

Chapter: IV

Equity in Public and Private Schools

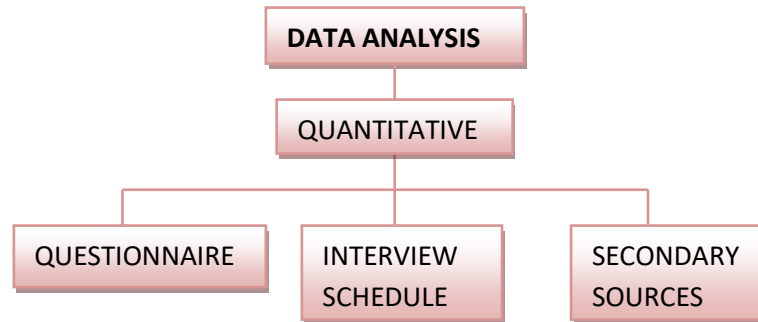
4.0. Introduction

The present chapter is concerned with the first objective and analysis of Equity in public and privately funded elementary schools in Chirang district of Assam. The study relies on data gathered from a variety of sources, with primary data being emphasized. The main purpose of this chapter is to present the outcomes of the study's objective. The collected data is subjected to both quantitative and qualitative analysis using percentage method. This includes the 15 items (Appendix: A) from the questionnaire and 6 items from the interview schedule. Further, it also examines the performance of students in the Basic Competency Test by using the percentage method. Graphical representations like bar diagrams, curves and pie diagrams are also used to present the results accurately. Equity in both public and private schools is measured along with 8 major dimensions and various indicators taken for each dimension. Out of these dimensions, the first three dimensions: **Access, Opportunity and Treatment** are collected through a questionnaire consisting of 18 items (Appendix: B). The **Learning Capacity of the students** is analyzed on the performance specially conducted through the **Basic Competency Test** and the **Choice of School** are analyzed on the responses given by the parents in an interview schedule. The dimensions like **Transmission Rates, Repetition Rates, and Dropout Rates** are common for both public and private school's data which are collected from the district authority of elementary education and SSA department of Chirang district.

4.1. Equity in Public and Private Schools

Keeping in mind the objectives of the study, the **Descriptive Survey Method** is used to examine the research problem. The data collected is analyzed through different statistical techniques. The research design flow chart is shown below:

Figure 4.1: Chart on Data Analysis



4.2. Dimension of Equity in Education

Equity is one of the most important aspects of a successful education system in any nation. The concept has been already discussed in an earlier chapter that denotes access to education for every deserving individual. In the present study, it adopted specific dimensions to measure the equity of elementary education in Chirang district of Assam. The tools for data collection are designed depending on the dimensions, suitable for drawing an authentic data. Thus, it specified the designed dimensions measuring equity in public and private schools as provided below:

Table 4.1: Dimensions of Equity

Dimensions of Equity		
SI No	Dimension	Tool for Data Collection
1	Access	Questionnaire
2	Opportunity	Questionnaire/ Interview
3	Treatment	Questionnaire
4	Learning Capacity	Special Teat
5	Promotion Rate	Secondary Source
6	Stagnation Rate	Secondary Source
7	Dropout Rate	Secondary Source
8	Choice	Interview Schedule

Each dimension is examined using data gathered from all possible indications. Thus, Equity in both public and private sectors school is examined thoroughly and independently under different subheadings.

4.3. Access

“Access” refers to the facilities and provisions of elementary education for every child through any means. It is an approach to education for accessing almost every child irrespective of caste, creed, sex and religion etc. Enrolment of every child in elementary education and completion of education is a vital part of an equitable education system. An easy approach system in education makes it possible to be equitable in every educational institution.

The responses of the sample from public and private schools on the accessibility of education in the elementary stage are shown in the table provided below:

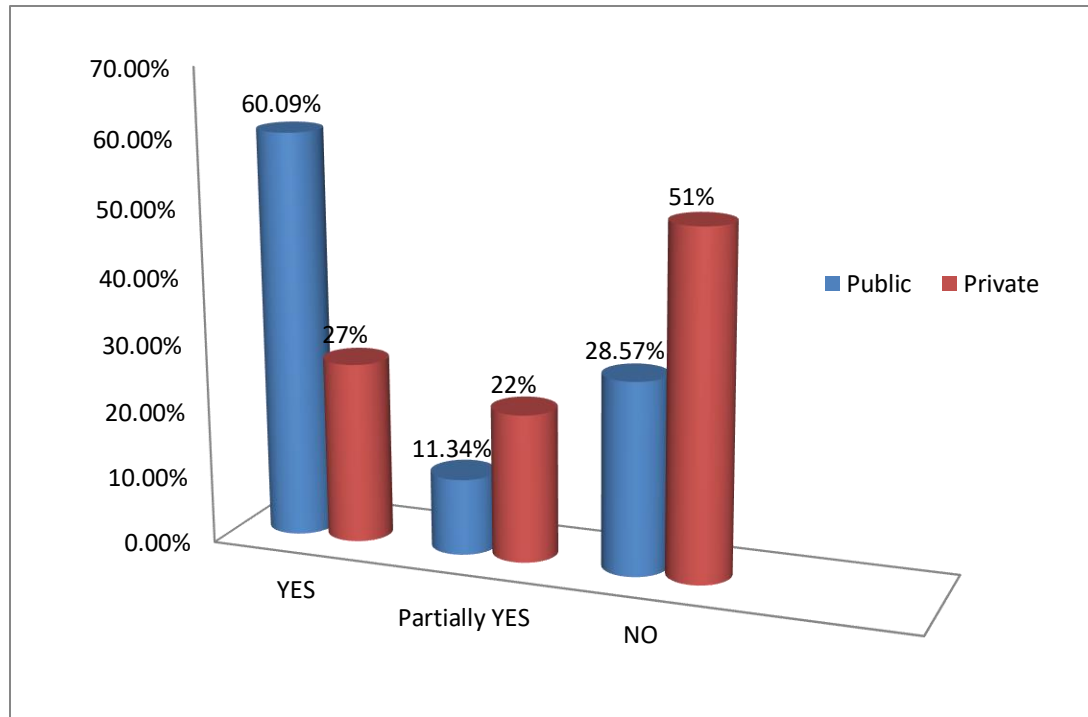
Table 4.2: Responses of Samples on Accessibility of Elementary Education

Type of School	Dimension	Responses		
		YES	Partially YES	NO
Public	Access	387 (60.09%)	73 (11.34%)	184 (28.57%)
Private	Access	107 (26.75%)	89 (22.25%)	204 (51%)

(Source: Field investigation)

- **Graphical Representation of Public and Private Schools on Access in Elementary Education**

Figure 4.2: Responses of Sample on Access



The Figure 4.2 depicts the sample schools' responses to access to education in the elementary stage. It demonstrates that the vast majority of elementary education is available to all children in public sector schools. However, due to the high expense of schooling and the lack of free education, the private sector is not accessible to every child. In regard to access, 7 items were included to determine the accessibility of education for all. The result shows that 60.09 per cent of respondents reported that education is accessible in public schools. In the case of private schools, only 26.86 per cent respondents cited of accessibility.

Every child received free education as a result of the adoption of free and compulsory elementary education in public sector schools. Certain facilities, such as education for Children With Special Needs (CWSN) or inclusive education, are not available in the mainstream education system. The concept of inclusive education is yet

to be introduced in the mainstream elementary schools in the district. Accessibility of special education is delimited to a smaller number of institutions in the district and even no institution for special education is accessible. Thus, children with major disabilities who cannot be admitted to mainstream schooling are deprived of receiving education in the district. Similarly, the demographic analysis reflects the economic condition of the population of Chirang district (*District Census Handbook, 2011*). Where, majority of the population is unable to send their children to special educational institutes located outside of the district. Furthermore, the teacher-student ratio in the district's public elementary schools is quite low. Many schools operate with two or three fewer teachers than the government-mandated ratio (i.e., 1:30). There are around 74 public primary schools in the district that are run by a single teacher. The single teacher has to take the headship of the institution as well as accountability for six classes (from pre-primary to fifth grade). Special classes for needy students, on the other hand, are not accessible in public schools. As a result, the psychological well-being of the children, as well as the concept of individual differences is disregarded in public schools. This is a serious issue that must be addressed by the concerned authorities.

In terms of private sector schools, education is not accessible to majority of the district's population. Almost all services in private schools are inaccessible to the general public. Private schools do not provide any free assistance; everything is a paid service, which many people cannot afford it. Furthermore, in compared to public schools, private schools provide specific classes to needed children, highlighting the learner's psychology, which leads to higher/better outcomes. Private schools' teacher-student ratios are significantly greater than official standards. However, in private schools, teachers are assigned to class wise or subjects based on the number of students enrolled. The facilities and strategies used by private sector schools are more effective in achieving excellent learning outcomes for the children.

4.4. Opportunity

An “Opportunity” denotes a favourable environment. This is an opportunity for the student to discover their potential for overall development. In the present study, the level of opportunity refers to the privileges that the school provides to the student learner to the extent that they deserve.

The responses of respondents from the public and private school sample on opportunity at the elementary level are specified in the following table.

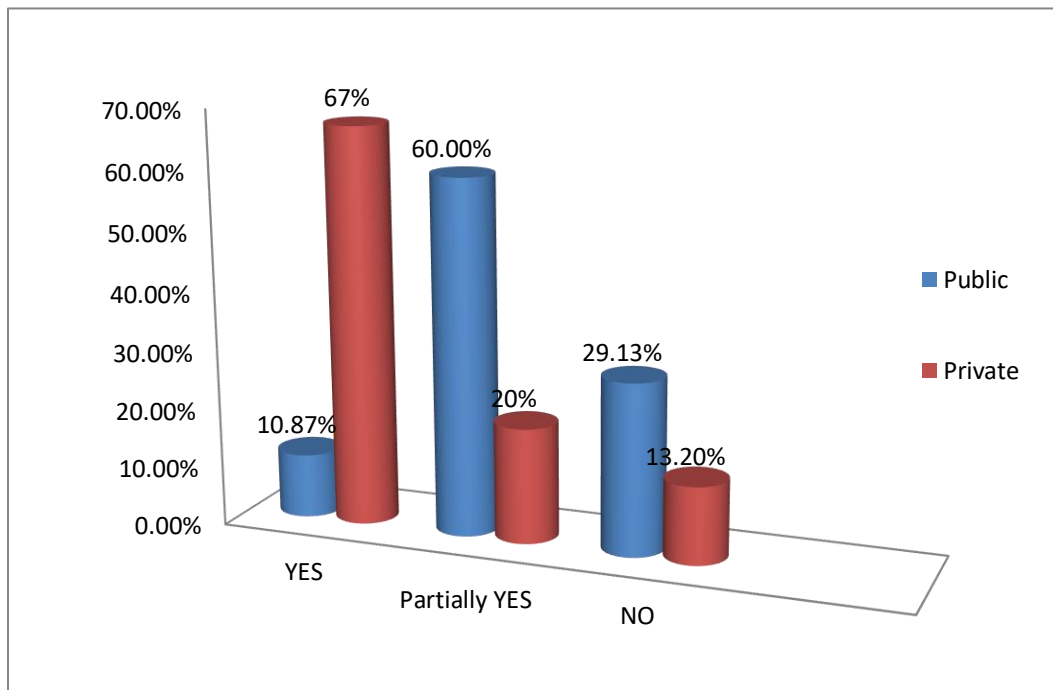
Table 4.3: Responses of Sample on Opportunity in Elementary Education

Type of School	Dimension	Responses		
		YES	Partially YES	NO
Public	Opportunity	50 (10.87%)	276 (60%)	134 (29.13%)
Private	Opportunity	168 (67.2%)	49 (19.6%)	33 (13.2%)

(Source: Field investigation)

- **Graphical Representation of the Responses on Opportunity from Private and Public School**

Figure 4.3: Responses of Sample on Opportunity



One of the most crucial aspects of equity is opportunity. Every student should be given the opportunity that they deserve. According to the findings of the study, private schools offer more opportunities to the students than public schools. Referring to the preceding Table 4.3 & Figure 4.3, public schools had the higher percentage of partially positive responses, at 60 per cent. It is noted that most of the district's public schools are unable to offer students the opportunity to explore their potential for overall development. Owing to the assertion of a significant dimension of equity in education, the prospect of public schools in compare to private schools, elementary education is exceedingly limited. However, one of the most crucial characteristics of fairness is equal opportunity. Every student has the right to equal privileges at school to develop their inner strengths and attributes. The opportunities available in public schools are observed to be less than satisfying. The district's public schools have inadequate facilities. Activities like annual sports or school weeks are not held in elementary public schools. These ensure that students are not given the opportunity to demonstrate their intrinsic potential, resulting in a lack of personality development. The reasons reported for the public institution's inability to create an opportunity for an equitable educational system are that they do not receive any funds for this purpose, and since a large number of institutions operate with a single or fewer numbers of teachers, the institution struggles with time management for co-curricular activities. Nor do public primary schools offer opportunities for upgrading students' skills. As a result, the school should give an opportunity for the student to attain the best possible outcome.

Another major flaw is the current curriculum, the neglect of hands-on work. This is a fact; the present educational system operates on theoretical concepts. Our school curriculum/programme does not emphasize opportunities for the development of diverse skills. At the elementary level of education in the public sector, students are deprived in learning various competencies for life and professional growth. While competition is low in public elementary schools, students miss out on greater intellectual growth. Elementary schools in the public sector are unable to offer chances for additional services. Additional services such as NCC, Scout and Guide and outreach activities in fact are not offered for the elementary level students. But, students in most of the

primary schools linked or currently merged with secondary or upper secondary education are familiar with such services at a very early stage. Sometimes they have the opportunity to participate in such extra services with senior students. Moreover, a single primary and upper primary or MV schools do not provide this opportunity for children, which is a crucial component of a fair and high-quality education system. The district's elementary schools, which offer almost all opportunities to students, are newly attached or integrated with any secondary or upper secondary institutions.

Similarly, private schools unlike public schools are managed by the same authority within the same campus. Private schools offer practically all opportunities, including secondary education. A huge number of private schools offer elementary school students the opportunities that they deserve based on their needs and abilities. The result ensures that 67 per cent of respondents from private schools stated in favour of the opportunity. Private schools place a premium on education from the beginning. In comparison to the public-school curriculum, elementary education in the private sector is managed by an advanced curriculum. In private school, students have the opportunity to participate in a variety of activities that aid in the development of their personalities. In the study, it was also observed that private schools exhibited more passion for offering possibilities for the development of the innate potentialities of students from the initial stage of elementary education. Private schools, unlike public schools, appoint teachers for every co-curricular activity; for example, a music, dance, fine art, or sports teacher. Private schools place an emphasis on hands-on learning, giving students the opportunity to gain valuable life and career skills. In private schools, competition is so intense that students' intellectual capacities improve in every setting. Several activities are organised at private schools to help student for the all-round development. Furthermore, this might be because of all the private schools are affiliated with secondary or higher secondary schools. As a result, private elementary school students get the opportunity to be acquainted with and participate in extracurricular activities along with the senior students. Thus, at the elementary level of education, opportunities are greater in private schools than in public schools. As public-school responses are most prevalent in moderately favourable implying that public schools have the

responsibility to organise a diverse range of courses and opportunities for an equitable education system; but unfortunately, this is not the reality. The public schools fail to provide such an atmosphere to students for a variety of reasons, including a lack of fund and poor facilities. In fact, a large number of schools in the district are in a state of disrepair. In such schools, questions about numerous development issues are unfounded.

4.5.Treatment

Another aspect of equity is treatment. In the study, the treatment of students by schools is an essential dimension. To learn how schools treat students, the data are collected through questionnaire consisting of five items. The responses of the sample for this dimension are presented in the table below. In the study, equity in terms of treatment is investigated using the following facts.

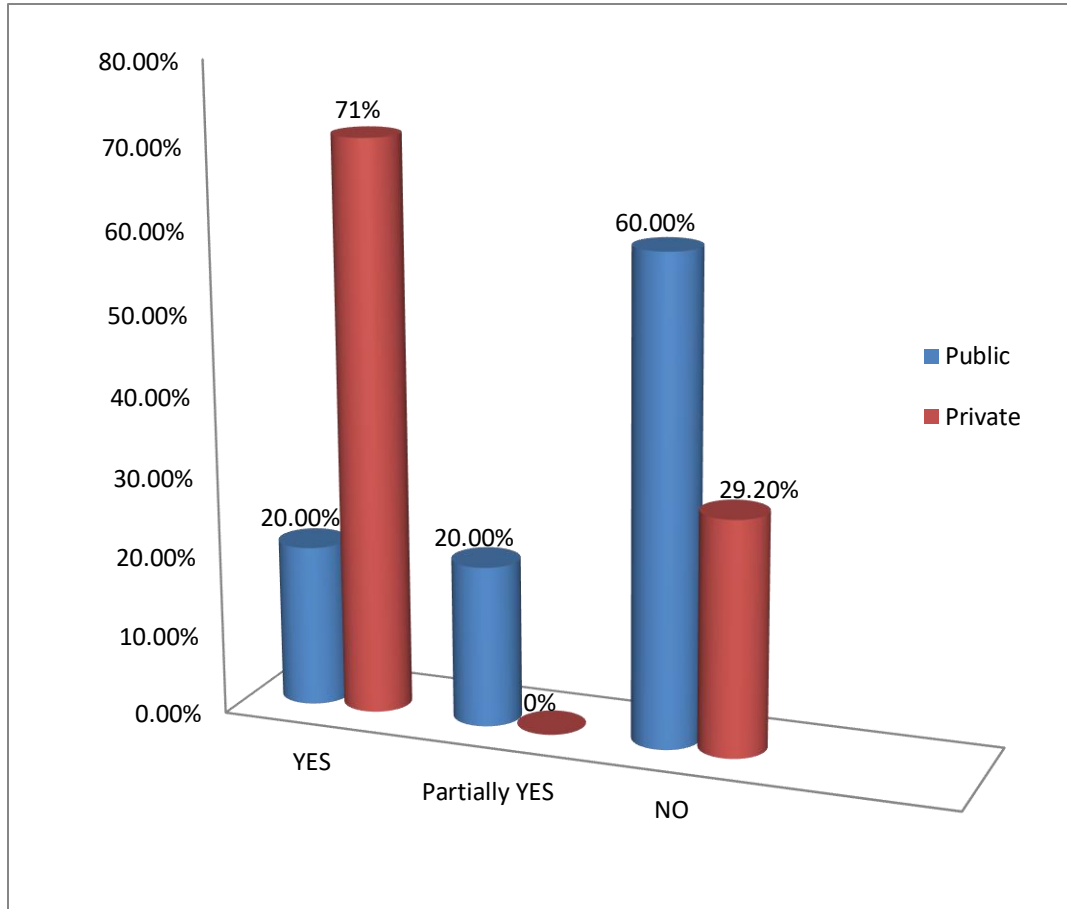
Table 4.4: Responses of Samples on Treatment in Elementary Education

Type of School	Dimension	Responses		
		YES	Partially YES	NO
Public	Treatment	92 (20%)	92 (20%)	276 (60%)
Private	Treatment	177 (70.8%)	00 (00%)	73 (29.2%)

(Source: Field investigation)

- **Graphical Representation of the Sample from Public and Private on Treatment**

Figure 4.4: Responses of Sample on Treatment



The table 4.4 and figure 4.4 show responses of how students are treated in public and private sectors school. However, public schools had the most negative responses (60%) with only 20 per cent responding positively. This finding shows that just 20 per cent of public schools in the district provide students with adequate care. Similarly, 20 per cent indicated that they occasionally provide some treatment, but it is irregular and insufficient.

On the other hand, result reflects that private schools in the district provide a greater level of treatment to students. While a smaller proportion of respondents from

private schools answered negatively. Public schools, as comparison to private schools, can only provide the most basic degree of care to the deserving youngsters. The reason behind could be the infrastructure in public schools is inadequate, as are the teachers. Another inescapable cause of these issues could be a lack of educational growth in the area.

4.6. The Capacity of Learning

One of the conditions for educational equity is acquiring a minimal capacity of the 3 R's. The 3R's stands for Reading, Writing, and Recognizing Simple Arithmetic. An egalitarian education system necessitates that every child learns to read, write and recognize basic mathematics. Every individual should be able to perform the 3 R's based on their mental and chronological ages.

As a result, it was vital to assess the students' learning capacity in relation to their performance. A test called the "Basic Competency Test" (BCT) was developed for this purpose. The English Language, General Knowledge, and Simple Arithmetic sections are included in the Basic Competency Test.

The table 4.5 & figure 4.5 show the learning potential of students in specific classes. The performance of public and private school students differs significantly. Private school students perform considerably better than public school students. In comparison, public school students' performance attained at only 48.68 per cent and private school students' performance obtained at 88.20 per cent. Public school students received only 48.5 per cent, 48.33 per cent, and 49.21 per cent in classes I, IV and VII, respectively. In classes I, IV and VII, private school students have achieved 87.58 per cent, 88.94 per cent, and 88.08 per cent respectively. This result implies that students in private schools outperform students in public schools.

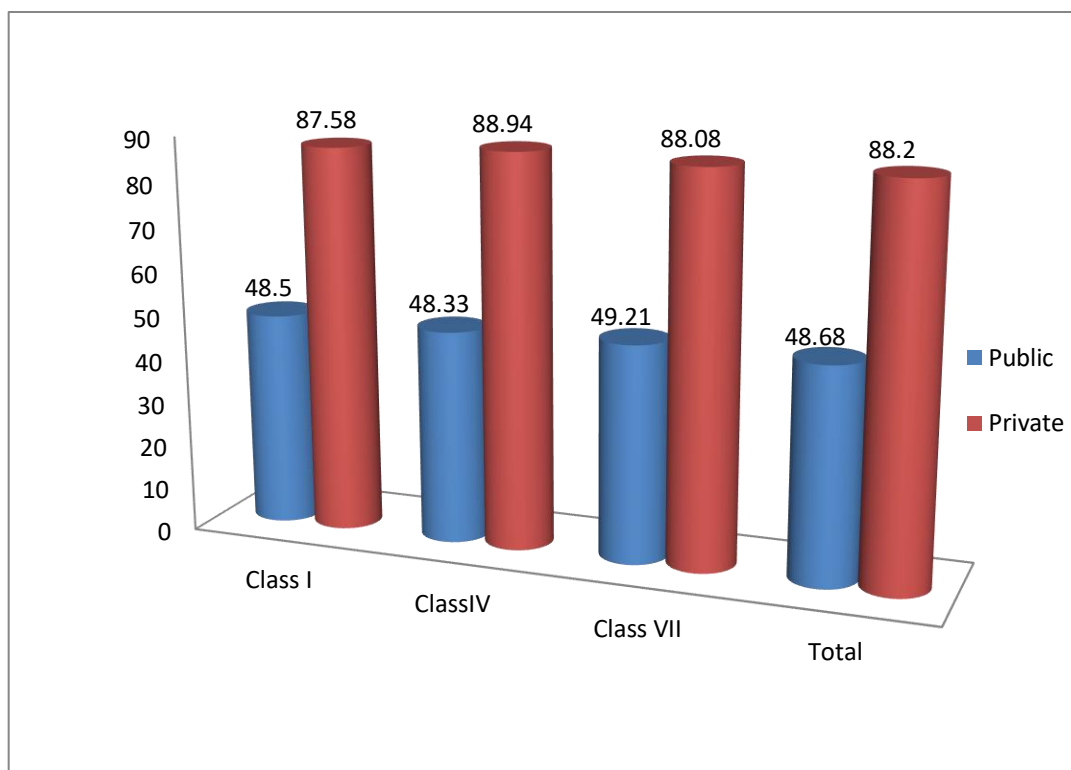
Table 4.5: Learning Capacity of the Sample Students

Learning Capacity of the Students		
Class	Public	Private
Class I	9203 (48.5%)	5386 (87.58%)
Class IV	9171 (48.33%)	5470 (88.94%)
Class VII	9338 (49.21%)	5417 (88.08%)
Total	27711 (48.68%)	16273 (88.2%)

(Source: Field investigation)

- **Graphical Representation of the Learning Capacity of the Students:**

Figure 4.5: Learning Capacity of the Sample Students



The preceding analysis of opportunity and treatment suggests that private schools provide better opportunities and treatment to their students than the public

schools, which has an impact on the students' learning outcomes. Students in public schools tend to come from lower socio-economic backgrounds, whereas affluent parents choose to send their children to private schools. It is a harsh reality that public school students' outcomes are poor, which could be attributed to a lack of sincerity and illiterate or less literate parents. Furthermore, the reason why private schools outperform public schools in terms of learning outcomes is that they have better facilities, standard infrastructure, and congenial atmospheres for students.

4.7.Promotion Rate

The promotion rate of a student from one class to the next is often referred to as the transmission or promotion rate. The promotion of a student from one class to another in a single chance without fail is examined in this study. A system that is not stagnant is required for an equitable education system. Data on promotion rate were obtained from public and private schools to avoid students' dropout. Private schools had a promotion rate of cent per cent (100%). As a result, the promotion rate study is based on data gathered from the secondary sources. The promotion rate for the last five years is presented below:

- **Promotion Rate in Lower Primary Level**

Table 4.6: Promotion Rate in Lower Primary Education in Chirang District

Promotion Rate in Lower Primary			
Year	Male	Female	Overall
2015-16	82.29	84.78	82.86
2016-17	91.66	91.29	91.47
2017-18	90.74	92.35	91.52
2018-19	92.26	93.83	93.21

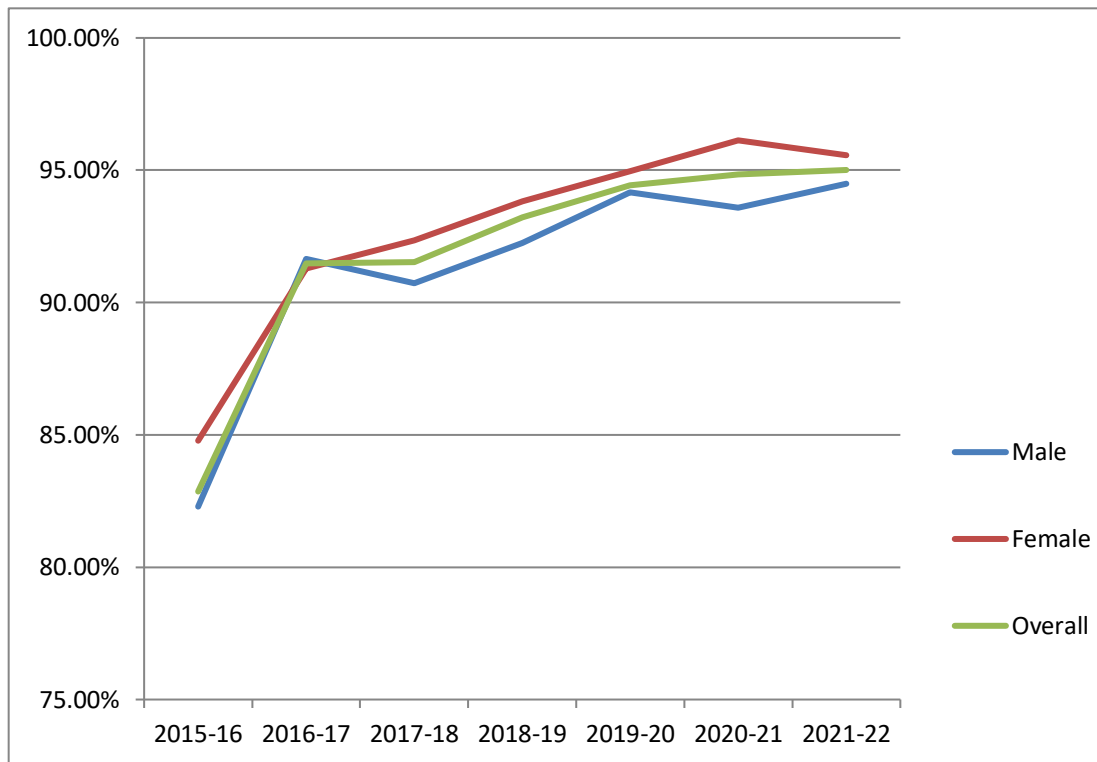
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2019-20	94.17	94.96	94.44
2020-21	93.59	96.13	94.83
2021-22	94.49	95.56	95.01

Source: U-DISE (2023)

- **Graphical Representation of Trend in Promotion Rate in Lower Primary Level**

Figure 4.6: Trend of Promotion Rate in Lower Primary Education in Chirang District



According to the data in figure 4.6 & table 4.6 the promotion rate in lower primary is gradually increasing. In 2015-2016, the promotion rate was 82.86 per cent.

During the session, 2021-2022 growth rates surged to 95.01 per cent. In the Lower Primary level of education, girls have a slightly higher promotion rate than males.

- **Promotion Rate of Upper Primary Level**

The promotion rate in Upper Primary level, on the other hand, has increased from 91.37 per cent in 2015-2016 to 96.76 per cent in 2021-2022 (Table 4.7 & figure 4.7). It is however; lower than the promotion rate of 2018-2019 at 97.98 per cent. Female students' promotion rate increased to 97.30 per cent, while male students' promotion rate remained at 94.15 per cent in 2019-2020.

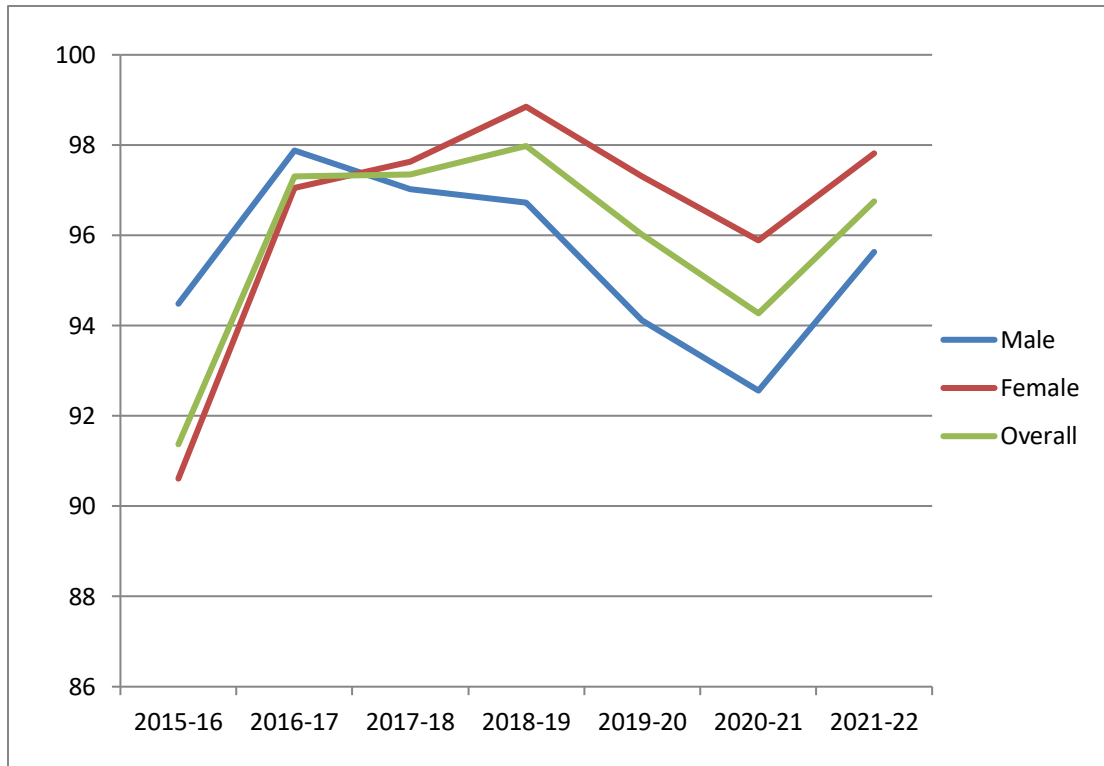
Table 4.7: Promotion Rate in Upper Primary Education in Chirang District

Promotion Rate in Upper Primary (in percentage)			
Year	Male	Female	Overall
2015-16	94.49	90.61	91.37
2016-17	97.88	97.05	97.31
2017-18	97.02	97.63	97.35
2018-19	96.72	98.85	97.98
2019-20	94.15	97.30	96.02
2020-21	92.56	95.89	94.27
2021-22	95.63	97.82	96.76

Source: U-DISE (2023)

- **Graphical Representation of Trend in Promotion Rate in Upper Primary Level:**

Figure 4.7: Promotion Rate in Upper Primary Education in Chirang District



Furthermore, the promotion rates in public schools (Both LP & UP) have been gradually increasing. Hence, this is a good indicator of accessibility in elementary level of education. Parents' earnestness and understanding of education have increase with time, and they have made more efforts to provide better learning facilities for their children. However, the Government of Assam has adopted a detention system in elementary education, in which failing students are sent to a one-month special remedial class and re-examination. This initiative has greatly benefited low-achieving children. As a result, these could be the causes for the increase in elementary school promotion rates in Chirang district of Assam.

4.8. Stagnation Rate

The statistics on stagnation rates is based on the government of India's U-DISE report. In every two years, the Indian government conducts a survey on this issue. The stagnation of a student in the same class or the inability to be graded twice or numerous times is referred to as repetition. The data on stagnation rate in primary and upper primary levels of education in Chirang district, Assam, are shown in the table and figure below.

- **Stagnation Rate in Lower Primary Level**

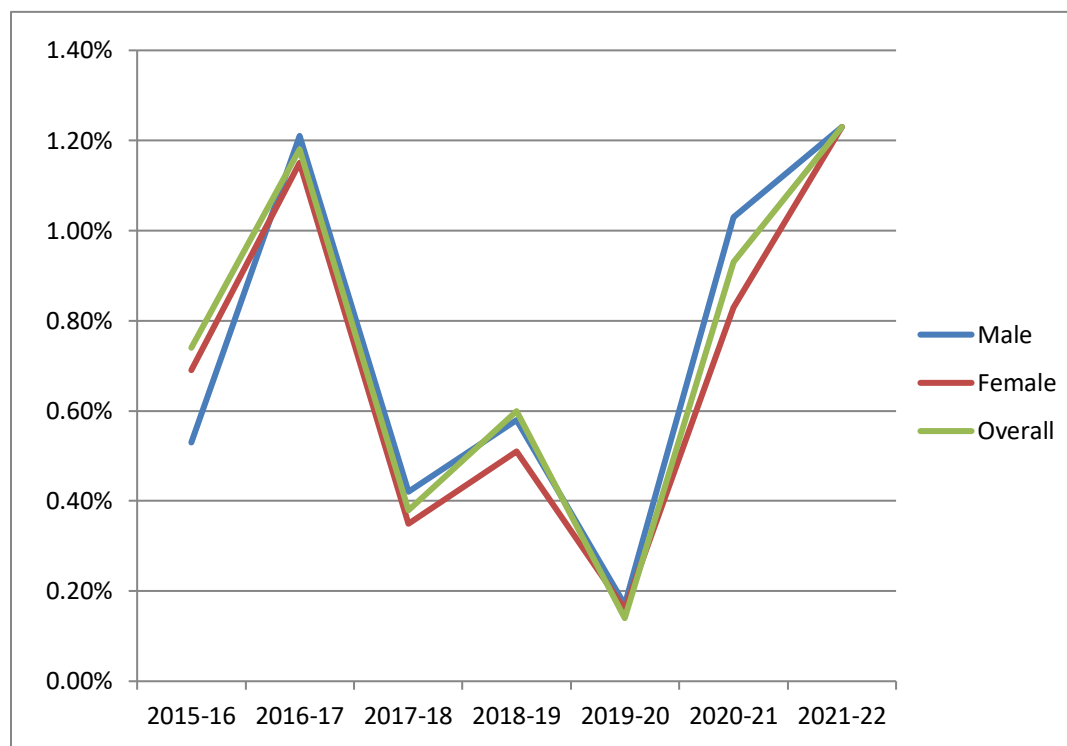
Table 4.8: Stagnation in Elementary Education in Chirang District

Stagnation Rate in Lower Primary (in percentage)			
Year	Male	Female	Overall
2015-16	0.53	0.69	0.74
2016-17	1.21	1.15	1.18
2017-18	0.42	0.35	0.38
2018-19	0.58	0.51	0.60
2019-20	0.17	0.16	0.14
2020-21	1.03	0.83	0.93
2021-22	1.23	1.23	1.23

Source: U-DISE (2023)

- **Graphical Representation of Trend in Stagnation Rate in Lower Primary Level**

Figure 4.8: Trend in Stagnation Rate in Lower Primary Level



The data analysis shows that the stagnation rate in lower primary level is decreasing (Table 4.8 & figure 4.8). It was 0.74 per cent in 2015-2016 school year and decline to 0.41 per cent in the 2019-2020 academic year. The outbreak of COVID-19 and imposition of restriction suppress the education system resulting high stagnation rate in 2020-21 and 2021-22. Throughout the years, the stagnation rate for both male and female students is seemed to be equal.

- **Stagnation Rate in Upper Primary**

The upper primary level's trend in stagnation rate varies (Table 4.9 & figure 4.9). It was 0.19 per cent in 2015-2016 and has fallen to 0.02 per cent in 2017-2018. However, there was a subsequent increase in the year, 2019-2020 to 2021-22 up to 0.37 per cent. The rate of stagnation for male and female student is not consistent. The data also

demonstrate that female stagnation rates are lower than male stagnation rates in each academic session.

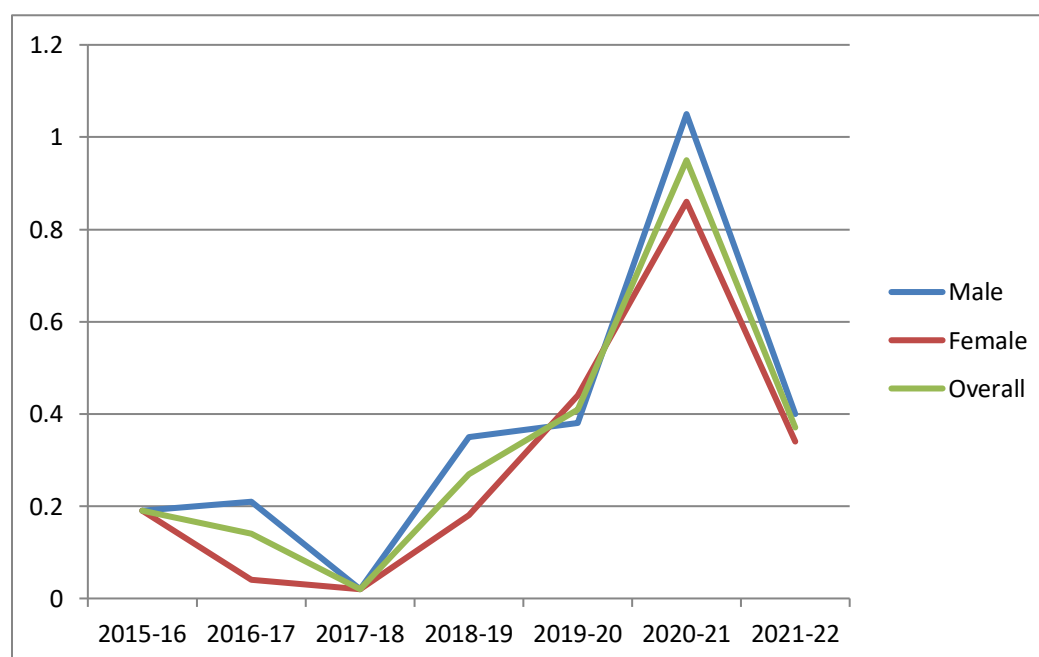
Table 4.9: Stagnation in Upper Primary Education in Chirang District (in percentage)

Stagnation Rate in Upper Primary (in percentage)			
Year	Male	Female	Overall
2015-16	0.19	0.19	0.19
2016-17	0.21	0.04	0.14
2017-18	0.02	0.02	0.02
2018-19	0.35	0.18	0.27
2019-20	0.38	0.44	0.41
2020-21	1.05	0.86	0.95
2021-22	0.40	0.34	0.37

Source: U-DISE (2023)

- **Graphical Representation of Trend in Stagnation Rate in Upper Primary Level**

Figure 4.9: Trend in Stagnation rate in Upper Primary Level in Chirang District



The cause of decreasing trend in stagnation rate could be due to parents' changing attitudes towards female child education and their understanding of the need of education for everybody. Furthermore, with the introduction of a detention and re-examination system in public schools, the stagnation rate is constantly reducing.

As a result, the promotion rate at the elementary level of schooling has improved. It is also apparent that the stagnation rate has been gradually reducing. But there is still a need for development in favour of achieving an equity education in the district.

4.9. Dropout Rate

Dropout means quitting school without completing. One of the primary obstacles impeding educational equity is school dropout. The dropout rate in elementary education in the district is depicted in the table and figure below.

- **Dropout Rate in Lower Primary**

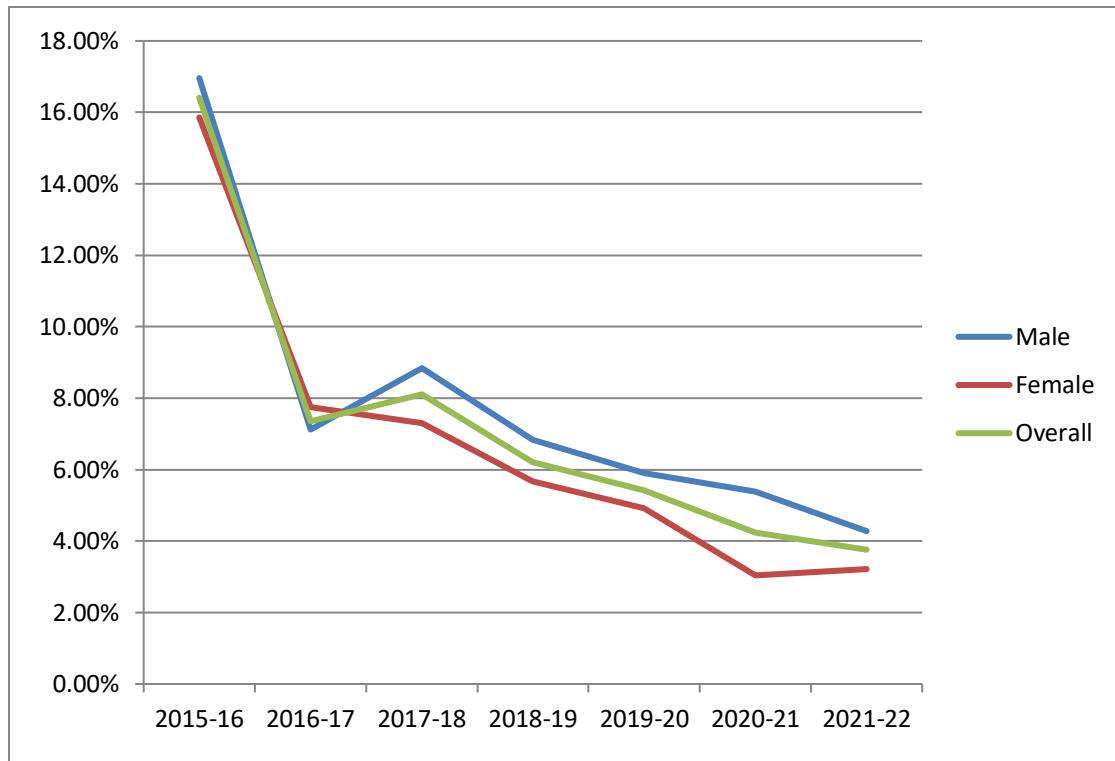
Table 4.10: Dropout Rate in Lower Primary Level

Dropout Rate in Lower Primary (in percentage)			
Year	Male	Female	Overall
2015-16	16.96	15.86	16.41
2016-17	7.13	7.56	7.35
2017-18	8.84	7.31	8.10
2018-19	6.84	5.67	6.20
2019-20	5.91	4.92	5.42
2020-21	5.38	3.04	4.24
2021-22	4.28	3.21	3.76

Source: U-DISE (2023)

- **Graphical Representation of Dropout Rate in Lower Primary Level in Chirang District**

Figure 4.10: Trend in Dropout Rate in Primary Education in Chirang District



The dropout rate in the district is depicted in table 4.10 & figure 4.11. According to the data, the dropout rate in the lower elementary level of education is continually falling (Table & figure 4.10). It was 16.14 per cent in 2015-2016 and is expected to fall to 2.87 per cent in 2021-2022. In every academic session, the female dropout rate is lower than the male dropout rate in lower primary level.

- **Dropout Rate in Upper Primary**

The dropout rate is shown to be more consistent at the upper primary level (Table & figure 4.11). It was 8.40 per cent in 2015-2016 and has gradually declined to 1.63 per cent in 2018-2019. However, the dropout rate is fluctuating from 2019-2020 to 2021-22. Though, the trend has increased up to 4.78 per cent in 2020-21. Moreover, male dropout rates show significantly lower than female dropout rates during 2015-2016 and 2016-

2017, but there was a progressive increase from 2017-2018 to 2018-2019, as compared to 5.33 per cent in 2019-2020.

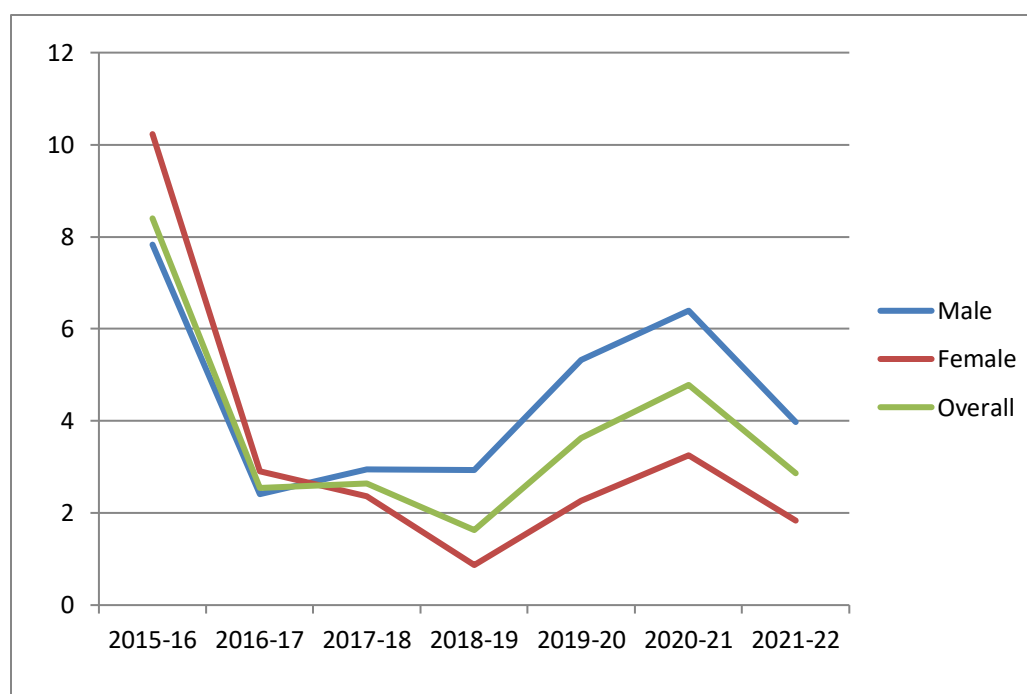
Table 4.11: Dropout Rate in Upper Primary in Chirang District

Dropout Rate in Upper Primary (in percentage)			
Year	Male	Female	Overall
2015-16	7.83	10.23	8.40
2016-17	2.41	2.91	2.55
2017-18	2.95	2.36	2.64
2018-19	2.93	0.87	1.63
2019-20	5.33	2.27	3.63
2020-21	6.39	3.25	4.78
2021-22	3.97	1.84	2.87

Source: U-DISE (2023)

- **Graphical Representation of Trend of Dropout Rate of Upper Primary**

Figure 4.11: Trend in Dropout Rate in Elementary Education in Chirang District



As a result, the dropout rate in both upper and lower primary level is observed to be declining. But unfortunately, the outbreak of COVID-19 has left a serious impact on the whole education system. This has also led to a slight increase in the dropout rate during the session, 2020-2021. Further, on considering the present enrolment of children to schooling is quite satisfactory. Now, parents are more aware of the importance of educating their children. They show keen interest and willingness of sending their children to school. On the contrary, the provision of a free support system towards the children is also observed at the elementary level. Services like Mid-day meal programme, scholarship/initiatives, and other interventions have aided in lowering the dropout rates and increasing enrolment in schools. This is a positive indication of heading towards progress and improvement in education system.

4.10. Choice of the Parents

The choice here represents parental decisions, which play a significant influence in educational equity. Every parent wishes for their children to attain education of their choice, but many do not have that option owing to a variety of underlying causes. The table and figure below show the opinions of parents in selecting a school for their child.

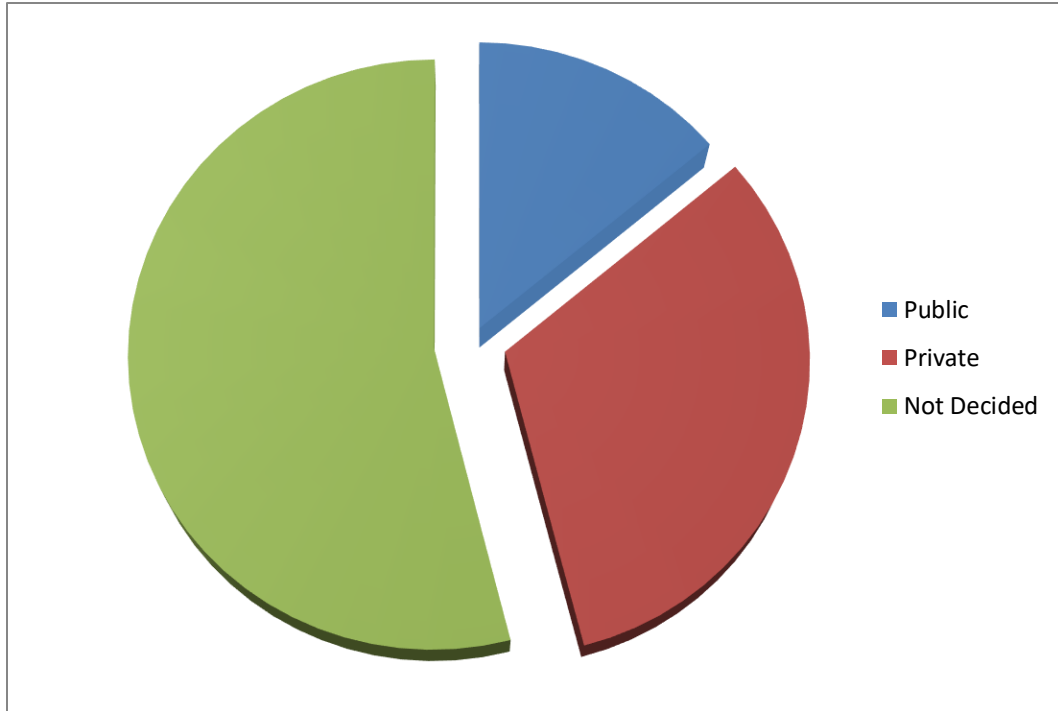
Table 4.12: Responses of Parents on Choice of School

Responses of Parents on Choice of School			
Number of Samples	Choices		
	Public	Private	Not Decided
100	14	32	54

(Source: Field investigation)

- **Graphical Representation of Sample Parent’s Responses of Choice of School**

Figure 4.12: Responses of Sample Parents on Choice of School



According to the findings, majority of the parents are unable to choose the best school for their child’s education. In contrast, 54 per cent of parents stated they were indecisive between public and private schools. Only 32 per cent of parents could choose private school because it is affordable for them, while 14 per cent choose public school merely for, they have no other options. However, majority of the sample could not determine whether to send their children to public or private school. These parents may be unable to decide what is best for their children due to a lack of adequate knowledge or understanding. Only a small percentage of the sample preferred public schools because they are reluctant to send their children to private schools owing to budgetary constraints. As a result, these parents have no choice except to send their children to public sector schools. In general, a substantial percentage of samples of well-to-do families have opted for private schools. Furthermore, the study observed that in contemporary society, many parents have lost faith in public schools due to substandard facilities and infrastructure. Also, parents prefer to send their children to private schools

because they believe these (schools) are more effective and efficient. Only those who could not afford the costs of private schools chose public schools, willingly or unwillingly. Besides, private schools are not available in rural or forest dweller areas in the district. Thus, the parents are forced to enroll their children in public schools against their preferences.

4.11. Conclusion

Conferring to the findings of the preceding analysis, both public and private schools in the district have failed to provide a comprehensive and equitable elementary education. Public schools are struggling to maintain a structured, systematic management style, but private schools are not accessible to everyone due to the high expense of education. A contradictory situation arises here that neither the students of public schools are receiving education similar to private schooling. Whereas, students of private education didn't receive any free support services. Insufficient supply of resources, lack of adequate facilities, and improper distribution of resources to the deserving needy students are the main reason behind the inequitable education in Chirang district. This failure of education can be observed from the promotion rate, stagnation rate and dropout rate in the last 5 years. Similarly, **Akoojee and Nkomo, 2011** have clearly mentioned in their study that a deliberately articulated policy framework characterized by greater inclusion of those previously excluded is necessary for each of the countries if significant and sustainable development is to be achieved in IBSA countries. Adequate capacity of learning of the students corresponding to their mental development and chronological age is important for an equitable education system. However, in the last two years' education is suppressed by the COVID-19 pandemic. Hence, necessary initiatives should be taken by the concerned authorities to tackle the situation and gain the expected stage. The sole public primary schools' students are deprived from various opportunities for personality development. On the other hand students of primary schools which are merged with secondary or higher secondary schools have a little advantage of being familiar with various programmes for all-round development. Performance in public schools is extremely low in the district. This is even relevant to

the public education of all over the country (**ASER Report 2019, NGO Pratham & SEQI Report, 2019**). Thus, it is the responsibility of the government and concerned authorities to take necessary initiatives to eradicate the mentioned problems. Choice of education might create a line of stratified class of society that hold up the progress of an equitable education. Thus, the facilities and opportunities of education should be equally accessible to all.