the NTS in the four categories of private and public schools in the four districts of BTAD are detailed in table-6.19.

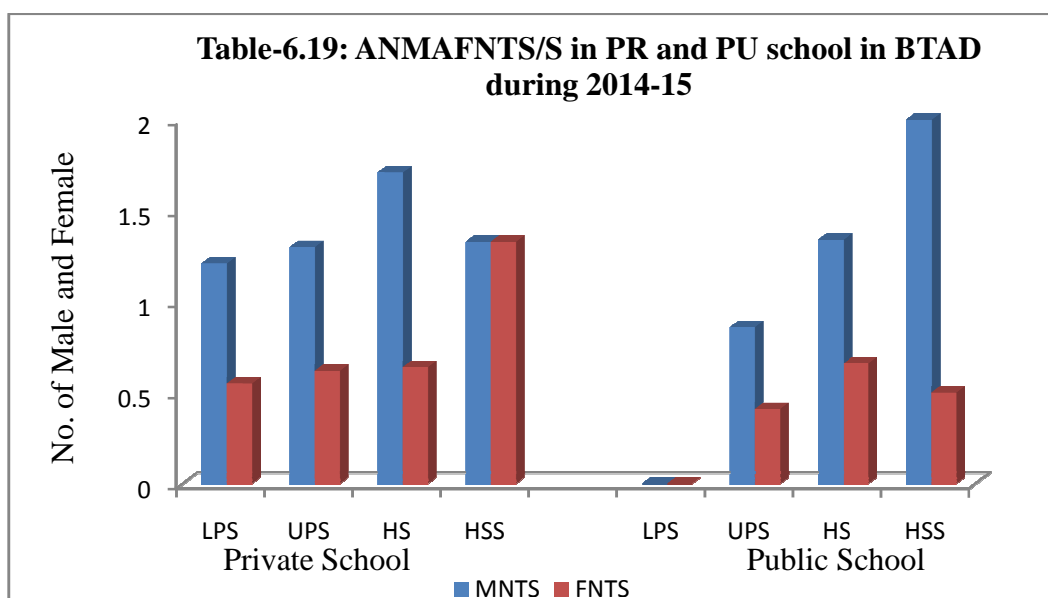
Table-6.19. District-Category wise GBNTS/S in PR and PU schools in BTAD during 2013-14.

Districts	Category of NTS	Private School		Public School	
		MNTS	FNTS	MNTS	FNTS
Chirang	LPS	1.50	0.83	...	...
	UPS	1.50	0.75	1.50	0.50
	HS	1.75	0.50	1.33	0.66
	HSS	1.00	2.00	2.00	0.00
Kokrajhar	LPS	1.33	0.50	...	...
	UPS	1.55	0.55	0.57	0.42
	HS	1.75	0.75	1.20	0.80
	HSS	2.00	1.00	2.00	1.00
Baksa	LPS	1.12	0.38	...	...
	UPS	1.00	0.46	0.69	0.30
	HS	1.33	0.66	1.50	0.50
	HSS	1.00	1.00	2.00	0

Udalguri	LPS	0.87	0.50	...	...
	UPS	1.14	0.71	0.70	0.42
	HS	2.00	0.66	1.33	0.66
	HSS	NA	NA	2.00	1.00
Total	LPS	1.21	0.55	...	...
	UPS	1.30	0.62	0.86	0.41
	HS	1.71	0.64	1.34	0.66
	HSS	1.33	1.33	2.00	0.50

Source: Field Survey (Primary data), 2015-16.

The gender balance among the non-teaching staff in four categories of private and public schools in the four districts of BTAD is depicted in figure-6.19.



From the employment of non-teaching staff, it is clearly observed that, employment of male non-teaching staff is higher than the female non-teaching staff in all the categories of schools in both the private and public schools. However, except in the HS category, the employment of female non-teaching staff is higher in the private schools than the public schools in the other three categories of schools. Further, it is observed that there is no employment of non-teaching staff in lower primary category of public schools.

6.13: Conclusion

Above analysis reveals that average number of employment of both the teaching and non-teaching staffs in the private schools is higher than that of the public schools. However, considering the number of private and public schools, public schools generated higher size and magnitude of employment than private schools. Thus, there is a difference in the generation of employment between the private and public schools which has also been tested with Z test. With regard to the gender balance, employment of male in both the teaching and non-teaching positions in both the private and public schools are higher than the female. However, except in the HS category, employment of female in both the teaching and non-teaching positions is higher in private schools than its counterpart.

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