

Chapter: VII

Findings, Suggestions and Conclusion

7.0. Introduction

The present study has examined distinctly the equity and efficiency in both public and private schools in Chirang district of Assam. Generally, it is observed the elementary level of education is adequately accessible to all children from every social group. However, the result of this study has reflected an exceptional finding on the scenario of elementary education in Chirang district of Assam. Equity and Efficiency in elementary level of education in the district are found to be quite unsatisfactory or can be mention it is far below the expectation. So, to highlight the present condition of elementary education in Chirang district the findings are depicted based on the objectives of the study as follows:

7.1. Findings on Equity in Public and Private Schools in Chirang District of Assam

Finding based on equity in public and private school sectors are specified below:

- **Access**

The finding on access reveals that due to free support and implementation of free and compulsory education at the elementary level, the public school sectors are more accessible than the private schools. Further, the result shows that the provision of educational facilities for Children With Special Needs are not available in both public and private schools. The teacher-student ratio in public schools observed lower than the prescribed norms available provided by SSA (30:1). In regards to teacher recruitment, private schools appoint either class-wise or subject-wise teachers whereas in public schools' teachers are appointed for all the subjects.

- **Opportunity**

In terms of opportunities, public schools are extremely poorer than private schools with better opportunities for the students. Opportunity for skill development is facilitated in private schools. Private schools have emphasised co-curricular activities which is observed to be higher than public schools. Likewise, the opportunity for extra services like NCC, Scout and Guide etc. are inaccessible in public schools.

- **Treatment**

The public and private school sectors provide nearly similar treatment to the students. However, private school offers slightly better treatment than public schools. The difference found in terms of treatment between public and private schools is not significant.

- **Choice**

On the choice of school, the result reveals most of the parents are unaware of the differences between public and private schools regarding the quality of education. They mostly think public schools provide education free of cost whereas in private schools they have to pay the cost of schooling. Furthermore, the result reflects that majority of parent showed willingness in sending their children to private schools. Where, parents with poor socio-economic conditions assured incapability to send their children to higher-cost private schools.

- **Promotion Rate**

The promotion rate in public schools during the last five years, from 2015 to 2020 is fluctuating toward improvement. Private schools showed a cent per cent transmission rate during the study.

- **Stagnation Rate**

- The stagnation rate or stagnation, from 2015 till 2020 is decreasing gradually. Private schools reported zero repetition.

- **Dropout Rate**

The dropout rate in public schools is gradually decreasing, wherein a few schools' dropout rates are almost null. In private schools, no dropout is recorded.

- The result of hypotheses test reflected a huge difference in the equity between public and private schools. In comparison between equity of public and private schools, in terms of medium of instruction and location of schools result shows no difference on both the sector of education.

7.2. Findings on Efficiency in Public and Private Schools in Chirang District of Assam

Findings on different dimensions of efficiency in elementary education in the Chirang district are given below:

- **Skill Operation**

Skill operation or efficacy of pupil's skill is not pleasing in almost all public schools in the district. Private schools have performed better in skill operations than the public schools counterparts.

Most of the public primary schools have not maintained the norms for class duration as specified by the government of Assam. The least number of public schools provide remedial classes for the needy students. Provision of extra academic activities like project work, and academic excursion is not conducted in public schools. Where, these facilities are abundantly carried out in private schools.

- **Resource Management**

In terms of resource management, public schools in the district are plagued by the scarcity of resources. Private schools utilize their resources at the optimum level. A huge difference has been found between the public and private school sectors in resource management. Public schools do not have sufficient teaching-learning materials while private schools owned adequate teaching-learning materials. Further, public schools are also observed with the least co-curricular or extra-learning materials whereas private schools provide a congenial learning environment with sufficient resources to bring all round development within the individual.

- **Academic Outcomes**

The analysis on academic outcomes of elementary school students in the Chirang district shows private schools outperforming the public schools. Public school students have failed in achieving the expected mark of academic outcomes. The result depicts the medium of instruction does not affect the academic outcomes of both public and private schools. Vernacular medium private school students have obtained better learning outcomes than the vernacular medium public schools.

- A huge difference in the efficiency between public and private schools is indicated by testing the hypothesis. However, it is evident that medium of instruction and locality of the school does not affect the efficiency in public and private schools. Private schools in all the mediums in the study have higher performance than that of public schools.

7.3. Recommendations

From a very careful analysis of the data collected through research designed tools, the findings have reflected that private schools have greater equity and efficiency than public sector schools. Even after providing free support and various initiatives, public schools have failed to achieve the expected goals and targets of elementary education. Chirang is a small and backward district of Assam. But a large number of scarcities are prevalent at the elementary level of education. Thus, there is a need to draw the attention of the Government and the concerned authority to take necessary steps to reform the elementary level of education in Chirang district. In the following, some recommendations are being forwarded which might be thought off by the Local authorities and the State government as below:

- Development of human resources should be emphasised at the public elementary level of education.
- Emphasise should be given on appointment of subject wise or class wise teacher in a school.
- Teacher-student ratio norms given by the government should be reformed.

- School infrastructure should be improved with better standard services.
- Practical knowledge or learning-by-doing methods should be applied in public elementary education for better and effective learning.
- The skill of the teachers should be utilized at an optimum level. The professional skill of the teacher should be improved. The teachers should be enriched with conversant knowledge and provide training on modern technology teaching aids.
- Computerized or digitalised education systems should be implanted to make teaching-learning interesting and effective.
- The schools with single or two teachers must get more teaching staffs. At least one non-teaching staff should be appointed at the primary level of education.
- The pre-primary level of education should be given the highest priority because this is the foundation stage of a child's future career.
- The government should keep a look into the high-cost private schools and control the unnecessary charging fees.
- Parents' awareness should be created through various government and non-government agencies. In every school parent-teacher cooperation should be improved.
- Training on curricular activities should be introduced in public schools. So, that students can avail opportunities to explore their talent and potential for all-round development. In this regard, a concerned teacher for co-curricular or extra-curricular activities should be appointed in public schools.
- The learning material should be made available in public schools. The remedial and special classes should be organised for the needy students.
- The professional accountability of teachers in public schools should be improved.
- The demographical data of Chirang district reveals a high amount of population falling below poverty line (BPL). In this regard, the government should take necessary steps for improving the economic status of the masses. Since, economic status of the family largely affects the enrolment and dropout of children from school which have a direct impact on GER and NER of elementary education.

- Lastly, the concern authorities in the district should also provide a sound action plan for the development of sincerity among the working group of elementary education.

7.4. Suggestion for Further Research

The following research problem related to the present study may be taken into consideration for further research.

- A comparative study between Chirang and other districts of the state may be conducted.
- A study on equity and efficiency may be conducted for other levels of education like- secondary, higher secondary and higher level in Chirang district of Assam.
- The inter-district comparative study may be conducted on equity and efficiency at all levels of education.
- A comparative study may be conducted on equity and efficiency with different variables.
- A comparative study may be conducted on the academic performance of the students.
- A gender-wise comparative study may be conducted on academic performances of the students at secondary and higher level of education.
- A comparative study may be conducted on the professional accountability of teachers at the elementary level of education.
- A study can be conducted on various problems faced by teachers and its impact on education.
- A comparative study may be conducted on the provision of free elementary education in Assam and other states of the country.
- A study may be conducted on the implementation of special education for CWSN in the district.
- A comparative study may be conducted on the implementation of RTE Act in Assam and other states in India.

- A comparative study may be conducted on infrastructural development at all levels of education in the district and state.

7.5. Conclusion

Education is the most powerful instrument of an individual as well as social development. It enriches the individual with knowledge, skill, capacity and confidence for building a vibrant society. The formal type of education is the most important process for providing education to an individual. Furthermore, the elementary level of education acts as the foundation of the whole education system. If the elementary level of education is strong the education of an individual will be stronger and firmed.

The elementary level of education plays a significant role in building a knowledgeable and skilled individual. It is assured that higher education builds a sound social system but the root of higher education is elementary education. Keeping in mind the substantiality of elementary education, the study has been conducted on equity and efficiency in public as well as privately funded schools in Chirang district. A comparison has also been done on equity and efficiency between the public and private school sectors. In the district, nearly all the areas are rural and backward region. Similarly, the result of the study reflects that elementary education in the district is neither equitable nor efficient wholly. Elementary education in the district needs further attention for equity and efficiency. A similar scenario of elementary education is reflected in the outcomes of secondary and higher education. In the preceding years, result of HSLC and HS final examinations of Chirang district in the state, Assam as per district-wise ranking falls at the lowest category. Therefore, the root cause needs to be identified and the problem must be tackled for bringing progression in the district.

Again comparing public elementary schools with their private counterparts, public schools fail to achieve the expected margin of equity and efficiency. Although it is observed that both types of schools are neither equitable nor efficient, still private schools have achieved to a certain extent. Public schools were found least efficient. The schools are failing in achieving the expected margin due to various reasons. These may

be due to a lack of resources or improper utilization of resources in the schools. In addition, it has been observed, unlike public schools, private schools are controlled by private authority and this benefit in operating resources as per their needs. On, the guardians of the students in private schools are more conscious, sincere and socio-economically sound, so they are more aware of the facts. The result shows, many public schools in the district are still running below the given norms. This may be one of the common reasons the public sector schools are losing the parents' trust. Besides, the level of education is engulfed by privatization and parents too are willingly sending their children to private schools with the notion that their children's education will be brighter. In conclusion, it has to be assumed although, private schools are performing better than public schools; the overall elementary education in Chirang district is not wholly equitable and efficient. Therefore, the state government must take necessary actions to develop public elementary school so that they can compete with private schools as well as provide every child with a quality education.