

A Comparative Study of Enrollment Status and Academic Achievement of Government and Private Schools Students at Elementary Level

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Abstract – The present study was conducted in three district of Haryana state. The researcher tried to find out the enrollment status and academic achievement of government and private school's students at elementary level in Haryana. The sample size is 30 government and private schools. Tool used are the school information blank, academic achievement score obtained from the school record. The data was analyzed by percentage method. The academic achievement of private schools students was found high than the government school's students and enrollment status of private schools were better than the government schools.

Key Words: - Enrollment Status, Academic Achievement, Government and Private Schools.

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INTRODUCTION

India's fate is being built in its class at this time. We believe that this is not a miracle. Education in this world based on science and craft science determines the level of happiness, welfare and safety of the people. Eligibility of students coming out of our schools and colleges will depend on the institution of national reconstruction the success of that important work, whose main goal is to raise our level of living. (Indian Education Commission 1964-66)

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 related to any particular class or person, but from the entire population. It has every contact with every person's life at every step. (Shrivastav, 2007)

The primary level has special significance in the entire process of education. This is the stage when the foundation for the development of personality is kept. In this stage, the rituals inserted in the child become part of their personality. The more diverse and rich experiences the child will get, the development will be equally effective. In this state

children develop trends, search, curiosity, analysis, etc. Education in our country has been divided into three levels Primary, Secondary and Higher Education. Primary Education is the foundation of our education. The foundation of education is built on this foundation.

School is such a special environment where some of the qualities of life and the education of certain types of activities and occupations are given for the purpose that the development of the child is in the desired direction. These educational institutions affect human life and human life education institutions. Education institutions or schools have a profound influence on society and society on schools, both determine the nature of each other. Primary education makes the kids versatile to the earth, builds up a feeling of common altruism and collaboration in them. His physical and mental development, language, arts and music etc. by developing the ability of self-expression, making them self-sufficient, citizenship in them, develops qualities and creates a sense of ethics in them. Kothari Commission (1964-66) has written in its report regarding the objectives of primary education that "The objective of modern education is to enable the child to cope with the circumstances of future life by providing physical and mental training in such a way to do that it can actually become a useful citizen" (NEP, 1986).

It is clear that, quality of school education has to be understood in terms of the extent to which children learn what they are supposed to be taught in the school. Thus, student learning outcomes constitute the primary measure for determining the quality of school education. Learning outcomes should actually refer to development of children in cognitive as well as non-cognitive domains. Therefore, in order to fly evaluate the outcomes of primary schooling one should be able to devise measures to assess the progress made by the learners in all aspects of their development by using a variety of evaluation tools and techniques. While such a comprehensive assessment should be carried out in the schools internally, it would not be practical to embark on such evaluation in a research study with a limited time span, such as the present one. The focus of assessment in the present study has been only on certain selected areas of cognitive development. Therefore, the investigator took the marks obtained by the students in annual examination to know the academic achievement under this study take only as indicator of the level of performance of the various schools, and not as measure of total learning acquired by the students through the various experiences provided at school.

If all is well in the direction of primary education and the society and the state adopt positive attitude, then the day is not far when every child in the country will be able to join the paper pen and the inkpot and there will be quantitative and qualitative change in education. (Parkash & Singh, 2007)

NEED AND SIGNIFICANCE OF THE STUDY

A study conducted by supports Dixit and Garg (2017) supports the evidence that private school students have higher academic achievement than the government school students.

A study conducted by Kumar (2010) supports the evidence that private school's students have higher academic achievement than the government school's students and enrollment of the students in private schools was also more than the government schools.

The DISE-2018 report and director secondary education Haryana support the evidence that enrollment pattern in government schools are also decreasing from the last five years. Also, the government schools are facing a lot of threat from private schools, mainly due to the lack of facilities and poor quality of education. In such a situation, this is a great challenge before all of us from grassroots to top level. Due to these reasons and researcher personal experience as a government teacher, the investigator planned to undertake a comparative study to analyze the enrollment status and academic achievement of government and private schools students at elementary level of Haryana State. The study will also throw the light of the present elementary school system with reference

to enrollment of the student and student's academic achievement,

REVIEW OF LITERATURE

Bhargava (1990) was led a study of the growth of educational facilities and enrolment at the elementary stage in India. He covered the growth of primary education from 1975 to 1986 and found a remarkably grow steadily and substantially from 1957 to 1986. Educational facilities for SC, ST and girls students also improved. But the goal of universalization of elementary education is still far from satisfactory.

Nayar & Bisaria (1993) studied on dropout and non-enrolment among girls in Haryana. They revealed that due to large expansion of primary education, the state has not been able to enforce high physical infrastructure quality. Many schools have not boundary walls; these are many schools with single teacher school. The shortage of women teacher has increased this problem.

Pratham (2009) was revealed in the report "Annual Status of Education Report 2009 (ASER)" found that there was an increasing student's enrolment trend in Private schools. It was clearly showed in the report that the enrolment of students 6 to 14 age group in private schools has increased 16.4 percent in 2005 and 22.5 percent in 2008 and it was significant in many states of India.

Kumar (2010) was conducted a comparative study of government and private schools in reference to academic achievement, students enrolment and infrastructure facilities and found in the research that 21.8 percent decrease in the students enrolment from 2005-06 to 2009-10 in the selected government primary schools on the other side 2.87 percent students enrolment had increased. The study was also revealed that the academic achievement of students belonging to private primary school were higher than the governments primary school students. It was found that all the selected school had adequate infrastructure facilities.

STATEMENT OF THE PROBLEM

Comparative Study of Government and Private Schools with Respect to Enrollment Status and Academic Achievement of Elementary school's students of Haryana State.

OBJECTIVE OF THE STUDY

1. To study the class wise enrollment status of government and private schools of Haryana.

2. To study the gender wise enrollment status of government and private schools of Haryana
3. To compare the class wise students academic achievement of government and private schools.

DELIMITATIONS OF THE STUDY

1. The present study was confined to the analysis of government and private schools at elementary level of Sirsa, Fatehabad and kaithal district of Haryana. Therefore the result may not be generalized to schools in other districts or state.
2. The study was delimited to 30 government and 30 private schools at elementary level affiliated to Board of School Education Haryana, Bhiwani.
3. The study was delimited to analysis the student's enrollment and students academic achievement of government and private schools.

RESEARCH METHOD USED

The survey method has been used in the research work presented.

SAMPLE OF THE STUDY

For drawing the sample of the present study, at the first stage, only three districts were selected by purposive sampling technique. At the second stage, two blocks from each district were selected by purposive sampling technique. At the third stage, total 30 schools were selected, 5 government and 5 private schools at elementary level were selected from each block by purposive sampling technique.

TOOLS USED

1. A self developed school information blank was used for collecting the information.

MAIN FINDINGS OF THE STUDY

Findings Regarding Status of Elementary Education in Haryana

- ▶ It was found that there were nearly 23226 total schools in Haryana, in which 8713 government primary schools, 2394 government middle schools and 3280 Senior Secondary/High schools while 1261 non government primary schools, 2834 non government middle schools and 4744 non government Senior Secondary/High schools in 2017-18.

- ▶ It was found that in primary schools 1375437 boys and 1128696 girls were enrolled out of 2504133 students in 2017-18. In middle schools 796559 boys and 651699 girls were enrolled out of 1448258 students in 2017-18. In Senior Secondary/High Schools 866738 boys and 686074 girls were enrolled out of 1552812 students in 2017-18.

- ▶ It was also found that in Haryana student teacher ratio was 27:1 at primary level, students teacher ratio was 33:1 at middle level and student teacher ratio was 19:1 at senior secondary level in 2017-18.

Finding Related to Students Enrollment

- ▶ It was found that students enrollment from class 1st to 8th were less (38.33 per cent) in government schools while students enrollment from 1st to 8th were more (61.67 per cent) in private schools. It was also found that private schools had more enrollments in first class to eight classes as compare to government schools.

- ▶ It was also found that that enrollment of girls were more (55.06 per cent) in government schools as compare to private schools while enrollment of boys were more (56.64 per cent) in private schools than the government schools.

- ▶ It was found that enrollment of SC and BC category students were 86.61 per cent and enrollment of general category students were 13.39 per cent in government schools. It was also found that enrollment of general category students were 81.99 per cent and enrollment of SC and BC category students were 18.01 per cent in private schools.

Findings Regarding Academic Achievement of Students

- ▶ It was found that the academic achievement of first class students of private schools were high than the students of first class of government schools.

- ▶ It was found that the academic achievement of second class students of private schools were high than the students of second class of government schools.

- ▶ It was found that the academic achievement of third class students of private schools were high than the

students of third class of government schools.

- ▶ It was found that the academic achievement of fourth class students of private schools were high than the students of fourth class of government schools.
- ▶ It was found that the academic achievement of fifth class students of private schools were high than the students of fifth class of government schools.
- ▶ It was found that the academic achievement of sixth class students of private schools were high than the students of sixth class of government schools.
- ▶ It was found that the academic achievement of seventh class students of private schools were high than the students of seventh class of government schools.
- ▶ It was found that the academic achievement of eighth class students of private schools were high than the students of eighth class of government schools.

Over all it was found that academic achievement of private school's students were high than the academic achievement of government school's students from 1st class to 8th class.

RECOMMENDATIONS

Any research is under taken with some objectives, which are generally the solutions or certain problems. The report shall be meaningless, if it does not contain suggestions for solution of the problems. These suggestions are generally given at the end of the report. Therefore, the researcher on the basis of present findings has given some suggestions/recommendations, which are as follows:-

1. It is recommended, that it is a great need to start English medium in all the government schools.
2. Subject wise teacher should be appointed in all the schools because a single teacher is not comfortable and efficient to teach all the subjects like Mathematics, English etc.
3. Evaluation of the students should be proper in all the schools
4. Smart classroom should be provided in all the government schools according to private schools.
5. Government should work to improve the status and quality of government schools.

6. Teacher should focus on all round development of the students.
7. Teacher should inform timely the parents regarding progress and weakness of the students.
8. Teacher should prepare teaching learning material and use in the class room while teaching.
9. Teacher should prepare lesson plan daily before teaching.
10. Teacher should check the home work daily.
11. Parents should attend the Parents teacher meeting.
12. Parents should always touch in teachers.
13. Parents should always check diary daily.
14. Parents should always monitor their children

EDUCATIONAL IMPLICATION OF THE STUDY

One of the most important characteristics of the research is that it contributes something new to the development of the area concerned. That is why the researcher must find out the educational implications of his study. The present study was an attempt to compare the government and private schools on the basis of enrollment of the students and academic achievement of the students, On the bases of present findings, the following implication may be useful for the policy makers, Human Resource Development Department, civil societies, curriculum framer, parents, teachers of government and private schools at elementary level in the state of Haryana.

1. Government should provided adequate infrastructure facilities to the government schools as like private schools.
2. Formative evaluation should be implemented in both the government and private schools so that timely identify the weakness of the students and remedial measures may be taken accordingly.
3. Subject wise teaching should be there and policy makers should try to provide subject wise teachers at all the elementary schools as like private schools.
4. Policy maker should adopt a policy that ensure the maximum participation of the parents in PTM and also make a monitoring policy or appoint a supervisor

who observe the PTM and submitted a report about the meeting.

5. Both the government and private schools teachers should use teaching aids during the teaching in the classroom so that teaching may be interesting and effective. Government should provide financial support to the teachers for preparing teaching aids.
6. Civil societies should help to trace out the problems of decreasing enrollments of students in government schools, and low level of achievement among students. They may be involved in SMC to counsel the students and motivate them to be better students. To provide the quality education among the children and to achieve the goal of education, it is difficult for only the government to undertake this task without the involvement of civil societies.
7. Teachers should be trained to adopt different teaching strategies to motivate the children in the classroom. Each student has a different learning style and traditional instruction might not engage every student or it may not be suitable for all students. Both the government and private schools should create pleasant environment in the school to make learning a fun for elementary students thereby helping the students to learn.
8. To increase the enrollment, it should be impressed upon the community by acquainting with the imperative need of sending their children to schools. The interest should also be developed for education among students by acquainting them with various developments going on in the nation. There should also be made an attempt to remove the indifferent attitude of parents to get their children educated by developing good community relations.
9. The government should provide quality education in the government schools so that people don't think that government schools are for poor people.

CONCLUSION

Thus, the above mentioned recommendations and measures for improving the existing educational system may be adopted to develop it, in terms of quantity and as well as the quality. Over all, it may be concluded that the present study may pave the way for eradicating existing inequalities in the distribution of educational facilities and improving the quality of educational facilities in the area under study. It also provides an indication to policy makers and

authorities to formulate the strategy of planning for obtaining an optimal spatial organization of educational facilities in the area under study.

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