

## **CHAPTER 8**

### **SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION**

#### **8.1: Introduction**

The decadal trends in the growth of private and public schools, growth in the number of students irrespective of caste, communities, sex and rural-urban, performance, determinants, sources of income and structure of expenditure, employment generation and gender balance, assessment of government policies with regard to education sector, diverse problems and prospects in the private and public schools have been compared and analysed in different chapters. This chapter is devoted to highlight the major findings of the forgoing study. It also throws some light on the policy conclusions emanated from the entire analysis and finally some recommendations have been provided on the basis of the findings of the study.

#### **8.2: Summary of findings**

The major findings of the study are enshrined below as follows:

##### **With regard to the pattern of growth of private and public school**

- (i) Private schools in the Chirang district had its emergence and growth in the post 1980s while the public schools had its emergence in 1920s and continued its rapid growth till 1980s thereafter its growth has been declining.
- (ii) Private schools in the Kokrajhar district have a growth in the post 1980s while public schools have a rapid growth in the pre 1980s.
- (iii) In the Baksa district, private schools emerged and developed in the post 1990s while the public schools emerged and developed in the pre 1990s.
- (iv) In the Udalguri district, private schools emerged and developed in the post 1990s while the public schools emerged and developed in the pre 1990s.
- (v) There were sharp differences in the pattern of growth of private and public schools in the BTAD. There were steady and continuous growth of private schools in the post 1970s while there were steady and continuous growths of

public schools in the pre 1970s, in the post 1970s, there were declining trends in the growth of public schools.

### **With regard to the growth of student enrolment in private and public school**

(i) In the Chirang district, the CAGR of student enrolment in the private schools is greater than that of the public schools. It is 9.47 percent in private schools and 1.60 percent in public schools.

(ii) In the Kokrajhar district also, the CAGR of student enrolment in the private schools is much higher than the student enrolment in the public school as it is 7.72 percent in private school while it is negative i.e.  $-0.04$  in the public schools.

(iii) In the Baksa district, the CAGR of student enrolment in the private school 12.60 percent but the CAGR of student enrolment in the public school is negative i.e.  $-0.61$  percent.

(iv) In the Udalguri district, the CAGR of student enrolment in the private school is 14.36 percent but its counterpart is only 0.20 percent.

(v) In the entire BTAD, the CAGR of student enrolment in the private school is 10.8 percent while CAGR of its counterpart is only 0.20 percent.

### **Performance in terms of overall passed percentages**

(i) It is found that performance of private schools in Chirang district is 89.23 percent while the performance of public schools is 76.00 percent. Thus, the performance of private schools in Chirang district is 13.23 percentages ahead than that of the public schools.

(ii) The performance of private schools in Kokrajhar district is 92.34 percent on the other hand the performance of public schools is 79.94 percent. Thus, private schools performance in the Kokrajhar district outshined the public schools by 12.4 percentages.

(iii) The performance of private schools in Baksa district is 92.32 percent while in public schools it is 80.87 percent. Thus, private schools in Baksa district perform better by 11.45 percentages than that of the public schools.

(iv) The performance of private schools in Udalguri district is 97.38 percent but in public schools it is 83.39 percent. Thus, private schools in Udalguri district perform better by 13.99 percentages than that of the public schools.

(v) The mean percentage of private school performance is 91.86 percent while in the public school it is only 80.04 percent. So, Private schools in BTAD perform much better than the public schools by 11.82 percentages.

#### **Performance in terms of first division passed percentages**

(i) The performance of private schools in terms of first division passed percentage in Chirang district is 41.08 percent while in public schools it is 31.30 percent. Thus, the performance of private schools in terms of first division passed percentage in Chirang district is 9.78 percentages ahead than that of the public schools.

(ii) The performance of private schools in terms of first division passed percentage in Kokrajhar district is 54.49 percent but in public schools it is only 34.45 percent. Thus, the performance of private schools in terms of first division passed percentage in Kokrajhar district is 20.04 percentages ahead than that of the public schools.

(iii) The performance of private schools in terms of first division passed percentage in Baksa district is 56.75 percent on the contrary, it is 35.13 percent in public schools. Thus, the performance of private schools in terms of first division passed percentage in Baksa district is better by 21.62 percentages than that of the public school.

(iv) The performance of private schools in terms of first division passed percentage in Udalguri district is 56.29 percent while it is 37.39 percent in public schools. Thus, private schools in Udalguri district, in terms of first division passed percentage perform better by 18.90 percentages than that of the public school.

(v) The mean percentage of private school performance in terms of first division passed percentage in BTAD is 54.22 percent while in the public schools it is only 34.55 percent. So, Private schools in BTAD perform much better than the public schools by 19.67 percentages.

### **Determinants of the performance of private and public schools**

(i) In the private lower primary schools in BTAD, the variables affecting the students' performance significantly are number of student enrolled,  $X_1$  and number of periods offered per day,  $X_4$ .

(ii) In the public lower primary schools, the number of student enrolled,  $X_2$  has significant positive impact on the students' performance while the STR,  $X_2$  has negatively significant effect on the students' performance.

(iii) In the private upper primary schools, variable  $X_1$  has significant positive effect on the target variable while the variable  $X_6$  has significant negative effect on the students' performance.

(iv) In the public upper primary schools, the variables  $X_1$ ,  $X_3$  has significant positive effect and  $X_5$  has significant negative effect on the students' performance.

(v) In the private high schools,  $X_1$  is the only variable that has highly significant positive effect on the students' performance while the variable  $X_3$  and  $X_5$  affects the students' performance significantly negative.

(vi) In the public high schools,  $X_1$  and  $X_2$  are the two variables that have significant positive effect on the students' performance.

(vii) The combined results for private high schools and higher secondary schools have shown that variable  $X_1$  have significant positive effect while the variable  $X_3$  have significant negative effect on the students' performance.

(viii) The combined results for public high schools and higher secondary results have shown that variables  $X_1$ ,  $X_2$  and  $X_3$  have significant positive effect and  $X_5$  have significant negative effect on the students' performance.

(ix) In the private school set up of educational institutions (all categories) in BTAD, the regression statistics implied the mean effect of the included variables on the dependent variable is negative whose value is  $-1.558$  and that only the number of student enrolled and number of periods offered per day is statistically the most significant factor which contributes positively to the students' performance, the other variables in the model are not statistically significant.

(x) In the public school set up of educational institutions, the mean effect of included variable on the dependent variable is positive i.e.  $4.486$  and that number of student enrolment, student teacher ratio and frequency of unit test are the most statistically significant variables. The number of student enrolled contributes positively to the students' performance while the student teacher ratio and frequency of unit test impacts negatively to the students' performance. The other variables in the model are not statistically significant.

The number of student enrolment is the only statistically significant common variable for both the private and public schools which contributes positively to the students' performance.

The contradictory variable is that number of periods offered per day ( $X_4$ ) in private schools of BTAD contributes positively to the student's performance while student teacher ratio ( $X_2$ ) in public schools of BTAD affects negatively to the student's performance. Frequency of unit test  $X_5$  in the public schools of BTAD is statistically significant variable affecting negatively the target variable while it is not statistically significant variable in the private schools of BTAD.

### **Income of private and public schools**

The average annual income per school varies during the period 2009-10 to 2014-15 in four categories of schools among the four districts of BTAD. It depends on the number of students admitted and the amount of admission and tuition fees which varies from one school to other school within the same category, from lower category to higher category and from one region to other region. Private schools in all categories have higher income than public schools.

Private schools do not receive government grants and aids. The level of income from the government grants and aids in the public schools have very little variation within the same category in the four districts, however, it has a large variation from one category to the higher category.

The average annual net incomes of private schools range from Rs. 487491.00 to Rs.1870567.00 while the average annual budgetary allocations per public school range from Rs. 2236963.00 to Rs. 2879187.00. Thus, a private school in the four districts of BTAD outperforming the public school also earns reasonable incomes.

### **Salary expenditure on teaching-staff**

The average annual salary expenditure on teaching staff per school during the period 2009-10 to 2014-15 in four categories of schools in the four districts of BTAD was higher in public schools than in the private schools. The average annual salary expenditure on teaching staff per school during the period 2009-10 to 2014-15 in private school across the districts range from Rs. 432000.00 to Rs. 2160000 while in the public schools it range from Rs. 603544.00 to 4548180.00.

### **Salary expenditure on non-teaching-staff**

The average annual salary expenditure on non-teaching staff per school during the period 2009-10 to 2014-15 in four categories of schools among the four districts of BTAD was higher in public schools than in the private schools. The average annual salary expenditure on non-teaching staff per school during the period 2009-10 to 2014-15 range in private school from Rs. 72864.00 to Rs. 223200.00 while in the public school it range from Rs. 156650.00 to Rs. 612605.00.

### **Expenditure on library**

The average annual expenditure on library per school during the period 2009-10 to 2014-15 in four categories of schools among the four districts of BTAD was higher in private schools than in the public schools. The average annual expenditure on library per school during the period 2009-10 to 2014-15

range in private school from Rs. 19639.00 to Rs. 41925.00 while in the public school it range from Rs. 22162.00 to Rs. 37682.00.

### **Expenditure on laboratory**

The average annual expenditure on the laboratory spent by the private schools is higher than that of the public schools in the four districts of BTAD.

### **Expenditure on games and sports**

The range of average annual expenditure on games and sports per school during the period 2009-10 to 2014-15 was Rs. 12182.00 to Rs. 22246.00 in private school but in public schools it range from Rs. 1892.00 to Rs. 13155.00.

### **Expenditure for school maintenance**

The range of average annual expenditure on school maintenance per school during the period 2009-10 to 2014-15 was Rs. 27721.00 to Rs. 42227.00 in private school but in public schools it range from Rs. 5159.00 to Rs. 27117.00.

### **Expenditure for building construction**

Private schools always aim to attract maximum number of students for extracting optimal profits through providing adequate infrastructural facilities, modern methods of teachings and quality education. This requires huge amount of recurrent. But, the public schools are indifferent in these aspects. On the other hand, public schools absolutely rely on the government grants for the construction of building. Therefore, except HSS category of public schools in the districts of Chirang and Baksa, the average annual expenditure on building construction per school during the period 2009-10 to 2014-15 in four categories of schools in the four districts of BTAD was higher in private schools than in the public schools.

### **Annual total expenditure**

The average annual total expenditure of private schools ranges from Rs. 730019.00 to Rs. 1646248.00 on the other hand the average annual total expenditure of public schools range from Rs. 2331351.00 to Rs. 3017007.00. So,

public schools in the four districts of BTAD have much larger average annual total expenditure than that of the private schools.

### **Annual net income (Profit)**

The average annual net incomes of private schools range from Rs. 487491.00 to Rs.1870567.00 while the average annual budgetary allocations per public school range from Rs. 2236963.00 to Rs. 2879187.00. Thus, a private school in the four districts of BTAD outperforming the public schools also earns reasonable incomes.

### **Annual net income per student**

The average annual net income per student in the private schools range from Rs. 4892.03 to Rs. 18771.36 while public schools do not have net income per student.

### **Annual PPE**

Average annual PPE in private schools over the years 2009-20 to 2013-14 in BTAD is Rs. 11481.26 while in public schools it is Rs. 33242.85 which is much higher than the private school, almost 3 times higher than the private schools in BTAD. Thus, private schools have higher optimum utilisation of fund than public schools.

In nut shell, private schools have higher income than public schools while public schools have much larger expenditure than the private schools. Higher rate of salary to the teaching and non-teaching staff in the public schools makes much greater expenditure in the public schools which is financed through the regular budget of the government. Thus, Private schools make higher expenditure in the construction and expansion and less on teacher's salary where as the government schools make less expenditure on construction and expansion and more on the teacher's salary.



### **Employment generation for teaching staffs in the private and public schools**

(i) In the LPS category, the average number of PRT and TGT in the private school is larger than the public school.

(ii) In the UPS category, the average number of PRT and TGT is larger in the public school than that of the private school.

(iii) In the HS category, the average number of TGT in the public school is almost double than that of the private school.

(iv) In the HSS category, the average number of PGT is greater in the private school than that of the public school.

(v) Private HS has no any teacher with professional qualification while the public HS has a highest average number of 1.67 TGT with professional qualification.

(vi) Public HSS has a highest average number of 1.50 PGT with professional qualification but private HSS have only 1.33 PGT with professional qualification.

(vii) In the LPS category, private schools have higher average number of teachers than that of the public schools.

(viii) In the UPS and HS category public schools have higher average number of teachers than that of private schools.

(ix) In the HSS category, private schools have higher average number of teachers than that of the public schools.

(x) In the four districts of BTAD, private schools in the Kokrajhar district has the highest average number of teachers (8.45) followed by Udalguri (6.00), Baksa (5.40) and Chirang (4.94).

(xi) In the four districts of BTAD, public schools have an almost equal average number of teachers ranging from 4.07 to 4.88.

(xii) Private schools in the BTAD have larger total average number of teachers (6.20) than that of the public schools (4.35).

(xiii) However, in the entire BTAD, the size of employment in the private school is only 507 persons while it is 1314 persons in the public school which is more than two times of the employment in the private schools. Thus, in the two school types of BTAD, public schools generated larger size and magnitude of employment in the teaching staff than the public schools.

### **Employment generation for non-teaching staffs in the private and public schools**

(i) In the private schools, the employment of average number of LDC is almost 1 (one) in all the categories of schools but there is no employment of LDC in the first two categories of public schools while it is also 1 (one) in the last two categories of public schools.

(ii) There is no employment of UDC in both the private and public schools.

(iii) In the private schools, the average number of employment of peon in the four categories of schools range from 0.95 to 2.00 while in the public schools, there is no employment of peon in the first category of schools and in the other three categories of schools, it range from 1.00 to 1.75.

(iv) In the LPS, a private school has an average number of 1.73 non-teaching staff while the public school doesn't have any.

(v) In the UPS, private schools have 1.92 average numbers of non-teaching staff while that of the public schools have only 1(one).

(vi) In the HS, private schools has an average numbers of 2.29 non-teaching staff while public schools has an average number of 2.00 (two) non-teaching staff.

(vii) In the HSS, a private school has an average number of 2.75 non-teaching staff while that of the public school has 2.25 non-teaching staff.

(viii) Private schools have higher total average number of non-teaching staff than that of the public schools in all categories of schools.

### **Number of vacant position**

There is a need of more number of teachers in the public schools than the private school. The average number of vacant position in the private school is only 1.22 teaching positions and 0.36 numbers of non-teaching positions while in the public school the average number of vacant position in the teaching position is 2.03 and in the non-teaching position is 1.06. Thus, the number of vacant position i.e. the shortage of teachers in the public school is higher than the private school.

### **Gender balance in employment**

The employment of male in both the teaching and non-teaching positions in both the private and public schools are higher than the female. However, except in the HS category, employment of female in both the teaching and non-teaching positions is higher in private schools than its counterpart.

### **Government policies**

The central government in general and the state government had initiated series of policies and strategies to provide universal access to education and to improve the quality and standard of school education. 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.

### **Diverse problems**

Teachers in the private schools are paid very meagre amount of salary ranging from Rs. 6000.00 per month in the LPS to Rs. 18000.00 in the SSS. The non-teaching staffs in the private schools are also paid very low salary which also ranges from Rs.3000.00 to Rs.6000.00 in the SSS. Teachers and non-teaching staff in the public schools do not face this problem.

There is no definite rule for appointment of teachers and non-teaching staff and do not follow any uniform criteria which paves the way for easy entrance

into and exit from the service in the private schools. This is free in the public schools. However, both the private and public schools face the common problem of teachers' absenteeism.

Teachers in the private schools are exploited with overload works, but this is free in its counterpart. On the contrary, those in the public schools work with some laxity as there is no strict supervision or punishment against the non-performers.

Both private and public schools face acute shortage of teachers with professional qualifications.

Public schools face illiteracy of parents and absolute dependence of their wards on the teachers while private schools face parents irritating their school practices.

70 percent of the public schools were not connected to electricity while only 10 percent of the private were not connected to electricity. Further, 85 percent of the public schools do not have ceiling fan.

Both private and public schools have science laboratory but science laboratories in the public schools are not well equipped compared to private schools.

73 (seventy three) percent of the private schools do not have outdoor playground facilities while only 35 (thirty five) percent of the public schools do not have the outdoor playground facilities. Both the private and public schools do not have sufficient library facilities with adequate number of books.

Private schools have more hostel facilities than the public schools. 92 (ninety two) percent of the private schools have hostel facilities while it is completely opposite to that of the public schools as none of the public schools do not have hostel facilities.

Few private schools, 5 (five) percent have modern equipments like digital classroom while none of the public schools have digital classroom.

Private schools in all categories are better equipped with furniture like benches, desks, chairs, tables, etc. while public HS and SSS are not well equipped with furniture as 95 percent of the private schools have sufficient number of benches and desks while 65 percent of the public HS and SSS do not have sufficient quantities of furniture.

The private schools give more emphasis on extracurricular activities where as public schools do more curricular activities.

Only 5 (five) percent of the private schools have physical education teacher while none of the public schools do not have physical education teacher.

It is observed that only few private schools (20 per cent) provide educational guidance while none of the public schools do not provide any educational guidance (career counselling, finding in-depth student's interests on the particular subjects, etc) to the students.

The Public schools are more likely to face the acute shortage of student enrolment. Mushrooming growth of the private schools and people's fondness for them have made the future of elementary schools much uncertain. This problem of student enrolment is free on the part of the private schools.

### **Prospects**

(i) Private schools provide better educational environment than that of the public schools.

(ii) The mushroom growth of private schools has provided wider choice of schools to the parents to send their ward as an alternative to the public schools.

(iii) Public schools have provided greater access to employment generation than the private schools.

(iv) Private school education has provided greater mobility of labour in terms of region than the public school education. However, both the school education does not show any mobility of labour from one occupation to other occupation.

### 8.3: Suggestions

From the findings of the foregoing analysis, the following suggestions are provided in the interest of stake holders:

**(i) With regard to the establishment of the schools:** There is mushrooming growth of the private schools in the recent years absorbing the increase in the number of student, but its counterpart has no any new establishment of schools rather closing down of the schools under the policy of amalgamation. Therefore, the government should prescribe and regulate standard norms and criteria for the establishment of new private schools and take necessary initiatives to establish new public schools particularly the HS and the HSS as the students are overcrowded in these two category of schools.

**(ii) With regard to the student enrolment:** The increase in the student enrolment in the private school is higher than the public schools despite provision of free education on the part of the student and huge expenditure on the part of the government, therefore, state government should take necessary steps to attract the enrolment in the public schools.

**(iii) With regard to the performance:** Performance in the public schools lacks far behind the private schools, so the public school authority should concentrate to improve the students' performance at par or more than its counterpart through improved teaching strategy.

**(iv) With regard to the staff:** Many of the schools, both private and public face the problem of shortage of teaching and non-teaching staff. Though the average number of teachers in private school is higher than that of the public school, the average number of class per teacher in private school is higher than the average number of class per teacher in public school. The average number of class per teacher in private school is 6 (six) while that in the public school is only 4 (four). Therefore, with so much load and being paid so little, the teachers in the private school suggests that either the school has to appoint more teachers or increase the salary.

The case is same for the non-teaching staff also. Though, on an average, private school have higher average number of non-teaching staff than public school, with the increase in the number of students and with limited time, it becomes very difficult for them to complete their work. Therefore, the principles/headmasters of both the private and public schools suggest to increase the number of non-teaching staff or to fill up the vacant positions as implied by them.

**(v) With regard to 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. Therefore, the government should take necessary steps to fully equipped the schools with professionally trained teachers both in the private and public schools. In-service teachers training institute should be increased in proportion with the demand for it, and pre-service teachers training programme should also be expanded without compromising the quality.

**(vi) With regard to appointment of Teachers:** Teachers in the private schools are appointed randomly without any bond or commitment during their appointment. This paves the way for easy exit from the service. Therefore, private schools should make define rules for appointment of teachers which would ensure continuity of service through providing reasonable incentives.

**(vii) With regard to the Salary:** Teachers in the private school is overloaded. The average number of periods per day is 6 (six). But they get very low salary compared to their counterpart in the public school. Therefore, the teachers in the private schools suggest that either the school has to appoint more teachers or reduce their periods.

**(viii) With regard to the modern equipments:** Adequate modern equipments both in the private and public schools are much indispensable for imparting quality education to the students. Since, only few private schools have digital class room and no any public schools have digital classroom, therefore, both the

private and public schools should make provision for the enhancement of modern equipments like digital classrooms.

**(ix) With regard to the approval of the establishment of new private school:**

In approving private ownership and operators in the education sector, the following recommendations need to be taken into consideration, thus:

1. Evidence of school premises complete with authorization from various government agencies connected with such approval.
2. Evidence of Journal for staff recruitment process, staff development, staff conditions of service, mid and long term development plan covering facilities, plant, staff and students personnel policy.
3. Evidence of plan of relationship with Government agencies charged with education auditing.
4. Evidence of financial plans for ten years.
5. Evidence of links with financial institutions/bail out plan.
6. Proposal of merger plans/growth pole direction in the next 20 years.
7. Social responsibility plan.
8. Evidence of plan for Parent/Teacher Association (PTA)

**(x) With regard to the structure of expenditure:** Private schools should spend more on teachers' salary while public schools should spend more on extracurricular activities.

**(xi) With regard to the community involvement:** All the private schools have PTCs and arrange parent-teachers meet once in a month, while public schools have SMC/SMDC committee that meets once in a year. Therefore, public schools should also form PTCs and arrange parent teachers meet in the line of private schools which would increase community involvement.



#### 8.4: Contribution of the Study

The results of this study are expected to be helpful in the following ways:

1. Develop deep insights into the economics of education and provide vital insights for future educational strategy in the study area and to the state.
2. Contribute to the understanding and literature on economics of education both in terms of processes and quantifiable outcomes.
3. Cultivate interest among the stakeholders to maintain the quality of performance, proper administration of education system in both Government and private schools.
4. Help the state in planning, policy formulation and its effective implementation with input of appropriate financial and human resources for overall improvement of the education sector through understanding the gaps between the private and public schools exhibited by this study.
5. Help the state to identify and address the problems to resolve confronted by both the private and public schools in the study area.

#### 8.5: Conclusion

This work essentially provides a deep insight into key aspects of economics of education in the private and public schools of BTAD. It has identified certain important bottlenecks confronted by both the private and public school that need to be taken care of. Certain policy recommendations put forward in the study might improve the quality of education and the overall education system of the BTAD in particular and state in general which would boost the economy of the state in the days to come through the improvement in the quality of the education. This can be achieved through desired reforms in the education policy and interest of the stakeholders to implement the required actions.