

CHAPTER 7

ASSESSMENT OF GOVERNMENT POLICIES, DIVERSE PROBLEMS AND PROSPECTS OF THE STUDY

7.1: Assessment of government policies

The Government of India (GOI) has been actively involved in facilitating the expansion of education for its citizens. In 1976, education was transferred from the State List to the Concurrent List through a Constitutional amendment. This has made the responsibility of education to share between the central and the state government. Over the years, various schemes and programmes have been initiated by the union and the state governments with the objective of universalisation of elementary education. These efforts have culminated the GOI to enact the right to free and compulsory education up the age of 14 years and making it a Constitutional right in 2009 by inserting Article 21A.

In the Post Independence, the Union government was shaping the country's national policy towards education, while the states individually, took steps to ensure better literacy rates, enrolment level, and hence, affecting educational standards. In the absence any formal policy in education between 1947- 65, India came up with a National Policy of Education (NPE) in 1968. This policy has guided the approach towards public provisioning of education between 1965- 66.

The Education Commission (1964-66) recommended that universal primary education in the age-group of 6-11years should be introduced by 1980-81 and universal middle school education in the age-group 11-14 years by 1985-86.

The Commission had also recommended three categories of educational reforms: (a) transformation of the educational system to suit the life, needs and aspirations of the people, (b) improvement of quality, and (c) expansion of facility.

7.1.1: National Policy on Education (NPE, 1968): Based on the recommendations of the Kothari Commission (1964-66) the NPE on education was first adopted in 1968. The adoption of the NPE, 1968 has led to considerable expansion of the

educational facilities all over the country at all levels. More than 90 percent of the country's rural habitations developed schooling facilities within the radius of one kilometre. However, though this achievement was impressive, there were problems of access, quality, quantity, relevance and financial outlay. There was no plan of action for the effective implementation of the policy.

7.1.2: National Policy on Education (NPE, 1986): As a consequence of the ineffective implementation of the NPE of 1968, the Government of India had to adopt new NPE in May 1986. The policy laid great emphasis on the elimination of regional disparities in the educational system. The policy further focused on the research in the universities for ensuring high quality. To secure the synthesis of knowledge, inter-disciplinary research was encouraged.

7.1.3: Ramamurti Committee Report (1990): To review the NPE of 1986, the Government of India appointed a Committee on 7th May, 1990 which is popularly known as Ramamurti Committee. The Committee has emphasised the need for improvement in the quality of higher and technical education to make it relevant to the society and to cater the needs of competitive industry.

7.1.4: Sarva Shiksha Abhiyan (SSA): The Government of India launched SSA in 2001, in the tenth five year plan (2002-07). It was launched with the emphasis on Universal Elementary Education (UEE) to be achieved by 2010 which is guided by five parameters: universal access, universal enrolment, universal retention, universal achievement and equity. It was the single largest holistic programme which has addressed all the aspects of elementary education. The basic objectives of SSA are:

- (i) All children to be in schools, EGS Centres, AIECs and back-to-school camps by 2005.
- (ii) All children to complete five years of primary schooling by 2007.
- (iii) All children to complete eight years of schooling by 2010.
- (iv) Focus on elementary education of satisfactory quality with emphasis on education for life.

(v) Bridge all gender and social disparities at the primary stage by 2007 and at the upper primary level by 2010; and

(vi) Universal retention by 2010.

SSA in Assam has started its operation since its inception at the all India level. Keeping in view its basic goals, it has launched series of programmes which are enshrined below:

7.1.4.1: Education Guarantee Scheme (EGS): EGS was opened up in un-served habitations where there is no schooling facility. Axom Sarba Siksha Abhijan Mission (ASSAM) has come forward in cooperation with the local community to provide education to the children of such habitations, under the Education Guarantee Scheme (EGS). The Mission has identified those habitations which have no schooling facility of any kind within a radius of 1.5 K.M. The targets and achievements of EGS from 2003-04 to 2008-09 is shown in table-7.1.

Table.7.1: Target and Achievement of EGS from 2003-04 to 2008-09

| Year | Target | Achievement |
|---------|--------|-------------|
| 2003-04 | 349299 | 121831 |
| 2004-05 | 161616 | 178037 |
| 2005-06 | 338490 | 311888 |
| 2006-07 | 359434 | 396177 |
| 2007-08 | 396177 | 413861 |
| 2008-09 | 413861 | 364642 |

Source: SSA, Assam, 2009-10.

The district wise status of EGS Centres in Assam is shown in table-6.2.

Table.7.2: District Wise Status of EGS Centres in Assam

| Sl No | District | Present status as on 31st January, 2008-09 | | Learners Mainstreamed in 2008-09 |
|-------|------------|--|-----------------|----------------------------------|
| | | No. of Centres | No. of Learners | |
| 1 | Barpeta | 157 | 12361 | 1734 |
| 2 | Bongaigaon | 197 | 12539 | 1615 |
| 3 | Cachar | 247 | 16483 | 2298 |
| 4 | Darrang | 484 | 42607 | 5437 |
| 5 | Dhemaji | 293 | 18081 | 2406 |
| 6 | Dhubri | 319 | 28102 | 1871 |

| | | | | |
|-------|---------------|------|--------|-------|
| 7 | Dibrugarh | 118 | 6519 | 906 |
| 8 | Goalpara | 439 | 28509 | 3861 |
| 9 | Golaghat | 91 | 7156 | 961 |
| 10 | Hailakandi | 96 | 6709 | 937 |
| 11 | Jorhat | 65 | 4365 | 319 |
| 12 | Kamrup | 150 | 11766 | 1468 |
| 13 | Karbi Anglong | 367 | 15901 | 1690 |
| 14 | Karimganj | 185 | 14809 | 1852 |
| 15 | Kokrajhar | 362 | 20424 | 2648 |
| 16 | Lakhimpur | 139 | 10966 | 1634 |
| 17 | Morigaon | 242 | 21634 | 2425 |
| 18 | Nagaon | 340 | 30576 | 3497 |
| 19 | Nalbari | 116 | 6806 | 910 |
| 20 | N.C. Hills | 64 | 2939 | 470 |
| 21 | Sivsagar | 50 | 2810 | 332 |
| 22 | Sonitpur | 466 | 32359 | 4487 |
| 23 | Tinsukia | 154 | 10221 | 1114 |
| Total | | 5141 | 364642 | 44872 |

Source: SSA, Assam, 2009-10.

7.1.4.2: National Programme for Education of Girls at Elementary Level

(NPEGEL): The NPEGEL was launched by the Government of India in July 2003 with a special focus intervention aimed at enhancing the girls' education at the elementary level. The scheme was made integral to SSA. In Assam the NPEGEL scheme has been implemented in the 15 Educationally Backward Blocks of 8 districts of the state. Out of which, Assam Mahila Samata Society (AMSS) has been implementing NPEGEL scheme in 6 education blocks of 3 districts i.e. Tinsukia, Darrang and Dhemaji. In other 5 districts, the scheme has been implementing by SSA, Assam. Preparatory exercise like categorization of the out of school girl children has been conducted by collecting information on girl child as per the following categories:

- A. Category-I: All out of school girl children in age group of 4-14 years.
- B. Category-II: All out of school girl children in age group of 14-16 years.
- C. Category-III: All school going (irregular) girl children in age group of 4-14 years.

The status of illiterate girl children, working girl children, girl child who

have not completed class-IV and VII were also collected covering ST, SC, OBC and minority community of each village under these blocks.

7.1.4.3: Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS): Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme made to provide quality, life skill and educational facility at elementary level to girl children of the age group of 10 to 14 years belonging to SC, ST, OBC and Minority communities. In Assam KGBV scheme was launched in the year 2007-08. Under this scheme, residential school and hostel facilities for girls is established in the Educationally Backward Blocks (EBBs), towns and minority concentrated areas, all over the country. The criteria followed for setting up the schools are - blocks with rural female literacy below the national average and gender gap in literacy more than the national average and minority population above 20% (as per Census 2001)¹. Since its inception till the year 2017-18, 67 numbers of KGBVS have operationalised in 28 districts of Assam covering 4297 numbers of children (ssa.assam.gov.in, 2019)².

The district wise number of KGBVs and the number of children enrolled in the vidyalaya are highlighted in the table-7.3.

Table-7.3: District wise number of KGBVs and Enrollment

| Sl. No. | Districts | No. of KGBVS operationalised | No. of children covered |
|---------|------------|------------------------------|-------------------------|
| 1 | Barpeta | 5 | 374 |
| 2 | Biswanath | 1 | 76 |
| 3 | Baksa | 2 | 100 |
| 4 | Bongaigaon | 1 | 68 |
| 5 | Cachar | 1 | 84 |
| 6 | Chirang | 1 | 56 |
| 7 | Charaideo | 1 | 62 |
| 8 | Darrang | 3 | 186 |
| 9 | Dhemaji | 2 | 147 |
| 10 | Dhubri | 8 | 508 |
| 11 | Dima Hasao | 2 | 113 |
| 12 | Dibrugarh | 2 | 143 |
| 13 | Goalpara | 3 | 187 |
| 14 | Hailakandi | 1 | 69 |
| 15 | Hojai | 1 | 50 |
| 16 | Kamrup | 2 | 253 |

| | | | |
|-------|--------------------|----|------|
| 17 | Karimganj | 1 | 65 |
| 18 | Kokrajhar | 3 | 191 |
| 19 | Karbi Anglong | 3 | 123 |
| 20 | Lakhimpur | 1 | 61 |
| 21 | Morigaon | 2 | 107 |
| 22 | Nalbari | 1 | 68 |
| 23 | Nagaon | 5 | 286 |
| 24 | Sonitpur | 3 | 187 |
| 25 | South Salmara | 3 | 150 |
| 26 | Tinsukia | 4 | 237 |
| 27 | Udalguri | 3 | 167 |
| 28 | West Karbi Anglong | 2 | 118 |
| Total | | 67 | 4297 |

Source: SSA, Assam, 2018.

7.1.4.4: Smart School (Computer Aided Learning): Computer Aided Learning in Elementary Education (CALIEE) is the concrete expression of the Government of Assam to bridge the digital divide by harnessing the potential of Information Technology to aid educational transaction to improve its quality education. Axom Sarba Siksha Abhijan Mission has moved ahead to tap these new opportunities for 500 Upper Primary Schools across the state by harnessing the potential of Information Communication Technology to aid educational transaction to improve its quality education. SSA, Assam is the pioneer of Computer Aided Learning in the country in 2003-04. Now, in Assam about 16% Middle schools are covered under CAL. The CAL programmes have been successfully running through Public-Private Partnership (PPP). The Milestones achieved in this area are:

- (i) A total of 1075 schools are covered in two phases till 2008-09.
- (ii) Schools are distributed across the districts irrespective of being located in Special Focus Areas.
- (iii) Each school is provided with adequate infrastructure with 4 Computers, 1 Printer and two UPS Systems.
- (iv) Each school is provided with Multimedia Based Teaching Learning aids on CD for selected 31 hard spots (topics) in Science, Maths and English subjects in

three languages - Assamese, Bodo and Bengali.

(v) Initially these contents are developed for Class V & VI and in due course the coverage has been extended to Class VII.

(vi) A 10-day teacher training conducted for 2 teachers from each of the school every year.

(vii) Regular Technical Support by Technical Para Teacher to all the CAL schools.

(viii) Already generator sets have been provided to 341 selected schools during 2008-09 to cop-up the electricity problem.

Table.7.4: District wise Coverage of CAL Schools

| Sl. No. | Name of Districts | Total number of schools | |
|---------|-------------------|-------------------------|----------|
| | | Phase-I | Phase-II |
| 1 | Barpeta | 25 | 25 |
| 2 | Bongaigaon | 20 | 25 |
| 3 | Cachar | 25 | 25 |
| 4 | Darrang | 20 | 25 |
| 5 | Dhemaji | 20 | 25 |
| 6 | Dhubri | 25 | 25 |
| 7 | Dibrugarh | 20 | 25 |
| 8 | Goalpara | 25 | 25 |
| 9 | Golaghat | 20 | 26 |
| 10 | Hailakandi | 20 | 25 |
| 11 | Jorhat | 20 | 26 |
| 12 | Kamrup | 25 | 29 |
| 13 | Karbi Anglong | 20 | 25 |
| 14 | Karimganj | 25 | 25 |
| 15 | Kokrajhar | 20 | 25 |
| 16 | Lakhimpur | 20 | 25 |
| 17 | Morigaon | 20 | 25 |
| 18 | Nagaon | 25 | 28 |
| 19 | Nalbari | 20 | 25 |
| 20 | NC Hills | 20 | 15 |
| 21 | Sivasagar | 20 | 26 |
| 22 | Sonitpur | 20 | 25 |
| 23 | Tinsukia | 20 | 25 |
| Total | | 500 | 575 |

Source: SSA, Assam, 2009-10.

In addition to these CAL schools, some new initiatives have been done by SSA, Assam under Computer Aided Learning:

- (i) Coverage of 26 numbers of Kasturba Gandhi Balika Bidyalaya under CAL
- (ii) Coverage of 43 numbers of Residential Bridge Course Centre under CAL
- (iii) Set-up of Computer Learning Centre in each of the 145 BRCs
- (iv) Learning contents have been supplied to these KGBVs and RBCCs.
- (v) Training has been given to 2 numbers of Teachers of each of the KGBVs and RBCCs.

Another major achievement is that Department of Information Technology under Ministry of Communication and Information Technology has sanctioned a project 'Creation of Educational Technology Infrastructure' in 100 Girls Middle school of Assam during 2008-09. Under the project 85 Girls Middle schools and 15 Kasturba Gandhi Balika Vidyalaya has been covered. Each of these schools is provided with a K-Yan machine which is consist of CPU, Projector with Screen and Accessories. The learning content based on NCERT syllabus is also loaded in the machine so that teacher can use those materials in class room transaction. A 1-day Head Master Training and 2-day training for 2 teachers from each of the 85 schools and 15 KGBVs has been conducted and setting up of generator sets to cope up the electricity problem.

However, from the study of sample school except in the district of Kokrajhar, it is found that not a single school in the other districts of BTAD has been covered under the scheme. Even, the schools which are covered from the district of Kokrajhar are lacking from the provisions like adequate infrastructure with 4 Computers, 1 Printer and two UPS Systems, Multimedia Based Teaching Learning aids on CD for selected 31 hard spots (topics) in Science, Mathematics and English subjects in three languages - Assamese, Bodo and Bengali.

7.1.4.5: Sanjyogi Siksha Kendra (SSK): Sanjyogi Siksha Kendra is an innovative effort of SSA, Assam to bring in the OSC of 7- 14 years age to the centre and bridge their learning needs in limited time frame. The programme was first implemented in Assam in December, 2005.

The basic objectives of opening Sanjyogi Siksha Kendra (SSK) are to initially enrol the out of school children in the centre and after completing the bridge course mainstreaming of the children into formal school. The SSKs centres started mainstreaming children in formal school since November, 2006.

Through Sanjyogi Siksha Kendra, SSA Assam has been covering 2,66,722 children continuing from April, 2008 in 10,975 SSKs & WSSKs. Budget has been provided for 116700 children for continuance and 205705 children for covering afresh through SSK & CCP. 3,12,413 children have been covered through SSKs among them 1,77,236 have been mainstreamed into formal school.

7.1.4.6: Inclusive Education: The inclusive education launched by the SSA plans to ensure that every child in the age group of 6-14 years with special needs, irrespective of kind, category and degree of disability, is provided education in an appropriate environment.

Table-7.5: Year Wise Coverage of Children with Special Needs (CWSN)

| Year | CWSN | Enrolled | HBE | OSC |
|---------|--------|----------|-------|------|
| 2001-02 | 9184 | 8261 | 0 | 923 |
| 2002-03 | 20000 | 12000 | 0 | 8000 |
| 2003-04 | 73000 | 47325 | 22464 | 3211 |
| 2004-05 | 67385 | 47479 | 16894 | 3012 |
| 2005-06 | 75001 | 42006 | 29780 | 3215 |
| 2006-07 | 106209 | 81734 | 20623 | 3852 |
| 2007-08 | 94560 | 64460 | 26979 | 3121 |
| 2008-09 | 96929 | 68009 | 24349 | 4571 |
| 2009-10 | 97801 | 74944 | 22004 | 853 |
| 2010-11 | 99003 | 78420 | 19597 | 986 |
| 2011-12 | 99476 | 73220 | 26256 | 0 |
| 2012-13 | 99061 | 97085 | 1976 | 0 |
| 2013-14 | 103590 | 83348 | 20242 | 0 |
| 2014-15 | 107168 | 94737 | 12431 | 0 |
| 2015-16 | 98884 | 88316 | 10568 | 0 |

| | | | | |
|---------|-------|-------|------|---|
| 2016-17 | 84521 | 75060 | 9461 | 0 |
| 2017-18 | 81782 | 74100 | 7682 | 0 |

Source: SSA, Assam, 2018.

Note: HBE= Home based education, OSC= Out of School Children

7.1.4.7: Residential Bridge Course Centre (RBCC): RBC in Assam have been covering the child labour and other OSC of 10-14 years age group. 10 RBC Centres were started in 2003-04 in 9 districts of Assam with capacity of enrolling 970 children. The intake capacity of RBC centres has been enhanced from 970 to 1200 children in 2007-08. The district wise coverage of RBC centres is highlighted in table-7.6.

Table-7.6: District wise Coverage of RBC centres and children

| Sl. No. | District | Target Children | Centre | Boys | Girls | Total |
|---------|---------------|-----------------|--------|------|-------|-------|
| 1 | Barpeta | 430 | 4 | 430 | 0 | 430 |
| 2 | Bongaigaon | 200 | 2 | 200 | 0 | 200 |
| 3 | Cachar | 100 | 1 | 100 | 0 | 100 |
| 4 | Darrang | 240 | 3 | 120 | 120 | 240 |
| 5 | Dhubri | 250 | 2 | 250 | 0 | 250 |
| 6 | Dibrugarh | 200 | 2 | 100 | 100 | 200 |
| 7 | Goalpara | 200 | 2 | 100 | 100 | 200 |
| 8 | Golaghat | 100 | 1 | 100 | 0 | 100 |
| 9 | Hailakandi | 100 | 1 | 0 | 100 | 100 |
| 10 | Jorhat | 150 | 2 | 50 | 100 | 150 |
| 11 | Kamrup | 200 | 2 | 100 | 100 | 200 |
| 12 | Karbi Anglong | 600 | 4 | 400 | 200 | 600 |
| 13 | Karimganj | 200 | 2 | 100 | 100 | 200 |
| 14 | Kokrajhar | 210 | 2 | 110 | 100 | 210 |
| 15 | Lakhimpur | 250 | 2 | 250 | 0 | 250 |
| 16 | Morigaon | 100 | 1 | 100 | 0 | 100 |
| 17 | N C Hills | 200 | 2 | 200 | 0 | 200 |
| 18 | Nagaon | 200 | 2 | 100 | 100 | 200 |
| 19 | Nalbari | 200 | 2 | 100 | 100 | 200 |
| 20 | Sivsagar | 100 | 1 | 100 | 0 | 100 |
| 21 | Sonitpur | 250 | 2 | 150 | 100 | 250 |
| 22 | Tinsukia | 100 | 1 | 100 | 0 | 100 |
| Total | | 4580 | 43 | 3260 | 1320 | 4580 |

Source: SSA, Assam, 2009-10.

However, despite the strong and appreciating steps initiated and undertaken by the SSA, Assam, a sizeable number of children has been brought under the RBC centres from the twenty two numbers of districts. But, the disappointing fact is that, except in the district of Kokrajhar, the other three districts of BTAD is not sanctioned with the RBC Centres where there is a much need to have the centre.

7.1.4.8: Quality through teacher training: SSA, Assam in its stride towards twisting the classroom environment in desired direction had adopted a comprehensive work plan for quality education and for facilitating a holistic intervention in the schools. The elements of Classroom change, for that matter learning enhancement were taken well care of. The three pronged strategy basically comprised of provision of children learning materials, capacity building of teachers - school category-wise for quality teaching-learning process in schools and on job school support by the State, District and Block academic Core groups. The total number of teachers in the LPS and UPS with untrained is highlighted below:

Table-7.7: Status of untrained teachers in LPS and UPS

| No. of LPS Teachers | No. of LPS untrained teachers | No. of UPS teachers | No. of UPS untrained teachers |
|---------------------|-------------------------------|---------------------|-------------------------------|
| 88486 | 17419 (19.7%) | 42293 | 23245 (55%) |

Source: SSA, Assam, 2009-10.

However, in view of the huge number of untrained teachers in the LPS and UPS, the SSA, Assam has initiated series of teachers training. This is shown below:

Table-7.8: Teachers' training by SSA

| Year | No. of Teachers | No. of man days |
|---------|-----------------|-----------------|
| 2001-02 | 19480 | 2 |
| 2002-03 | 75064 | 7 |
| 2003-04 | 11026 | 9 |
| 2004-05 | 129602 | 15 |
| 2005-06 | 205032 | 16 |
| 2006-07 | 1587375 | 12 |

| | | |
|---------|--------|----|
| 2007-08 | 593059 | 17 |
|---------|--------|----|

Source: SSA, Assam, 2009-10.

Table-7.9: Teachers training through distance mode (IGNOU) under SSA

| | | | |
|---------------------|---------------------|----------------------|---------------------|
| 2003-04 | 2006-07 | 2007-08 | 2008-09 |
| 1000 (LPS teachers) | 4000 (UPS teachers) | 8,700 (UPS teachers) | 4350 (UPS teachers) |

Source: SSA, Assam, 2009-10.

7.1.4.9: Community Mobilization: Community mobilization as one of the integral to SSA has made it's strive to involve the community in imparting quality education. The status of peoples committees in 2008-09 is highlighted in the table-7.10.

Table-7.10: Status of Peoples Committees

| | |
|------------------------------------|-------|
| Village Education Committee | 19017 |
| Tea Garden Education Committee | 950 |
| Ward Education Committee | 707 |
| Gaon Panchayat Education Committee | 2304 |
| Core Education Committee | 212 |
| School Managing Committee | 40994 |
| Mothers Group | 38250 |

Source: SSA, Assam, 2009-10.

7.1.5: Introduction of Teacher Eligibility Test (TET): To enhance the standard of teaching and quality of education, the then Congress led Government had introduced the TET in the year of 2010 under the Education Ministership of Dr. Hemanta Biswas Sarma. The TET is mandated as an essential qualification for a person to be eligible for teacher in the primary and upper primary level. It is necessitated to ensure that a person who is recruited as teachers possess the essential aptitude and ability to meet the challenges of teaching at the primary and upper primary level. The rationale for imposing the TET as a minimum qualification for appointment as a teacher is as follows:

- (i) It would bring national standards and benchmark of teacher quality in the recruitment process;
- (ii) It would induce teacher education institutions and students from these institutions to further improve their performance;
- (iii) It

would send a positive signal to all stake holders that the government lays special emphasis on teacher education (www.ncte-india.org)³.

As per the frequency of conduct of TET in the state, the appropriate government should have conducted at least once in a year. However, despite its bold step, the government has become handicap in the implementation of its policies.

7.1.6: Gunotsav: The initiative ‘Gunotsav’ was introduced in April 2017 by the BJP led state Government, the then education Minister Dr. Himanta Biswa Sarma for bringing about improvement in learning levels of students at elementary level. The programme evaluated students and the schools for assessing the performance of the school, to design the strategies that would bring about quality improvement in levels of learning and school environment. Assessment was done on four core areas viz., (a) Academic achievement of children of class 2-8, (b) Co-scholastic activities, (c) Availability and utilization of school infrastructure and other facilities and (e) Community participation. The distribution of score for these areas was: 60 percent for scholastic (reading, writing and numeracy), 20 percent for co-scholastic areas, 10 percent for availability and utilization of infrastructure and other facilities and 10 percent for community participation with total of 100 points.

The programme was implemented in three phases. The first phase was conducted from 4th to 7th April 2017 in the eight districts of state viz., Barpeta, Chirang, Dibrugarh, Hailakandi, Kamrup-Metro, Lakhimpur, Morigaon and Karbi-Anglong(west). The second phase was conducted from 10th to 13th October 2017 in twelve districts of Assam viz., Sivasagar, Tinsukia, Kamrup (rural), Cachar, Nagaon, Jorhat, Kokrajhar, Bongaigaon, Udalguri, Charaideo, Karbi Anglong and Dima Hasao. The third phase was conducted from 3rd to 6th January 2018 in the thirteen districts of Assam viz., Majuli, Baksa, Darang, Dhemaji, Biswanath Chariali, Goalpara, Golaghat, Hojai, Nalbari, Sonitpur, Dhubri, Karimganj and South Salmara manchar from 3rd to 6th January 2018.

Following the assessment results of the first phase, it is reported that, out of 12286 schools in 8 districts, 777 (6 %) schools have secured grade A+, 2323 (19 %) schools have secured grade A, 3106 (25 %) schools secured grade B and 3302 (27 %) schools have secured grade C and 2778 (23 %) schools have secured grade D; second phase evaluation revealed that out of 18,811 schools in twelve districts 1672 (9 percent) schools got A+ grade, 5480 (29 percent) schools got A grade, 6047 (32 percent) schools got grade B, 3638 (19 percent) schools got C grade and 1974 (10 percent) got D grade. Third phase of evaluation highlighted that, out of 17,869 schools in 13 districts, 3575 (20 percent) schools scored grade A+, 7063 (40 percent) schools scored A grade, 4903 (27 percent) schools scored grade B, 1808 (10.11 percent) schools scored grade C and 520 (3 percent) schools scored grade D.

The observations and recommendations made by the evaluator would be considered for designing effective strategy and policy formulation that would bring improvement in learning levels of children and school environment.

7. 2: Assessment of diverse problems of the study

Private and public schools both have their own problems. Some of the problems confronted by the private and public schools which are observed while interviewing with the head of the institutions are illustrated as under the following heads.

7.2.1: Finance Related Problems

Finance is the most vital element for undertaking any business activity or welfare provisioning activity, be it in the private sector or the public sector. Most of the private schools are confronted with the problem of deficiency in finance to which the public schools are not. This inadequacy of finance on the part of the private schools acts as a stumbling block for the smooth functioning of the administration and progress of the school. This also hampers the development of the schools. Lack of adequate fund on the part of the administrators of the school leads concentration on day-to-day difficulties leaving too little time and energy for the large scale and efficient planning that is required. Some of the conspicuous

problems that are confronted by the private schools in relation to finance are highlighted below-

(a) Low salaries of teachers: The teachers of private schools are paid a very meagre amount of salary which is less than half of the salaries of public schools. The average monthly salary of private school teacher range from Rs. 6000.00 in the LPS to Rs. 12000.00 in the HSS where as its counterpart monthly salary range from Rs. 18000.00 in the LPS to 25000.00 in the HSS. The average monthly salary of non-teaching staff in the private schools range from Rs. 3000.00 in the LPS to Rs. 7000.00 in the HSS but its counterpart average monthly salary range from Rs. 15000.00 in the UPS to Rs. 20000.00 in the HSS. Muralidharan, K. et al. (2006)⁴ in their study on Public and Private Schools in Rural India found out that private school teacher salaries are one-fifth of the salary of regular public school teachers and often as low as one-tenth. The low salary of teacher is one of the most important reasons why the teachers working in the private schools always search for better jobs. This is also one of the most important factors that discourage the working spirite of the private school teacher hampering the performance of the private schools. The reason for the low salary of private school teacher is that they (private school) hardly follow the government pay rule and also violates the government minimum wage rule (Vide Govt. Notification No. ACL.43/2004/56, dated, 4th January 2016) However, this problem is not confronted by the public schools.

(b) Irregular payment of students' dues: Private schools face acute financial problem when there is irregular and delay of student's fees payment. Teachers too, have to suffer the same problem because private schools rely on student's dues for the payment of teachers' salary. On the contrary, public schools do not face this problem.

(c) Non-availing of government grants-in-aids: Most of the private schools do not receive any government grants and aids for the administration of the school nor for the payment of the teachers' salary. This is due to the policy of the state government which makes no any provision for availing funds from the government. Whereas the public schools receive teachers' salary from the state

government, besides they also receive government grants and aids for the construction of buildings and administration of the schools.

7.2.2: Teacher Related Problems

Teachers are the real dynamic force of the school and play a vital role in the destiny of mankind. There is a greater need for the strong, determined and qualified teachers for the younger generation than the cause of education today. Though much quality is expected from the teachers, some of the major problems are cited below-

(a) Shortage of teachers with professional qualification: Most of the private and public schools suffer from the problem of acute shortage of trained teachers or teachers with professional qualification. The average number of teachers per school with professional qualification in the private school is only 1 and in the public school it is 2. The reason for the shortage of teachers with professional qualification in the private school is that, they (private school) do not have the uniform regulation prescribing the requisite professional qualification for recruitment in different categories of schools. While in the public schools, the state government had considered the recruitment of teachers without professional qualification before the year 2010. The result of Gunotsav (first phase), 2017 reported that 1085 schools in the eight districts of Assam viz., Barpeta, Chirang, Dibrugarh, Hailakandi, Kamrup-Metro, Lakhimpur, Morigaon and Karbi-Anglong(west) has been running with single teacher. According to the report, 127 schools in Barpeta, 187 schools in Dibrugarh, 67 schools in Chirang, 241 schools in Hailakandi, 267 schools in Karbi Anglong, 59 schools in Morigaon, and 39 schools in Kamrup(M) have only single teacher SSA (2017)⁵. The reason behind this fact is the obvious low salaries of teachers in the private schools and lack of recruitment policy in the public schools.

(b) No Definite Rules for the Appointment of Teachers: It is found that, there is no definite rule for the appointment of teachers in the private schools. Teachers in the private schools are appointed randomly without any bond or commitment during their appointment. There is no any uniformity of rules for the appointment of teachers among different private schools. This paves the way for easy exit from

the service. Therefore, in the middle of the year; teachers in the private schools can leave the schools even without reason or when they feel like to be out of the teaching profession. But, teachers in the public schools are appointed with certain rules and regulations. There is uniformity in the rules for the appointment of teachers in the public schools.

(c) Irregularities/absenteeism of Teachers: Irregularities of teachers is one of the common problems of both private and public schools. In the absence of any teacher in both the schools, class adjustment becomes very difficult as there is only limited number of teachers with respect to the subject. Absence of teachers in the class badly affected smooth functioning of academic atmosphere. The reason for the irregularities or absence of teachers in the class on the part of the private school is the gap between the left out and the new recruitment while in the public schools, in many cases, teachers are engaged on deputation in academic and non-academic duties. Kremer, et al. (2005)⁶ in their studies illustrates that teachers in government schools are absent, on average, 25 percent of the time which is significantly greater than their private school counterparts. One study of Kremer (2005)⁷ on announced visits to 3700 schools found that, on an average, 25 percent government-school teachers were absent in which the states ranged from 15 percent absences in Maharashtra to 42 percent absences in Jharkhand. The reasons for being absence, pointed out are carrying out administrative, political, or election-related work.

(d) Overload of Works on the Teachers: Teachers in the private schools are over loaded with the excess number of periods as it is told by the teachers working in the private schools. This makes exploitation of the teachers. But teachers in the public schools are free from this exploitation rather in most of the public schools teachers enjoy the leisure with a very limited number of periods. This is very much clear from the fact that the average number of periods per teacher per day is 6 in the private school while it is only 4 for the public school teachers.

7.2.3: Parent Related Problems

Parents are the determining factor in educating the child in the school. Close coordination between the administrators, teachers and the parents are very much essential for a fruitful result in moulding students' future.

(a) Critical View of the parents: In the present day context, modern schools have been under the trap of critical view. Many parents look with a suspicious eye at what the modern school is doing. They always feel contradictory with their ancient school days of teaching. They criticize for the poor quality of teaching. They feel the modern educational policies and procedures defective as it involves teaching of crafts, activity methods, audio visual instructions, excursions, etc. They also blamed for absence of religious and moral instructions in the school, poor discipline, extra-curricular activities, etc. Most of the criticisms are destructive, only few are constructive. At the same time, parents can't be blamed because they are ignorant of the trends of modern education. Despite this fact on the part of the private school, public schools are different from this critical view. Parents schooling their children in the public schools do not even inspect the way their children have been thought. This fact is also due to the illiteracy and lack of consciousness of the parents.

(b) Illiterate Parents: Illiterate parents are not conscious about the rules and regulations imposed upon them and on their children and do not cooperate with the school authority. They feel hesitation to participate in the parents-teachers meetings and rather complaint about certain changes. The problem of illiterate parents is more on the part of the public schools as most of the literate and high income parents preferred private schools.

(c) Absolute Dependence of parents on Teachers: Most of the illiterate parents don't care about their children's home study. They (parents) totally depend on teachers at school. They don't evaluate the progress of their children in their study. They do not understand the need for providing the separate study room and other essential environment for their children to study at home. This problem is

also more often to children of public schools as the parents of private schools are more conscious of schooling their children.

(d) Irritation of School Practices on Parents: Sometimes the practices of modern private schools also irritate parents. Stringent demands and requests on some special occasions like costumes for a dance and drama, examination fees, laboratory charges, late fines, etc. Parents often react negatively when these demands and requests are put forth. They blame the school authority as if for being its selfishness and profit motives which they seem to be without any base.

7.2.4: School Plant Related Problems

The school plant is a comprehensive term which includes buildings, furniture, play ground, apparatus and other equipments. The expansion of the plant to meet the rising demands of the education stands a serious problem among the private entrepreneurs. Some of the confronting problems are given below-

(a) Safe drinking water facility: Drinking water facility is almost available in both the private and public schools. Both the private and public schools have 100 percent safe drinking water facility. However, the hygienic system in the private schools is better than that of the public schools.

(b) Toilet facility: Toilet facility is also almost available in both the private and public schools. There is separate toilet facility for both the boys and girls in both the private and public schools. 98 percent of the private schools have separate toilet facility for both girls and boys while 96 percent of the public schools have separate toilet facility for both the boys and girls. This is because of the scheme of the SSA, Assam that provides separate toilet facility for boys and girls.

(c) Electricity facility: Every private school under the sampled school study is well connected with the electricity facility. They (private school), 90 (ninety) per cent, provide ceiling fan facility in the classrooms as well as in the hostel for those schools having the hostel facility. This implies that 90 percent of the private schools are well connected to the electricity. However, only 30 per cent of the public schools are well connected to the electricity facility. Contrary to its

counterpart, 85 (eighty five) percent of the public schools do not have the ceiling fan.

(d) Science laboratories: Both the Private and public schools up to the high school level do not have the provision of science laboratories as the school curriculum do not make the essence of science laboratories up to the 10 (ten) standard. However, in the senior secondary level with science stream, science laboratories are available in both the private and public schools, but one fact has been observed while visiting the schools that the science laboratories in the private schools are well equipped than that of the public schools.

(e) Outdoor playground: Most of the private schools do not have the outdoor playground facility as 73 (seventy three) per cent of the private schools do not have the outdoor play ground facility while 65 (sixty five) percent of the public schools have the outdoor playground facility.

(f) Library buildings: Library building is one of the most important components of the school plant as it is one of the determining factors of the performance of the school. So, every schools, be it private or public, must have the separate library buildings with adequate number of books. It is observed that none of the public schools have separate library buildings but only few 15 (fifteen) per cent of the public HS and 100 (hundred) percent of HSS have separate library rooms with less than 2500 number of books while few private schools 2 (two) percent have separate library buildings and 45 (forty five) per cent of it have separate library rooms with more than 2500 number of books. Thus, both the public and private schools do not have the sufficient library facilities.

(g) Hostel/boarding facility: Almost, every private school has boarding facility in the study area. They (private schools) have separate hostel facility for boys and girls, 90 per cent of the private school have hostel facility with basic amenities of life. However, its counterpart is completely opposite, as public schools do not have the hostel facility; 100 per cent of the public school do not have the boarding facility.

(h) Modern equipments: In the era of globalised education scenario, modern equipments are most essential. It helps in better understanding to the students as well as makes easier to the teacher to expose and impart more knowledge to the students. Modern equipments like digital installed in the classroom helps the teacher to teach more easier and also creates long lasting effect in the minds of the students. Observation revealed that only 5 (five) per cent of the private school has digital classroom and that too inadequate in number while none of the public schools do not have any digital classroom. This is one of the very important factors on the part of the government for its failure to improve the quality of education despite its huge educational expenditure.

(i) Furniture: Furniture includes chairs and tables for the teachers, desks and benches for the students and blackboard in the classrooms. This furniture should be available in sufficient quantity to accommodate the students and to create the congenial learning environment in the class rooms as well as in the school premises. It is observed that 95 (eighty five) per cent of the private schools in all the categories of the school have sufficient quantities of furniture. But, in the public schools, 65 (sixty five) per cent of the public high schools and higher secondary schools are overcrowded with the excessive number of students which have insufficient quantities of desks and benches to accommodate the students in the classrooms while the other categories of the public schools have also adequate quantities of furniture.

7.2.5: Extra-Curricular Activities Related Problems

(a) Lack of physical education teacher: Physical education is the part and parcel of curricular education. Physical education helps to develop sound body and mind. It is found that only 5 per cent of the private schools have physical education teacher while none of the public schools have physical education teacher.

(b) Inability of students to exposure of study tour/excursion: Study tour or excursion is also one of the important parts of curricular education. It is observed that only few private HS and HSS (10 per cent) provide study tour or excursion to

the students. On the other hand, it is found that no public schools provide facility of study tour to the students. This is due to the fact, as reported by the head of institutions that, public schools do not have the fund facility to such an excursion while the few private schools do with the students' fees collection.

(c) Educational guidance: The success of student's career also very much depends on the educational guidance. It is observed that only few private schools (20 per cent) provide educational guidance. Disappointing fact on the part of the public schools in all the categories is that, they do not provide any educational guidance (career counselling, finding in-depth student's interests on the particular subjects, etc) to the students. The private schools also goes in the same line except 20 (twenty) per cent of the private secondary schools.

(c) Lack of adequate open space for outdoor games and sports: Games and sports is also part and parcel of school education. There cannot be complete school education without games and sports. However, to conduct smooth games and sports, adequate open space should be available within or outside the school campus. It is found that 73 (seventy three) per cent of the private schools do not have adequate open space for the outdoor games and sports while for the public schools, the case is almost opposite as 65 (sixty five) per cent of the public schools have adequate open space for the outdoor games and sports.

7.2.6: Student Related Problems:

(a) Indiscipline behaviour of students: Most of the teachers, 42 per cent of teachers in the public schools and 15 per cent of teachers in the private schools, opined that, the head of the school is responsible for maintaining discipline. However, the class teachers also have an important role in maintaining discipline among the students. It is observed that only 8 (eight) per cent of the private schools do face the problem of indiscipline behaviour of the students. Discussion with the head of the institutions also reveals that, the indiscipline behaviour of the students also creates obstacles in the administration of the school. On the other hand, it is observed that 58 (fifty eight) per cent of the public schools confronts with the problem of indiscipline behaviour of the students. Discussions with the

head of the institutions of the public schools reveals that lack of introduction of moral science subject in the public school is the main cause for growing indiscipline behaviour in the students. They (head of the institution) also pointed out that the parents of the pupil schooling in the public school are not conscious with their children’s behaviour. Further, indiscipline behaviour is also one of the important reasons for the unsatisfactory performance in the public school.

(b) Varied economic backgrounds: Varied economic background also brings obstacles on the school authority. The school as an educational institutions have to admit an army of students from varied economic backgrounds. Some students come from the rich family and some from the poor family. Some students come from the decent family while some do not. It is reported from the interview made with the head of the institutions that in the private schools 56 per cent of students admit from the high salaried guardians, 33 per cent from the middle income class and 11 per cent of the students from the low income class while in the public schools, the case is almost opposite, 70 per cent of the students admit from the poor and lower income class, 20 per cent from the middle income class and only 10 per cent from the high income class. The study made by Ronguno, S.K. (2017)⁸ also argued that pupils in private schools are either from middle class or high class families. This obstacle creating variations in income class of parents and students enrolment in private and public schools is shown in the table-7.11.

Table-7.11: Income (Y) class of parents and students enrolment

| Income (Y) Class of Parents | STS enrolment in PRS | STS enrolment in PUS |
|------------------------------|----------------------|----------------------|
| High (Y): above 25000 p. m | 56.0 % | 10.0 % |
| Middle (Y):16,000-24000 p. m | 33.0 % | 20.0 % |
| Low (Y): below 15000 p. m | 11.0 % | 70.0 % |

Source: Field survey (Primary data), 2016.

Note: STS= Students, PRS= Private School, PUS= Public School.

In many cases it has so happened that students from the low economic background compel the school authority to help their parents in household chores. It is also investigated from the class teacher that students belonging to the poor

economic backgrounds are poor in their performance as their parents hardly take care of their home study or they (parents) provide their study needs very lately.

(c) Overload of books and notebooks:

Students in the private schools are overloaded with larger number of books and notebooks than that of students in the public schools. Notebooks adds the maximum weight; Most of the private schools tend to prescribe three notebooks on each subject, viz., class work notebook, homework notebook and fair notebook. The other materials that students in the private schools carry are lunch box, water bottle, geometry box, story books and novels, and musical instruments and sports equipments. The reasons for the overload of books, notebooks and other musical and sports equipments as told by the teachers is that students do not bring according to the time table. However, students in the public schools have the lightest load of books and notebooks as the students in the public schools bring only one notebook for each subject in the class.

7.2.7: Student Enrolment Problem

Public schools are more likely to face the acute shortage of student enrolment. Lack of students in government schools is considered a major problem in the North Eastern Indian State. Mushrooming growth of the private schools and people's fondness for them have made the future of elementary schools much uncertain. According to DISE, elementary education, department of education (2015), a total of 153 primary schools in the state are running without a single student in the academic year of 2014-15. Nevertheless, these schools having reported with adequate infrastructures and teachers, they were forced to shut-down because they had no students. On the other hand, the report DISE (2015)⁹ also said that a total of 141 schools have less than five students and 760 primary schools are with less than 10. According to the Gunotsav (2017, second phase), 1979 government run-primary schools in the twelve districts of Assam are running with less than 5 students and 8905 schools in these districts are yet to have adequate classrooms. Further, Teacher Management and Development Review Report-Assam (2015)¹⁰ revealed that as many as 72 secondary schools are with zero enrolment. These schools are spread across 16 districts. Districts with

number of zero enrolment schools are- Sonitpur (20), Jorhat, Kamrup-Rural (12 each), Sibsagar (7), Morigaon (4), Kamrup Metro, Tinsukia (3 each), Darrang, Nagaon (2 each), Baksa, Barpeta, Dhemaji, Dhubri, Dibrugarh, Karbi Anglong and Kokrajhar (1 each). The deplorable state of those schools in the hands of the Elementary Education Department has become a cause of great concern. This problem of student enrolment is free on the part of the private schools. Kingdon, G. G. (1996)¹¹ pointed out that the popularity of fee-charging private schools in India is explained by their superior quality.

7.3: Prospects of the private and public school

Private and public schools operating in the BTAD in particular and of Assam in general, both have their prospects. These prospects vary from region to region and from country to country. Agi, Ugochukwu K. (2013)¹² referring to Education Sector Support Programme in Nigeria, ESSPIN (2011) revealed the following prospects of private schools in River State, Nigeria:

- (i) The population trend shows that a large market exist for Private Schools providers. As they remain active players in the education industry, parents and guardians are making informed choices of schools to send their wards or children.
- (ii) More financial institutions are available to assist with facilities and instrument. Private education providers in Rivers State stand to benefit from the technical and professional expertise available in Government.
- (iii) There are International Agencies e.g. UNSECO, Non-Governmental Organizations (NGOs) and Community Base Organizations (CBOs) ready to collaborate with Private and Public education providers ready to lend themselves to best practices.
- (iv) The existence of a friendly industrial environment in Rivers State.
- (v) Avalanche of education interactive form are actively promoted by the Rivers State Government and Private education providers can be availed such opportunities.

(vi) Private education providers can capitalize on available National and State policies on education as well as the Nigeria Roadmap for education sector to strengthen their programme base.

(vii) Private sectors stand to benefit from state regulation of education that will in turn enhance their performance necessary for attracting large clients.

7.3.1: Educational Environment

Private schools provide better educational environment than that of the public schools as the private schools' students are trained with disciplined behaviour through the introduction of moral science subjects in religious and community managed schools. In general privately managed schools tend to have more autonomy and better school climate than publicly managed schools. The students of public schools are less discipline in their behaviour, this fact is also revealed by the studies made by OECD (2012b)¹³ in 16 OECD countries and 4 partner countries and economies "students in privately managed schools tend to report better disciplinary climate than students in publicly managed schools do", this is due to the fact that the public schools do not provide moral science subject in their curriculum. They (public schools) also do not have any religious class like that of the religious schools which also develops spirit of self control, confidence, courage and discipline in the behaviour of students. Cheney, G. R. (2005b)¹⁴ revealed that the teaching environment in rural public school is abysmal as schools consists of a one-room school house, one teacher covering multiple grades, and 40 students per teacher. Further, Awan, A.G. et al. (2014)¹⁵ also argued that private educational institutions are providing better academic environment.

Private schools authority also organizes the parents-teachers meeting annually. They make the parents of their students to attend the meeting compulsorily where they make counselling to the parents to take appropriate guidance to their ward and also to provide peace and calm study environment in their home. Public schools, though they also organize the parents-teachers meeting, can't make the parents of their ward to attend the meeting compulsorily and hardly few public schools organize this meet.

Thus, private schools provide better educational environment than that of the public schools.

7.3.2: Wider Choice of Schools

The mushroom growth of the private schools provides wider choice to the parents to send their ward. It (private schools) provides as an alternative for parents of the wards (students) who are dissatisfied with public schools or have other reasons to send their children to the private school. The study conducted by Awan, A.G. and Zia, A. (2015)¹⁶ showed that educated parents prefer private schooling for their children. Within the private schools, parents can choose a range of medium (Bodo, English and Assamese) and affiliated (SEBA and CBSE). While parents of students in the public schools can sometimes choose or exert influence over the school where their ward attend. In addition, parents can indirectly choose among public schools for their children to the extent that where they choose and prefer to live.

7.3.3: Impacts on the society

Education procured both in the private and public educational institutions affects economic development directly or indirectly. The direct effects observed are in the aspects like higher level of income, larger magnitude of employment, mobility of labour, and composition of labour force. There are also indirect effects of education which includes savings, limitations in the size of family, inventiveness of the population, improvement in the consumption pattern, thrift and formation of the right kind of attitudes and skills. Further, education serves as an instrument that shapes leaders, administrators, entrepreneurs and technicians. Thus, education ensures individuals the width of knowledge and breadth of view which enable them to avoid the mistakes and thereby reduces risks and costs. Latchanna et al. (2007)¹⁷ listed some of possible indirect and in tangible benefits to education.

(a) Education raises the productivity and incomes of workers than those who receives education, either through the diffusion of skills or the reorganisation of work procedures.

(b) It (education) promotes technical change and thus ultimately enhances the productivity and growth of output.

(c) It increases allocative efficiency by gearing up the flexibility and mobility of the labour force, in response to the changes in the demand for labour.

(d) It also brings about many other gains which are of social as well as an economic character, increased social cohesion, stability, and democratic values.

The direct effects are measurable in quantitative terms while the indirect effects are not measurable due to its qualitative nature. For the assessment of the impacts of private and public schools on the society, the variables affecting the society directly are taken into account.

(a) Income

The level of education affects the level of income earned by the workers may be the casual workers or the permanent workers in any sector. Though, it is a general fact that those persons, having the higher level of education earns higher level of income but there is no any general consensus that how the type of education (education obtained from private or public school) determine the level of earnings. However, it is observed from the investigation of 380 sampled villages in which the sampled schools are located that the level of income earned by the employees who obtained their HSLC/AISCE or AHSEC/AISSCE is not affected by the type of education.

(b) Magnitude of employment Generation

The size of employment absorbed in different sectors of an economy in the four districts of BTAD is one of the important factors which affect the society. The size of employment is categorized into two, one is employment in any sector who has obtained their school certificates of HSLC/AISCE or AHSEC/AISSCE from the private educational institutions and the other is employment in any sector who has obtained the same levels of certificates from the public educational institutions. It is observed from the study that 75 percent (1140) of the employees with HSLC/AISCE or AHSEC/AISSCE working in different sectors are from the public schools while 25 percent (380) of the employees with the same level of

education are from the private schools. This shows that public school education provide greater magnitude of employment generation.

(c) Mobility of labour

Education enhances the mobility of labour from one occupation to another occupation, one state to another state and from one country to another country. It is found from the study of 380 sampled villages in which the sampled schools under study are located, that 95 per cent (1083) of the employees who pursued their HSLC/AISCE or AHSEC/AISSCE certificate from public schools work within the state while the figure of the employees who obtained their certificates from the private schools working within the state is 78 per cent (296). This implies that 22 per cent (84) of the employees studying in the private school work at outside of the state while only 5 per cent (57) of the employees schooling from the public schools works outside of the state. The data clarifies that private school education provides greater mobility of labour in terms of region. However, both the school education does not show any mobility of labour from one occupation to another occupation.

(d) Composition of labour force

The composition of labour force is also determined by the level and the type of education. It is a common fact that higher the level of education the larger is the volume of skilled labour force and lower is the level of education the larger is the volume of unskilled labour force. However, to what extent the type of education determines the composition of labour force is very vague. To examine how the type of education affects the composition of labour force, two types of labour force, viz., skilled and unskilled labour force working in any sector is taken into account. From the investigation in the study area, it is observed that, 75 percent (1140) of the employees with HSLC/AISCE or AHSEC/AISSCE working in different sectors are from the public schools while 25 percent (380) of the employees with the same level of education are from the private schools. Out of 1140, 76 percent (864) are skilled labour force, while 24 per cent (276) are unskilled labour force. On the other hand, Out of 380, 94 percent (358) are skilled and only 6 percent (22) are unskilled. Thus, private educational institutions

facilitate greater volume of skilled workers than that of the public educational institutions.

7.4: Conclusion

The central government in general and the state government in particular, in its stride to provide universal access to education and to improve the quality and standard of school education, had initiated series of policies and strategies. However, the implementation of some of the strategies in the state has not been fully materialised. Both the private and public schools are confronted with several problems; however, most of the problems of private schools are different from that of the public schools. Private and public schools have mixed prospects. It is concluded that the type of education in the study area does not affect the level of earning though the level of education determines the level of income. In terms of magnitude of employment generation, public schools provide greater access to employment generation than those of the private schools. Mobility of labour is largely affected by the private schools. In the aspects of composition of labour force, private school education contributes to the volume of skilled labour force while the public school education enlarges the volume of unskilled labour force.

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