

# Comparative Analysis Of Government And Private Schools At Elementary Level: A Study Of Dibrugarh District Of Assam

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## **ABSTRACT:**

In this study the author have tries to understand whether government and private schools at elementary level of Dibrugarh District are differ on the status, basic infrastructural facilities, teaching strategies, organizing co-curricular activities, availability of resources etc. The method used in the present study was descriptive survey method. A self developed questionnaire was used to collect data. The results of the study revealed that the private schools in elementary level is better than government schools from many aspects such as availability of music teacher, sports teacher, computer teacher, availability of library and canteen facilities and also in terms of evaluation system. Though there are some lacking in government schools at elementary level, but they have adequate facilities such as drinking water facility, toilet facility, organization of co curricular activities for students overall development etc.

**KEYWORDS:** Education, Elementary level, Government school, Private school.

## **INTRODUCTION:**

Education is a very important for development of the nation. Education provides a foundation for development, the ground work on which much of our economic and social wellbeing is built. It is the key to increasing economic efficiency and social consistency. By increasing the value and efficiency of their labor, it helps to raise the poor from poverty.

Basic education is the object of first essentiality in the life of each nation and every person. This is the first stairs that successfully reach a nation's desired goal by crossing it successfully. It is said that the closer the relationship is with the national life, the primary education is not the same as the secondary and the higher education. The national ideology of primary education and the contribution of the character are greatly contributed. Primary education is not relation any particular class or person, but from the entire population. It has every contact with

every person's life at every step ( Shrivastava, 2007).

Typically, Elementary education refers to the first phase of compulsory education that children obtain during the few years of starting schooling. This education has specific goals that meet the special needs that children have. The period taken to complete the primary education differs from state to state, for instance in countries like Canada and the United States, elementary education goes for a period of six to seven years once children have begun schooling. In spite of the fact that this education is compulsory, it can be offered at home by parents. The benefits of this education cannot be underestimated and all efforts are directed at ensuring that this education gets universally recognized( Cohen&Malin, 2010).

Elementary schools provide children with safe environments to grow in, as well as equipping them with motivation and skills that enable them to handle individual

circumstances. Moreover, by children being in school, they are in a better position of being able to explore new ideas, as well as allowing them the chance of spending more time with their peers who helping developing their personality and individual skills. Furthermore, children who successfully grow during their elementary education become socially and emotionally healthy. They become eager to pursue new tasks and challenges with the energy and firmness that children are known to possess. As a result, these children become more serious with their school work and they keep progressing in their academic development. They not only advance in academics, but also socially since they learn to sympathize with others and in the process, they form genuine friendship relations with their peers (Harman & Jones, 2003).

Elementary education is provided in both Private and Government schools. In rural areas where poor and helpless students study for free education at the age of 14 that's place majority of students study in Government schools. According to education ministry data in 2017, 65.2% of school students choose government schools. All government schools are run by central, state and local government. On the other hand, in urban areas most of the children get educated privately in private schools. Private schools are also known as non state or independent school. It is not regulate by government and charge some fees for facilities and quality education. Private schools are more expensive compare than other.

### **REVIEW OF RELATED LITERATURE:**

**Kingdom G.(1997),**"The Quality and Efficiency of Private and Public education: A case study of Urban India". Government and Private schools are similar in their cost-efficiency but compare unfavorably with Private schools. That the quality and cost-efficiency of government founded school needs to be greatly improved and private schools would lead to gain in efficiency as these institutions are both mere technically efficient

and more cost efficient.

**Bedi et al. (2000)** conducted a study on "The effectiveness of public versus private schools." The result of the study revealed that performance of the private schools was better than public schools.

**Singh (2015)** compared the infrastructure and manpower facilities available in government and private school of Manipur. The investigator found that infrastructural facilities were adequate in the government and private schools. The results revealed that the strength of teachers was more in government schools as compared to private schools.

**Verma (2017)** compared the attitude of parents for opting to educate their children in private schools rather than in public schools. The investigator found that the private school provides better infrastructure facilities, better education and better teaching environment and also had the good and dedicated teachers than public schools.

**Basumatary, R. (2017)** conducted a study on "A comparative analysis of the problems and prospects of private and Public schools upto senior secondary level of BTAD in Assam." The objective of the study was to compare the problems and prospects faced by both private and public schools in imparting quality education to the pupil. The results revealed that private schools performed better than the public schools and provide greater prospects than the public schools.

### **SIGNIFICANCE OF THE STUDY:**

Elementary education is the most critical stage of a child life. Education at elementary level of a child is the mile stone of his life in which he build up the beautiful building. The entire development of the child is depends upon this education. The scientific study and research out come on the status of elementary level education generally helps to make the elementary level education more effective and efficient.

This study is important from many points of views. A few studies have been conducted on different aspects of the elementary education in

Dibrugarh District but no study was conducted related to the present topic. This study is also important as to study about the status, basic infrastructural facilities, teaching method, curriculum, co curricular activities of private and government schools at elementary level.

### **OBJECTIVES OF THE STUDY:**

1. To study the status of government and private schools at elementary level.
2. To compare the status of infrastructure facilities of government and private schools at elementary level.
3. To compare the co curricular activities organized by the government and private schools at elementary level.
4. To compare the strategies adopted by teachers in government and private schools to increase students enrollment.
5. To compare the evaluation system adopted by teachers of government schools and teachers of private schools at elementary level.

### **METHODOLOGY:**

**Method:** In the present study Descriptive Survey Method was used by the investigator. It is a scientific method which involves describing and analyzing the collected data in a numerical form.

**Population:** The entire government and private schools at elementary level of Dibrugarh District constituted the population of the present study. All the students and teachers of government and private schools at elementary level were constituted the population.

**Sample:** Two blocks of Dibrugarh District were selected as sample of the study through random sampling technique. At the second stage 5 government and 5 private schools at elementary level were selected from these two blocks through random sampling technique.

**Tools :** A self developed questionnaire was used as a tool for data collection for the present study.

### **ANALYSIS AND INTERPRETATION OF DATA:**

#### 1. Co-Education in Government and Private Schools at Elementary Level:

Type of School	Co-education	
Government	Yes	No
	5 (100%)	0%
Private	5 (100%)	0%

It was observed from Table 1 that 100% government schools provided co- education and

also 100% Private schools provided co- education at elementary level.

#### 2. Medium of Instruction used in Government and Private Schools at Elementary Level:

Type of School	Medium of Instruction	
Government	Assamese	English
	5 (100%)	0%
Private	2 (40%)	3 (60%)

Table-2 show the medium of instruction used in Government and Private schools at Elementary Level. The above table indicates that in 100% Government schools medium of instruction was Assamese while in 40% Private schools medium of instruction was Assamese and in

60% Private schools medium of instruction was English at Elementary Level.

3. Availability of Computer, Sports and Music Teachers in Government and Private Schools at Elementary Level:

Type of Schools	Computer Teacher		Sports Teacher		Music Teacher	
	Yes	No	Yes	No	Yes	No
Government	0%	5(100%)	0%	5 (100%)	0%	5 (100%)
Private	5 (100%)	0%	5 (100%)	0%	4 (80%)	1 (20%)

The table 3 represents the availability of computer, sports and music teachers in government and private schools. It is observed from the above table that 100% government schools had no computer teacher, sports teacher

and music teacher while 100% private schools had computer teacher and sports teacher and 80% private schools had music teacher at elementary level.

#### 4. Steps taken by Government and Private Schools to increase students enrollment:

Item No	Steps taken by schools	Government Schools		Private Schools	
		Yes	No	Yes	No
1	Spread awareness regarding government schemes and facilities	5 (100%)	0%	1 (20%)	4 (80%)
2	Co-operation from community / Parents	5 (100%)	0%	5 (100%)	0%
3	Advertisement	0%	5 (100%)	5 (100%)	0%
4	Organisation of educational tour and trip	2 (40%)	3 (60%)	4 (80%)	1 (20%)

Table 4 indicates the Steps taken by the selected Government and private schools to increase the enrollment of students. Item No 1 of the table shows that 100% Government schools spread awareness among the parents regarding different government schemes and facilities provided by the government while 20% Private schools spread awareness among the parents regarding different government schemes and facilities provided by the government for the students and 80% did not do the same.

Item No 2 of the shows that 100% government schools took the co operation from community and parents to increase students enrollment. 100% Private schools also took co operation from the community and parents to increase students enrollment in the schools.

Item No 3 shows that 100% government schools did not resort the advertisement for admission while 100% Private schools resorted the advertisement for admission in the schools.

Item No 4 shows that 40% government schools organized educational tour and trip for the students so that enrollment of students may be increased and 60% government schools did not organize tour and trip for students. 80% Private schools also organized educational tour and trip to increase students enrollment while 20% Private schools did not organize educational tour and trip for the students.

#### 5. Availability of Infrastructural facilities in Government and Private Schools at Elementary Level:

Item No	Availability of Infrastructural Facilities	Type of Schools			
		Government Schools		Private Schools	
		Yes	No	Yes	No
1	Our building	5 (100%)	0%	5 (100%)	0%
2	Boundary Wall	5 (100%)	0%	5 (100%)	0%
3	Head Teacher Office	5 (100%)	0%	5 (100%)	0%
4	Staff room	5 (100%)	0%	5 (100%)	0%
5	Library	0%	5 (100%)	2 (40%)	3 (60%)
6	Play ground	5 (100%)	0%	5 (100%)	0%
7	Canteen	0%	5 (100%)	3 (60%)	2 (40%)
8	Electricity Supply	5 (100%)	0%	5 (100%)	0%

The above table shows that 100% government schools and private schools had own school building, Boundary Wall, Head Teacher Office, staff room, Play ground and electricity supply.

Item No 5 shows that 100% government schools had no Library facility. On the other hand 40% Private schools had Library

facilities and 60% Private schools had no Library facilities.

Item No 7 indicates that 100% government schools had no Canteen facility and on the other hand 60% Private schools had Canteen facility and 40% Private schools had no Canteen facility for students.

#### 6. Availability of Drinking water in Government and Private Schools at Elementary Level:

Item No	Availability of water	Types of schools	
		Government	Private
1	Drinking water facility	5 (100%)	5 (100%)
2	Water availability on the day of visit	5 (100%)	5 (100%)
3	Clean water source	5 (100%)	5 (100%)

It is observed from table 6 that 100% government and private schools had drinking water facility and clean water sources. The

drinking water was available in 100% government and private schools on the day of investigator's visit.

#### 7. Availability of Toilet facility in Government and Private Schools at Elementary Level:

Availability of Toilet facilities	Types of school			
	Government		Private	
	Yes	No	Yes	No
For male staff	5 (100%)	-	5 (100%)	-
For female staff	5 (100%)	-	5 (100%)	-
For girls	5 (100%)	-	5 (100%)	-
For boys	5 (100%)	-	5 (100%)	-
Water facility in toilets	5 (100%)	-	5 (100%)	-

Table 7 shows the availability of toilet facilities in Government and private schools for staff and students. From the table it is found that 100% government and private schools had toilet

facilities for male and female staff and toilet facilities for girls and boys and also had water facilities in the toilets.

## 8. Co-curricular activities organized by Government and Private Schools:

Co-curricular activities	Types of school			
	Government		Private	
	Yes	No	Yes	No
Daily morning assembly	5 (100%)	0%	5 (100%)	0%
Sports and program	5 (100%)	0%	5 (100%)	0%
Cleanliness program	5 (100%)	0%	5 (100%)	0%

Table 8 shows that 100% government and private schools organized daily morning

assembly, sports and programs and cleanliness program in the schools.

## 9. Evaluation System adopted by Government and Private Schools:

Evaluation system adopted by school	Types of school			
	Government		Private	
	Yes	No	Yes	No
Completion of every lesson	3 (60%)	2 (40%)	5 (100%)	-
Completion of every unit	4 (80%)	1 (20%)	5 (100%)	-
End of every month	5 (100%)	-	5 (100%)	-

The result of Table 9 reveals about the evaluation system adopted by the government and private schools for assessment of the students at elementary level. It was observed that 60% government schools evaluated the students after completion of every lesson, 40% government schools never evaluated the students after completion of every lesson. On the other hand 100% Private schools always evaluated the students after completion of every lesson. 80% government schools evaluated students after completion of every unit and 20% government schools never evaluated the students after completion of every unit. On the other hand 100% Private schools always evaluated the students after completion of every unit. 100% government schools as well as private schools evaluated the students at the end of every month at elementary level.

**FINDINGS:**

- It was found that 100% of government schools and private schools provided co-education at elementary level.

- It was found that 100% of government schools use Assamese language as medium of instruction while majority (60%) of private schools used English language as the medium of instruction.

- It was found that all the government schools at elementary level had no computer teacher, sports teacher and music teacher while 100% of private schools had computer teacher, sports teacher and majority (80%) of private schools had music teacher.

- It was found that majority of government and private schools at elementary level took various steps to increase students enrollment.

- It was found that the infrastructural facilities of both government and private schools at elementary level is quite satisfactory. But in government schools they had no library and canteen facilities while 40% of private schools had library facility and 60% of private schools had canteen facility.

- It was found that 100% of both government and private schools at elementary

level have availability of drinking water facility.

- It was found that both government and private schools at elementary level have availability of adequate toilet facilities.
- It was found that co-curricular activities are organised by both government and private schools at elementary level to a good and satisfactory extent.
- It was found that 60% of government schools evaluate the students after completion of every lesson, 80% evaluate the students after completion of every unit and 100% evaluate the students at the end of every month . On the other hand 100% of private schools at elementary level evaluate the students after completion of every lesson , every unit and also at the end of every month.

### **SUGGESTIONS FOR FURTHER RESEARCH;**

1. The present study was conducted only in government and private schools at elementary level in the Dibrugarh District. A similar study can be conducted at Secondary schools and Senior Secondary schools level.
2. The present study was confined to only Dibrugarh of Assam. A similar study can be conducted on large sample covering all the district of Assam.
3. A comparative study can be conducted between private and government aided schools and government schools.
4. A similar study can be conducted between two or more than two states.

### **CONCLUSION:**

On the basis of the results of the study it may be concluded that government and private schools have lot of differences in many aspects like availability of teachers, infrastructural facilities, lab facilities, canteen facilities etc. Findings revealed that private schools has

better infrastructural facilities, better teaching and learning environment, better lab facilities, adequate number of teachers etc. So to make the government schools at elementary level better, some steps should be taken, such as-

1. Make the administrative system more strong
2. Proving teacher training
3. Aware teachers about the scientific method of teaching
4. Adopt proper evaluation system
5. Arrangement of lab and canteen facilities
6. Making a strong bonding among the stakeholders etc.

As we know that elementary level education is the base of higher education, so it is a very significant level of education. Because to develop more human resources it is important to make the foundation level more strong i.e., elementary level. The more production of human resources will lead to more economic growth of the whole nation. Therefore elementary level education is very important from economic point of view also. Hence both government and private schools at elementary level need to be more strong and sufficient according to students need to make them prepare for higher education.

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