

**A Survey
of
Private Schooling And Children**

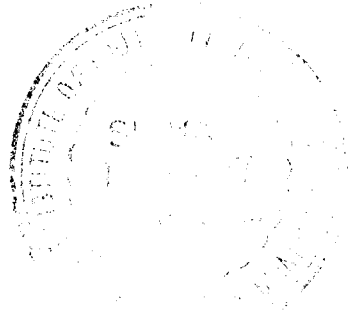
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Preface

A short term project on "A survey of Private Schooling And Children" was assigned to us by State Institute of Educational Management And Training, Patna, early in February 2000. Work on this project was done in two districts of south Bihar, viz., Hazaribagh and West Singhbhum. Although the time at our disposal was very short. We were able to cover thirty six schools in both the districts taken together. In each district two blocks were taken. Both rural and urban samples were included in the survey.

The report is based on data collected through schedules, observation and interviews with school manager cum proprietors, Principal, teachers, guardians and opinion leaders in the area. The report focuses on the motivation of people in starting schools and the factors leading to the increasing acceptance and popularity in society. Teachers input, school climate, the infrastructure available and student's performance have been dealt with some detail in the study. The findings are further borne out by one case study appended with the report. The rising acceptance of private schools is a sad commentary on the poor performance of State managed schools. In fact, the rise of private schools is a response to a challenge faced by society due to the ailing educational system in the state. Such a development is a negation of equal access of all citizens to a properly functioning educational system at the school level.

I am grateful to Dr. Shudhansu Bhusan, Additional Director, SIEMAT, Patna, for sanctioning this grant. In fact he has been a close collaborator in this study. I am grateful to him for this. Friendly cooperation was also extended to us by BEP, Hazaribagh and West Singhbhum, especially in selecting the blocks.

One of my Research Officers Dr. Niraj Kumar took pains to supervise the field work and to prepare the draft of the report. Without his help the work could not have been completed in such a short time. The two Research Assistants Mr. Sharmendu Kumar Verma and Mr. Lokesh Amitabh did their best to expedite the field work to the best of their capacity. My thanks are due to them.



Project Director

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Chapter I

Introduction

The challenge of achieving the goal of universal primary education has never been as frightening as now. The deadline for achieving this goal, set originally for 1960, has been shifted time and again, ostensibly on the basis of 'sound' projections which have invariably proved wrong. In the last decade alone, since 1986, in the wake of National Policy on Education (NPE), the deadline has been shifted thrice 1990, 1995, 2000. The revised Plan of Action (POA) in 1992 left the projected deadline conveniently vague - "by the end of the current century". The deadline has been moved once again to the end of the Tenth Five Year Plan which should end in 2007 that is seven years from now.

Not only that, according to an official statistics, in 1993 there were approximately 105 million children in the age-group 6-10 years, the primary school-age. Over 33 million of these children were out of school in 1993, of which the majority, roughly 25 million, reside in six States of the country, Bihar is one among them.

To cope with the present challenge, many initiatives have been taken by the government, both at the Centre and the State level. Parallel to these efforts, a huge number of the private schools are also mushrooming both in rural as well as in urban areas, something much limited in previous decades. The private sector in school management is of two types : (1) the aided sector; (2) unaided sector. In comparison to government school, unaided sector is small in India. In 1986, it accounted for around 2.3% of the primary schools and 5.1% of the total enrolments in primary schools. Although small in share, the unaided school is a

fast growing sector especially in the urban areas. It is estimated that more than 50% of the additional enrolment in the primary school in the urban areas is accounted for by the unaided schools (Kingdon, 1996). Another recent trend noted in the context of unaided sector is that this phenomenon is visible not only in urban areas but also in rural areas.

In case of private schooling, in colonial times, the school system of the metropolitan country was emulated, in diluted form in India. It has been changed only slightly during the period of independence. Like all institutional structures, the system embodies strong vested interests of those who serve the schools and are served by them, it even tends to set the pattern within which the ambitions of a reformer are molded, thus it followed or imitated the pattern of education set by the colonizing nation, which quite often does not fit local conditions.

As for standards there are no statistics available, but it is well known that private schools are more heterogeneous in quality than the government schools. There are private schools of varying levels of quality. Some, including those established to serve the children of top upper class, are among the very best schools. Others, because of laxity are very inferior. The prevalence of inferior private schools has for a very long time been recognized as a serious problem, though no fundamental reforms have been tried. Teachers in the inferior private schools seldom enjoy the security of tenure and old – age provisions that are the prerequisites of their colleagues in the state schools. As a result competent teachers are not attracted, and low standards are perpetuated. By and large, the main problem created by the prevalence of private schools in south Asia is, however, a weakening of the educational authorities control over the development of the school system (Myrdal, G. 1982).

Nothing is ever done until everyone is convinced that it ought to be done, and has been convinced for so long that it is now time to do something else (Cornford, 1923). The controversies surrounding public education today have led

some parents to resign themselves to the present situation. Others, concerned about the atmosphere in schools or the lack of learning they feel is taking place, have begun to teach their children at home or had shifted to private institutions. But at the same time these institutions fail to address the issues of mass education and compensatory education (some form of help for students who begin school with a deficit in terms of caste, socio-economic class or other social characteristics).

In our country, education is provided by the state as a matter of duty for all its citizens. The present statistics shows that the government is not fully able to fulfill its commitment. In certain circumstances, beyond doubt the private institutions are also contributing to the mission of 'Education For All'. But the dilemma is that the doors of private institutions are not open for all. This issue raises some crucial issues within the society. Whether a larger section of society will remain deprived of a quality education, ultimately accentuating the class divide or education would pave the way for social equity.

The American sociologist Talcott Parsons (1950) argues that after primary socialization within the family, the school takes over as the 'focal socializing agency'. School acts as bridge between the family and society as a whole, preparing the child for his adult role. School operate on meritocratic principles; status is achieved on the basis of merit. As society requires a highly motivated, achievement oriented workforce, this necessitates differential reward for differential achievement, a principle which has been established. Therefore as a part of this process, it can be argued that there is no harm in utilizing the scarce resources of the State to provide quality education to at least a part of the society and try to gradually widen its base.

Like Parsons, Davis and Moore (1967) see social stratification as a mechanism for ensuring that the most talented and able members of the society are allocated to those positions which are functionally most important for the

society. Thus the educational system sifts, sorts and grades individuals in terms of their talents and abilities.

On the other hand, the Marxian view of the role of education is guided mostly by the issue of equality of opportunity in education. French sociologist Raymond Boudon (1974) agrees that inequality of educational opportunity is produced by a "two component process". The first component is the primary effect of stratification. It involves sub-cultural differences between social classes which are produced by the stratification system. The secondary effects stem simply from a person's actual position in the class structure. He maintains that even if there were no sub-cultural differences between classes, the very fact that people start at different positions in the class system will produce inequality of educational opportunity. For example the cost involved and the benefit to be gained.

From economic point of view, the American economists Bowles and Gintis (1976) agrees that the fragmentation and compartmentization of knowledge in schools mirrors the organization of work in the economic system. The principle that differential attainment both produces and deserves differential reward is firmly established in schools. Education legitimates inequality by creating the belief that schools provide the opportunity for fair and open competition whereby talents and abilities are developed, graded and certificated. It is assumed that those students with good schooling receive the highest rewards. They further argue that educational and occupational attainment are related to the family back-ground rather than talent and ability.

The effort of a society which seeks to equalize opportunity, therefore, largely takes the form of providing services which compensate for the inequality in economic background through socialized community services and through provision of educational facilities. There are, of course, obvious difficulties in the

way of providing such services and facilities adequately and universally. Not even the most developed countries would have the resources to provide it.

Moreover, so long as privately financed schools are allowed to exist simultaneously with the publicly financed schools it is difficult to achieve comparable quality in both types of schools. The private schools which are attended by children of the well-to-do offer better remuneration to their teachers, have smaller number of students in each class, provide better equipment and facilities. The publicly financed schools have to compete for funds with other activities of the State and the priority given to education is often not as high as the priority to irrigation, industry, roads, etc. The publicly financed schools, therefore, often compare unfavourably with the privately financed schools which cater to the upper income groups in society.

Public expenditure on education in India was around RS 17,300 million in 1990-91, and accounted for 3.9% of the country's national income. Over the years public expenditure on education as a share of GNP has increased from 1.2% in 1950-51 to 3.9% in 1990-91. Despite this between 1986 and 1994, the share of government schools went down in almost all the States and in India as a whole. As a result, the share of both government aided and private schools went up. When the increase in the share of aided and private schools are compared, they are found to be generally higher in the case of private schools than in the case of aided schools. It may therefore be concluded that the growth in enrolment in private schools has been higher than in aided schools, possibly at the cost of government schools. This may be due to the availability of better facilities and teaching standards in private schools at the elementary level of learning. When the distribution of students is considered separately for boys and girls, a similar trend is observed in the case of the major States and for all India.

Now the question arises whether reform in the educational system is the only solution. To a certain extent it may play some deident but on a broad canvass

government intervention is the only solution. More equitable distribution of education requires government intervention in educational system rather than ingenious manipulations of these unaided institutions. At the same time there is need for evolving certain mechanism for regulatory power for the State authorities – granting permits to operate private schools, using directives, and placing such schools under State inspection. There is also need for prescribing norms to guarantee a minimum level of quality for teachers and some facilities for them similar to their counterpart in government schools. Thus the planning now should not include a laissez-faire attitude only to enlarge the school system so as to accommodate more pupil, rather it should strive for providing equal opportunity for quality education to all. Similar to what Boudon (1974) concluded that “For inequality of educational opportunity to be eliminated, either the society must be unstratified or its school system must be completely undifferentiated”.

Chapter II

Research Operations

Primary education institutions are largely under the public authorities. Private schools in general, have high retention rates and low drop-out rates at the primary level. The increase in the enrolment in these school can be attributed to the medium of instruction which is English. Perhaps a more important reason for increased demand for private schools in the perceived notion that better quality education is provided by them.

Objectives of the study:

- (a) To study the factors contributing towards increasing popularity of private schools
- (b) To study the school climate as well as the infrastructural facilities in the private schools such as the school buildings and facilities of class rooms, toilets, safe drinking water, electricity and sanitation.
- (c) To study the role of teacher input in the educational process (qualification, emoluments, workload and job satisfaction).
- (d) To find out the drop-out rates, stagnation, teacher-student ratio and student performance in the private schools.
- (e) To review the steps taken by the government to regulate these schools.
- (f) To review the motivation of people who take the initiative in opening private schools.

Methodology :

A descriptive research design has been devised and with the help of this a complete picture of the functioning of private schools has been drawn. Thus, the present study aims to describe accurately the ground level realities of the private schools and different aspects of its students in line with the objectives drawn.

Sampling :

This study is conducted in a comparative frame work of schools operating in rural and urban areas. Two districts, one from central (Hazaribagh) and another southern Bihar (Chaibasa) are the universe for the study. In these two districts, one town and two rural blocks from each district are selected for the present study. In Hazaribagh, Barhi and Ichak blocks have been selected where as in Chaibasa, Chakardharpur and Gamharia blocks have been selected for the present study. Six schools each from the city and each of the blocks have been selected from one district. Therefore from one district the total number of selected schools are eighteen. For the present study nine respondents from each school are chosen from parents, teachers and secretary of the private schools. Out of them, one is secretary, three are teachers and five are guardians. Thus in both the districts, thirty six schools and 324 respondents are covered.

Primary Data:

The primary data regarding the study have been collected through interview schedule, observation and case studies.

(a) Interview Schedule :

There are three interview schedules constructed for the interview of the respondents. The contents of the interview schedule are in keeping with the objectives of the study. The interview schedules elicit information on issues like factors contributing towards increasing popularity of private schools, the school climate and infrastructural facility, teachers input and educational process and the motivation of the people who take initiative in opening private schools.

(b) Observation:

Observation method has been used in the present study to supplement the data collected through schedules. The observation points in the present study mainly consist of information regarding resource mobilization, financial and physical, factors for attracting students and guardians, teacher's attitude and input and the overall school climate.

Case Study :

One case study has been made to unravel some of the latent aspects of resource mobilization. The perception of the management on this issue is vital for understanding the whole nexus behind the operation of the private schools.

Secondary Data:

Secondary data have been collected from available literature such as official reports and other published and unpublished materials in this field. Published materials related with the present study in the context of Bihar is conspicuous by its absence.

Field Experience:

Researchers went to the field and made some observation of the private schools. In this process a list of certain schools which seemed to be appropriate for the research purpose was prepared. During data collection in most of the cases the respondents thought that the investigator was a government functionary despite the clarification about his identity. This feeling was intense while gathering information from the school management. Teachers were very much conscious and they tried their best to be defensive while speaking on crucial issues. On the other hand guardians were quite cordial at the time of interview.

Chapter III

Motivation of People in Opening Private Schools And Reasons For Increasing Popularity.

The General and recent trend among the middle class parents is to shift from government schools to private schools in primary education. If private schools are available and if they can afford them, many parents prefer private to *government* schools. This increasing demand for private education is mostly confined to middle class families and hence the potential for growth of this sector is unlimited.

The proportion of children going to private schools according to NCAER report, 1999, is highest among the high income households, those in the top segment of poverty classification, those who are salaried and professionals, as well as among the Muslims. It is interesting that over 70% of children from SC and ST household study in government schools. Only about 43% of Christian and 49% of Muslim children go both to government aided and private schools. *This scenario suggest that government facilities cater to the requirements of the majority community in rural India. Lower participation of Muslim and Christian children in private schools may be related to both the medium of instruction and the content of curricula. Despite these first hand information, based mainly on the local and traditional circumstances, the continuous decline in the functioning of government schools has generated a lot of demand for private schools in both rural as well as urban areas and people from all section of the society irrespective of their class, caste and religion are starving for their children education in private schools.*

Tables covering factors for opening of private schools and reasons for the popularity of schools are discussed below:

Table 3.1
Sex and education of school proprietor

Education	Sex		Total
	Male	Female	
Matriculate	1 (100)	0	1 (2.77)
Intermediate	2 (100)	0	2 (5.55)
Graduate	18 (94.73)	1(5.26)	19(52.77)
Post-graduate	13 (92.85)	1(7.14)	14(38.88)
Total	34 (94.44)	2 (5.55)	36

94.44% proprietors of the private schools were male. The bulk of them (52.77%) were Graduate, followed by 38.88% Post-graduate.

This shows that people who are taking initiative in opening private schools are well educated. There are very few ladies in this field.

Table 3.2
Profession of school proprietors

Profession	Frequency
School Management	29 (80.55)
Government Service	1 (2.77)
Private Service	0
Business	5 (13.88)
Agent	1 (2.77)
Total	36

About 80.55% school proprietor's were only involved in school management and they had no other profession. 13.88% respondents were in private service and 2.77% were in government service and business respectively apart from giving time for school management.

It is amply evident that opening private schools is a good avenue for the unemployed. Some people who are engaged in other professions do not hesitate in opening schools, as they hope to make a good profit. It was also noticed that those who are in service run their school on the name of other family members who may or may not be actively associated with the work.

Table 3.3
Sex and education of guardians

Education	Sex		Total
	Male	Female	
Non-Matric	20 (83.33)	4 (16.66)	24(13.33)
High School	27 (93.10)	2 (6.89)	29 (16.11)
Intermediate	31 (81.57)	7 (18.42)	38 (21.11)
Graduate	63 (94.02)	4 (5.97)	67 (37.22)
Post-graduate	22 (100)	-	22 (12.22)
Total :	163 (90.55)	17 (9.44)	180

The bulk of the guardians (37.22%) were Graduate followed by 21.11% respondents who are I.A. passed. Those who were non-matric and matric accounted for 13.33% and 16.11% respectively.

Most of the respondents (90.55%) were male and in the Post-graduate category there presence was cent-percent. Maximum number of female (18.42%) were Intermediate by qualification.

The personal qualification of the guardians is no more a strong deterrent for sending the children in the private schools. Desire for obtaining quality education is increasing day by day among all section of the society.

Table 3.4
Profession of guardians

Profession	Frequency
Service	84 (46.66)
Business	64 (35.55)
Agriculture	13 (7.22)
Private service	4 (2.22)
House wife	15 (8.33)
Total	180

About 46.66% guardians were in government service followed by 35.55% respondents in business. Guardians who were agriculturist(7.22%) and in private business (2.22%) also send their children to private schools. Guardian's profession does not determine the choice of schools and it is clear that guardians with diverse education levels and professions are interested in quality education which in their opinion the government schools has failed to provide.

Table 3.5
Annual Income of guardians

Income (in amount)	Frequency
Below Rs 2000	3 (1.66)
2001 to 5000	60 (33.33)
5001 to 8000	80 (44.44)
8001 and above	22 (12.22)
N.A.	15 (8.33)
Total	180



Most of the guardians 44.44% were in the income group of Rs 5001 to 8000 per year. About 33.33% guardians were in the income group of Rs 2001 to Rs 5000. Only 1.66% respondents were in the income group of below Rs 2000. 8.33% respondents were having no income as they were housewives.

The findings indicate that most of the guardians were in the income group which is above the per individual income of Rs 3691 per year of the State (NCAER 1994). But at the same time people whose earning are below the State income indicator are also interested in sending their children to private schools. The fact that guardians in poor families often send their children to private schools confirm their high motivation for education.

Table 3.6
Reasons for opening school

	Frequency(n=36)
To get self employment	24 (66.66)
Motivation for education	34 (94.44)
To make supplementary income	9 (25)
For social work	23 (63.88)

94.44% proprietor reported that they had a great desire for education and therefore, they started this profession to educate maximum people. Opening of school as self employment avenue was revealed by 66.66% respondents. The school was opened to earn extra money according to 25% respondents. For 63.85% respondents the only view for opening the school was social work.

Manifest reasons may be different but the ground level reality which was noticed during the study was that every one who are involved in this profession

find it easy to make money in this situation where government institutions are failing to perform according to people's expectations.

Table 3.7
Source of financing

	Frequency
Guardians	1 (9.09)
Relatives	4 (36.36)
Friends	1 (9.09)
Bank	2 (18.18)
Community	2 (18.18)
Money lenders	1 (9.09)
Total	11

About 36.36% respondents took financial help in the form of loan from relatives for opening schools. 18.18% respondents took loan from bank and community members respectively. Only 9.09% respondents took money from moneylenders.

During discussion it was revealed by the proprietors of the school that for opening a school on a small scale in the initial stage, a sum of Rs 20,000 to Rs 30,000 is required. This amount covers the major expenses incurred on furniture and the rent of school building. Gradually other infrastructure are developed from the financial resource generated from the school. Thus for opening a school the money which is required is not large. It is easily procured from different sources.

Bank has no direct provision to finance for starting a school. But it was found that In Hazaribagh two youths started private schools from the loan they have obtained under PMRY scheme for some other business.

Table 3.8
Donation or loan for opening school

	Frequency
Yes	11 (30.55)
No	25 (69.44)
Total	36

About 30.55% respondents reported that they took loan for opening school. The rest started the school of their own without taking financial help from anybody.

Those who took loan reported that in case if they had taken from their family members, the loan was interest free. In some cases the loan was provided on the profit sharing pattern. The financier fixed a share in the income of the school.

Table 3.9
Nature of school environment

	Frequency (n=180)
Children of good family study	147 (81.66)
Expectation of good examination result	174 (96.66)
Preparation to meet future challenges	128 (71.11)
School has a reputation	83 (46.11)
Fees is high	01 (0.55)

Regarding determination of school environment, about 96.66% guardians were of the view that their children's result is good in the private schools. About 81.66% respondents attributed that only children of good family study in private schools and therefore, their children are subjected to modest peer-group socialization. Good future prospects of the children by sending them in private

school was highlighted by 71.11% respondents. Schools own reputation is undoubtedly a major factor for attraction, this perception was shared by 46.11% respondents.

Table 3.10

Reasons for sending children to private schools

	Frequency
Declining quality of government schools	158 (87.77)
Good discipline	156 (86.66)
Status symbol	142 (78.88)
Good education	158 (87.77)
English medium	129 (71.66)
Good atmosphere of school	111 (61.66)
Qualified teachers	103 (57.22)
Proper care of students	134 (74.44)
C.B.S.E. Syllabus	88 (48.88)

Majority of the guardians (86.66%) were of the view that the declining status of the government schools is the main reason for sending their children in private schools. About 86.66% respondents were of the opinion that good discipline in the private schools is the main centre of attraction. The issue of better up-to-date syllabus used by the private school in comparison to government school was raised by 48.88% respondents. English medium instruction is a big selling point of private schools as is evident from the response of 71.66% guardians.

Table 3.11**Reasons for good performance of private schools**

Reasons	Frequency (n = 108)
Teacher for different subject	14 (12.96)
Use of modern TLM	23 (21.29)
Management is efficient	7 (6.48)
Proper discipline	23 (21.29)
English medium Instruction	21 (19.44)
Regular provision of test	17 (15.74)
Proper attention to each student	8 (7.40)
Adequate infrastructure	12 (11.11)
Number of students is limited	6 (5.55)

On the issue regarding good performance of private schools about 21.29% guardians hold the view that the private schools use modern teaching and learning material and observe discipline. The common problem of multigrade education prevalent in government primary schools is absent in private schools as is evident by the response of 12.96% respondents who feel that the school has adequate number of teachers for different subjects. The availability of adequate infrastructure in the private schools was reported by 11.11% respondents. Some respondents (5.55%) reported that they prefer private schools because the number of students is limited and proper care of their children is possible.

Table 3.12**Methods used to increase enrolment**

	Frequency (n = 36)
Personal contact at the start of session	21 (58.33)
Use of print and electronic media	15 (41.66)
Poster / Hoarding / Pamphlets	33 (91.66)
Any other	1(2.77)

Regarding methods used to increase enrolment, 91.66% school owners were of the opinion that they distribute pamphlets and put on posters and hoardings in the streets of the town. Another most common practice was making personal contact with the local families at the start of the session. Use of print and electronic media for this purpose was adopted by 41.66% respondents.

It was noticed that the poster, hoarding and pamphlets is the best publicity device used in this business. Generally these schools target local people and they could effort to cover a town through this method in a short period of time. Personal contacts also pays dividend but has a limitation of area. It is usually not possible to cover a big area covering different sections of society through this approach. Similar to other professions, the private schools are also facing challenge from their rivals and it is here that the role of publicity becomes significant.

Table 3.13
Process of student enrolment

	Frequency (n = 36)
Admission test	33 (91.66)
Donation	0
Interview of guardians	0
Personal contact	17(47.22)

Regarding the process of student enrolment, about 91.66% respondents reported that they conduct a selection test before admitting a student in their school. The examination can be both written or oral depending on the class for which the admission test is conducted. 47.22% respondents on the other hand revealed that they admit students through personal contact. Their modus-operandi was to contact local families and convince them about their school and

the facilities which they are providing to the students. It is more or less a social marketing approach in which the guardian, as a customer is targetted.

It was noticed during the study that the selection method based on test is only used by certain schools who have gained some reputation in society in previous years. Because once the reputation is established, they have the option to select and reject the students which as a matter of fact again provides them the credibility of being a standard school. Schools which are new strive for a reputation in the market and therefore they seldom take the risk of conducting an admission test as their motto is maximum enrolment.

Table 3.14

Reasons for growing attraction towards private schools

Reasons	Frequency (n = 108)
Declining state of government schools	34 (94.44)
Good discipline of private schools	31 (86.11)
Status of children attached to school	18 (50)
Quality education	26 (72.22)
Instruction through English medium	33 (91.66)
Good environment of school	18 (50)
Qualified teacher	21 (58.33)
Proper care of children	22 (61.11)
Any other	2 (5.55)

The declining state of government schools has compelled the guardians to send their children to private schools was the response of 94.44% school management regarding reason for growing attraction towards private schools. The English medium instruction ability of the private school as a reason for its growing demand was cited by 91.66% respondents. About 58.33% respondents were attracted by qualified teachers. Good discipline and quality education

provided by the private schools as the main reason for its growing popularity was reported by 86.11% and 72.22% respondents respectively.

It was noticed that the main advantage of private schools is being more accountable, they have higher levels of teaching activity. English medium instruction is a big selling point of private schools. And, generally the rapport between guardians and teachers is more effective in private schools than in government schools.

Table 3.15
Monthly school fees

Fees	Frequency
Below Rs 50	76 (42.22)
Rs. 51 to 75	72 (40)
Rs. 75 and above	32 (17.77)
Total	180

About 42.22% children were paying below Rs 50 as fees per month. 40% children were paying between Rs 51 to 75 per month and only 17.77% children were paying Rs 75 and above fees per month.

The amount paid as fees is very high in comparison to almost parallel free education provided by the state. About 66% of the sample schools were in villages where as a matter of fact the purchasing power of the common men is low. Despite this the attraction for sending the children in private schools is gradually increasing. Now it would be a mistake to think that the private schooling is restricted to the privileged families. Even among poor families and disadvantaged communities one finds parents who make great sacrifices to send some or all their children to private schools.

Table 3.16

Annual per children expenditure on education

Expenditure	Frequency (n=180)
Below Rs 500	3 (1.66)
Rs. 501 to 1000	34 (18.88)
Rs. 1001 to 1500	41 (22.77)
Rs 1501 to 2000	43 (23.88)
Rs 2001 and above	59 (32.77)

On the issue of other annual expenditures on education besides school fees, about 32.77% guardians reported that they are spending Rs 2001 and above. 23.88% guardians admitted that they are contributing Rs 1501 to Rs 2000 on their children education. Only 1.66% guardians revealed that their other annual expenditures on their children education is below Rs. 500. These expenditures mostly computed the annual expenses on books, stationery, transport, tuition and dress.

It was observed that private elementary schooling is more expensive than schooling in government schools. But the expenditure on girls is much lower. This increasing dependence on private schooling in recent years has affected female education more than male education. The household expenditures on education was found to be higher among the large landowners, relatively rich and salaried persons.

In justification most of the parents stated that if the costs of sending a child to a government and private school were the same, they would rather send their children to a private school. The reason, almost invariably, is that they are dissatisfied with the functioning of the local government school.

Table 3.17
Utility of TC

Opinion	Frequency
Yes	0
No	142 (78.88)
Can't say	38 (21.11)
Total :	180

About 78.88% guardians were of the opinion that the Transfer Certificate (T.C.) issued by the private schools has no meaning if they readmit their children in other schools, especially in government schools after Class V.

In the present study non of the sample schools were affiliated to any government approved board. It was observed that a crucial problem faced by private schools is that it is hard from them to obtain official recognition from the government. Without recognition, private schools cannot issue recognized primary school certificates. The standard way of dealing with this problem of non-recognition is to teach children until grade V and than they are transferred to government schools for the sole purpose of obtaining a certificate. Most private schools establish informal links with local government schools in order to implement this procedure.

Table 3.18
Utilization of income derived from school

	Frequency (n=36)
By improving the present condition	35 (97.22)
By opening new branch	1 (2.77)
By introducing new technology	24 (66.66)
By increasing teachers salary	26 (72.22)

97.22% respondents from the management reported that they utilize the income derived from the school in improving the present condition of the school. According to 72.22% respondents they increase the salary of the teachers. 66.66% respondents were of the view that they introduce new TLM like computers and video games from the income they derive. Some respondents utilize income from school by opening new branch of the school.

Table 3.19
Shortcomings in government schools

Reasons	Frequency (n=180)
Declining quality of education	137 (76.11)
Lack of discipline and accountability among teachers	175 (97.22)
Lack of conducive environment	122 (67.77)
Lack of adequate TLM and infrastructure	101(56.11)
Token fees is charged	49 (27.22)

About 97.22% guardians were of the view that the government schools lack discipline and accountability among teachers. 67.77% respondent hold the view that the government schools lack conducive environment. Declining quality of education in government schools was also reported as a reason for sending their children in private schools by 76.11% respondents. Lack of adequate TLM and infrastructure as a major shortcoming in government schools was raised by 56.11% guardians.

The picture emerging from the field investigation is quite bleak. Teaching and management of standards in government schools are extremely poor and play a major part in the persistence of low attendance levels. Even those children who do not attend government schools receive very little education, due to high rates of teacher absenteeism and shirking as well as to crude teaching methods.

Summing Up :

People who are taking initiative in opening private schools are well educated and this profession is attracting people from both the sexes.

People who are already in other profession do not hesitate in opening private schools. Manifest reasons may be different but the ground level reality is that everyone who is involved in this affair find it is easy method to earn money.

Most of the guardians were in the income group which is above the per individual annual income of the State that is Rs 3691 (NCAER-1994). But at the same time people whose earning are below the State income indicator are also interested in sending their children in private schools.

Guardian's profession and education does not limit in the selection of the schools and it is clear that guardians with different trades, education and profession are also interested in quality education which in their opinion the government schools has failed to provide.

Posters, hoarding and pamphlets is the best publicity device used in this profession. Similar to other professions, the private schools too face challenge from their rival and here the role of publicity becomes significant.

The main advantage of private schools is being more accountable, they have higher levels of teaching activity. English medium instruction is a big selling point of private schools. Generally, the rapport between guardians and teachers is more constructive in private schools than in government schools.

The amount charged as fees is very high in private schools in comparison to government schools. Despite this the attraction for sending the children in private schools is gradually increasing. Even among poor families and disadvantaged communities one find guardian who make great sacrifices to send some of all of their children in private schools.

The crucial problem faced by the private schools is that it is hard for them to obtain official recognition from the government. Without recognition, private schools cannot issue recognized primary school certificates.

Chapter IV

Teachers Input, School Climate, Available Infrastructure Facility And Students Performance

Private schooling is often thought to be confined to urban areas, but this is not the case. In many of the villagers, private schools are a flourishing business which presents both opportunities and danger. Two conditions are favourable to the emergence of private schools in a specific area : (i) the breakdown of government schools, and (ii) parental ability to pay.

There is wide variations between private schools in terms of service provided, level of fees, facilities available and so on. Some private schools are little more than coaching centres, run in a shack or a open space by some unemployed educated youth. Others have modern facilities, charge expensive fees, and try to project the image of model school. At the same time, the empirical evidence, based on the mean scores of children in achievement tests, is not very conclusive. Some studies (Govinda and Varghese, 1993, Kingdon, 1995) have shown that unaided private schools perform better than the government schools. Some other studies (Bashir, 1994) show that aided sector schools perform better than the unaided schools.

In most cases, private unaided schools enroll children from upper middle class families and that too after a series of selection tests. Needless to add, such a selection process segregates schools and children based on their capacity to pay and it increases social inequalities through educational process. It is interesting to note that the unaided sector survives and continues to expand despite the fact that the successive education policies have favoured a common school pattern for India. According to the Fifth All India Education Survey, only 2% of students at primary level sought education in private schools in 1986. This

increased to about 10% by 1994. In Bihar this proportion was 0.1% in 1986, which increased to 8.7% in 1994.

At the same time private schools teachers are poorly qualified and poorly trained. It is generally agreed that the government teachers are more competent. But private school teachers, unlike government teachers, turn up for work and do their job. They have to perform to keep their job. They have to be punctual and regular in performing their duties. In short, teachers in private schools are accountable to the management. Government teachers do not worry about this. This is so in spite of private school teachers earning much lower than government teachers.

In this section an attempt has been made to discuss tables related with teachers input, school environment and student's performance.

Table 4.1
Sex in relation to education of the teachers

Education	Sex		Total
	Male	Female	
High School	-	4 (100)	4 (3.70)
Intermediate	3 (27.27)	8 (72.72)	11(10.18)
Graduate	40 (54.05)	34 (45.94)	74 (68.51)
Post-Graduate	11(57.89)	8 (42.10)	19 (17.59)
Grand Total	54 (50)	54 (50)	108

Out of the total 108 teachers covered in the present study, about 50% were females. 3.70% were only high school by qualification. The maximum teachers (68.51%) were Graduate. On the whole male teachers were more qualified than female teachers.

In absence of actual statistics it is not possible to compare the educational level of the private school teachers with the government school teachers, but in any case the teachers attached with government schools are more qualified as they have to go through certain selection procedures which requires lots of competency. On the other hand, mostly teachers in the private schools despite their educational Degrees are average students and do not need to face any selection procedure for their recruitment in private schools, especially in the rural areas the picture is more grim.

Table 4.2
Reasons for joining teaching profession

Reasons	Frequency (n=108)
Interest in education	97 (89.81)
Lack of other work	45 (41.66)
Economic reasons	100 (92.59)
Utilization of leisure	67 (62.03)

92.59% teachers were of the view that they joined this profession due to economic reasons. Personal interest in education provoked 89.81% respondents to join this profession. In case of 62.03% respondents this profession was a means to utilize the leisure time.

It was noticed that females who hail from middle class families with sound economic status generally join this profession to keep themselves busy. For them the earning from this profession is not so important rather their engagement. Apart from their personal engagement their children also study in the school and it gives them enough time to supervise them. Economic reasons for joining this profession is more operative at block and village level.

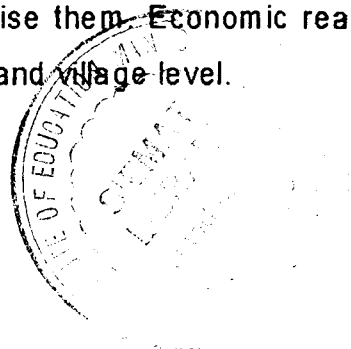


Table 4.3
Number of period covered in a day

Period	Frequency (n=108)
Below	0
3 to 5	20 (18.51)
Above 5	88 (81.48)
Total :	108

In 18.51% schools, teachers take 3 to 5 period per day and in 81.48% schools they take above 5 period on an average working day. Mostly one period in primary level private schools consist of thirty minutes duration.

Table 4.4
Additional routine work performed by teachers

Nature of work	Frequency (n = 180)
Sports	4 (3.63)
Drama	0
Account	3 (2.72)
Management	8 (7.27)
Consultation with guardians	2 (1.81)
Evaluation of examination copy	2 (1.81)
Extra classes	1 (0.91)
Not applicable	90 (81.81)
Total	110

About 7.27% teachers were of the opinion that they had to look after the school management work in addition to the classes they take. This management

work mainly deal with the supervision of school prayer and other routine activities like sweeping of school building and timely performance of transportation facility, etc. 3.63% teachers reported that in addition to classes their service was taken for supervising the sporting activities of the children. Maintenance of accounts was performed by 2.72% teachers. Consultation with guardians and evaluation of examination copies was performed by 1.81% teachers respectively in addition to their teaching activities.

It was noticed during the study that the teachers were fully utilized during the average six hours duration of the schools. There is no hard and fast division of labour. From everyone it is expected to perform best in the interest of the school. Keeping the students engaged and performing regular activities is the biggest skill which is required to be successful as a teacher in the private schools. Failing to this replacement is inevitable.

Table 4.5
Salary of the teachers

Salary	Frequency
Below Rs 500	9 (8.33)
Rs 501 to 1000	71 (65.72)
Above 1001	28 (25.92)
Total :	108

About 8.33% teachers in the surveyed schools were getting a salary of below Rs 500 per month. The maximum teachers (65.74%) were in the salary bracket of Rs 501 to 1000. Only 25.92% teachers were in the salary grade of Rs 1001 and above.

This is enough testimony to state that the teachers in private schools are getting the salary which is almost five times less than their counter-part in the government schools. At the same time their devotion towards their

responsibilities is almost double or even more in comparison to government school teachers, either willingly or non-willingly. It would be correct to say that the management of private schools are exploiting the economic necessity of the mass unemployed manpower on the pretext of providing job opportunity.

Table 4.6
Monthly income of teachers from other sources

Income	Frequency (n=108)
Below Rs 500	14(12.96)
Rs 501 and above	44 (40.74)
No income	50 (46.29)

12.96% teachers were earning a monthly income of below Rs 500 per month apart from salary. About 40.74% respondents were earning Rs 501 and above per month.

It was observed that in private school teachers – guardians meeting are frequent. In these meetings teachers routinely apprise the guardians about their children performance. Mostly during these discussions the teachers advice for tuition to students, latently with the view to earn money out of that. Once the requirement of tuition is conveyed to the guardians, he is left with no other option but to ask his class teacher for providing tuition and for teachers this is the only supplementary income.

Table 4.7
Extend of job satisfaction

Satisfaction	Frequency
Much satisfied	2 (1.85)
Satisfied	76 (70.37)
Not satisfied	20 (18.51)
Total	108

About 70.37% teachers reported that they were satisfied with the present job. 18.51% respondents were not satisfied with their present profession. Job satisfaction depends mainly on two factors, i.e. (i) working conditions, and (ii) salary structure. It was reported by the teachers that the working conditions, including number of annual holidays and other incentives were not properly provided. In reality there is no fixed holidays and during the school vacation in most of the schools, teachers are not given any salary. Teachers who are working for more than ten years were also not given increment. Apart from that in case of pregnancy the female teachers are not entitled of medical claim and they have to remain on leave without pay for the entire period.

People in management have a different approach to these problems. They are of the opinion that the financial outcome from the school is not enough sound that they can handle the grievance of the teachers.

Table 4.8
Determination of teachers ability

Parameter	Frequency
More qualified	102 (56.66)
More disciplined	174 (96.66)
Punctual	162(90)
Provide instruction in English	104 (57.77)
Gets more salary	1 (0.55)
Total	108

About 96.66% guardians were of the view that in the private school teachers are more disciplined. Punctuality of teachers in private schools was advanced by 90% guardians as a reason for their good functioning. Instruction through English medium has attracted 57.77% guardians.

It was noticed that often private schools take the advantage of the vulnerability of guardians. Most of the guardians have little idea of what goes on in classroom. They know that teachers turn up on time, keep the children busy and maintain discipline, and in all these respects private schools strike them as far superior to government schools. Even an inept teacher, however, can maintain these appearances without imparting much education to the children. The hollow claim of English instruction made by many private schools is another illustration of this problem.

As a matter of fact teachers in private schools have less formal education to those of government school teacher and mostly they are untrained. These schools hire teachers with only the bare minimum qualification. Also there is again a great deal of variation in the credibility of English instruction, with teacher themselves knowing little more than a few sentences of English in most of the schools.

Table 4.9
Evaluation of teachers performance

Method	Frequency
By supervision of class	27 (75)
Through annual examination report	20 (55.55)
By asking students	20 (55.55)
By asking guardians	16 (44.44)

Regarding evaluation of teachers performance about 75% of the school management were of the view that supervision of classroom activities is the best approach and it is generally practiced. Outcome of the annual examination and students interview are the best methods to examine the teachers performance in view of 55.55% school management respectively. Sometimes opinion of the guardians also determine the efficiency of teachers (44.44%).

More or less in private schools the efficiency of the teachers is determined on his ability to keep the students involved in one or more classroom activities. Thus in private schools teachers have little reason to promote the personal development of the children, to treat them with sensitive, or to impart a sense of value. Their overwhelming objective is to cram the heads of the students, so that they may pass the relevant tests and examinations.

Table 4.10
Strength of teachers

Below 5	0
6 to 8	25 (69.44)
Above	8 (30.55)
Total	36

In about 69.44% schools the strength of teachers were between 6 to 8. In none of schools uptill primary level the strength of teachers was below 5. This evidence is enough to illustrate that the private schools mostly do not suffer from the menace of multi-grade teaching. In some exception cases of multi-grade teaching in private schools, the range of grades and number of children simultaneously taught are usually smaller. It is generally due to better teacher – student ratio in private schools.

Table 4.11
Male – female ratio

Ratio	Frequency
More male than female	14 (38.88)
More female than male	19 (52.77)
Equal male and female	3 (8.33)
Total	36

Female outnumber males in their strength in about 52.77% schools. In 8.33% schools they are equal in number.

It was noticed during the study that the school management prefer female more than male. This is mainly due to their submissive attitude and their effective dealing ability with the small children. Another covert aspect is that they are easily available on lower salary than male teachers. Their approach to deal with guardians is also appreciable and above all they seldom indulge in any agitation uncommon to male teachers.

Table 4.12
Career prospect in the present profession

Prospect	Frequency
Secured	28 (25.92)
Unsecured	80 (74.07)
Total	108

On the issue of future career prospect, about 70.07% teachers hold the view that it was insecured.

Teachers mostly complain that they are denied basic facilities like Provident Fund and other essential allowances. Now the management has started asking the teachers to provide in writing that they are working in the school on voluntary basis for seeking teaching experience thus depriving them from the benefits of a permanent status.

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Table 4.13
Teaching methods used

Method	Frequency (n=108)
Direct teaching method	107 (99.07)
Demonstration method	98 (90.74)
Laboratory method	4 (3.70)
Excursion method	9 (8.33)
Group discussion method	12 (11.11)
Project method	14 (12.96)
Problem solving method	79 (73.14)
Recitation method	24 (22.22)

Direct teaching method was the most common approach used in the private schools as is evident from the response of 99.07% teachers. Teaching through demonstration method is also popular and about 90.74% teachers preferred it. Problem solving method and recitation method was used by 73.14% and 22.22% teachers respectively.

On the whole, teaching methods are not very different in private and government schools. In both cases, the main emphasis is on crude methods such as reciting numbers, memorizing exercises, and coping from textbooks. The main difference is the closer monitoring of children in private schools. Children receives close attention in private schools, perhaps because private – school teachers are keen to retain their ‘clients’ and know that a neglect child can drop-out.

Table 4.14
Proper evaluation of home-work

Response	Frequency (n=108)
Yes	169 (93.88)
No	11 (6.11)
Total:	180

It was reported by 93.88% guardians that home-work was properly evaluated.

During the field work, an effort was made to examine some of the home-work copies of the students and it was noticed that most of the evaluation work was performed in hurry as the errors were sometimes ignored. Guardians were either unaware of this fact due to lack of time or they were not competent enough to notice the mistakes. Teachers on the other hand showed their inability due to their hectic working schedule as the main reason for committing these faults. For them it is not possible to examine hundred and in some cases more copies daily with all sort of sincerity.

Table 4.15
Process adopted to improve the performance of mediocre students

Process	Frequency (n=108)
Extra attention in class	96 (88.88)
More time is given other than class	38 (35.18)
Guardians are regularly informed	91 (84.25)
Suggestions are given for tuition	61 (56.48)

About 88.88% teachers were of the view that extra classes were arranged for mediocre students to improve their performance. Guardians were regularly

informed about the child performance so that they can put extra care according to 84.25% respondents. Tuition as a means to improve the performance of the children is suggested by 56.48% teachers.

It was noticed during the study that either extra classes or extra attention, apart from tuition were solely arranged by the school on payment and therefore to assume that the teachers of the school voluntarily take initiative for the betterment of the children will be a mistake.

Table 4.16
Whether school management takes proper consideration of teachers problem

Opinion	Frequency (n=108)
Yes	66 (61.11)
No	42 (38.88)
Total	108

On the issue of whether the school management takes proper consideration of the teachers problem, about 61.11% teachers were affirmative about it.

It was noticed that management was very prompt towards certain problems of the teachers that can hurt their interest. These problem were mainly related with school infrastructure, teaching materials and students.

Table 4.17
Facilities available in schools

Facilities	Yes	No	Total
Proper class-wise classrooms	28 (77.77)	8 (22.22)	36
Classroom in proportion to students	28 (77.77)	8 (22.22)	36
Drinking water	36 (100)	0	36
Electricity facility	34 (94.44)	2 (5.55)	36
School bus	10 (27.77)	26 (72.22)	36
Canteen	0	36 (100)	36
Security guard	7 (19.44)	29 (80.55)	36
Peon (Dai)	35 (97.22)	1 (2.77)	36
Computer	8 (22.22)	28 (77.77)	36
Play ground	30 (83.33)	6 (16.66)	36
Sports kit	34 (94.44)	2 (5.55)	36
Toilet	35 (97.22)	1 (2.77)	36

In about 77.77% schools there was proper class-wise classroom facility. Peon (dai) was available in 97.22% schools. About 94.44% schools had electricity facility. Computer as an advanced TLM was used in 22.22% schools. Playground and sports kit was available in 83.33% and 94.44% schools respectively. As a matter of surprise in 2.77% school toilet facility was not available.

The premises of the private schools were in most cases simple but functional. Often they do better than government schools in terms of availability of various facilities and the utilization of these facilities tends to be more efficient. Many private schools even manage to create some kind of learning atmosphere with the simple means available to them.

Table 4.18
Students scoring more than 75% marks

	Class I	Class V
Below 50%	33 (91.66)	34 (94.44)
51 to 75%	3 (8.33)	1 (2.77)
76 to 90%	-	-
91 to 100%	-	1 (2.77)

In about 91.66% schools, below 50% children were scoring more than 75% marks in the annual examination in Class I and in Class V it was in 94.44% schools. About 51 to 70% students scoring more than 75% marks was reported in 8.33% schools at Class I level and 2.77% at Class V level. Only in 2.77% schools, 91 to 100% students were securing more than 75% marks in Class V.

It was reported from different sources that there is a practice in private schools to give maximum marks in the annual exam of Class V. This helps the guardians to get admission in other schools if they desired so. This practice on the other hand enhance the reputation of the school as the guardians take the report card on its face value and compare it with children studying in other schools without going in further details.

Table 4.19
Ratio of students who failed

	Class I	Class V
Below 5%	8 (22.22)	9 (25)
6 to 10%	10 (27.77)	6 (16.66)
About 11%	1 (2.77)	1 (2.77)
91 to 100%	17 (47.22)	20 (55.55)

The ratio of class repeaters is comparatively low in private schools. In 22.22% schools, at the level of Class I, below 5% students failed and at Class V level in 25% schools. About 11% students failed in Class I and Class V respectively in 2.77% schools. In 47.22% schools at Class I level and in 55.55% schools at Class V level non of the students failed in 1999 – 2000 academic year.

Summing Up :

About half of the teachers were female and the maximum teachers were Graduate by qualification. Females from middle class families with sound economic status also join this profession to keep themselves busy. For them earning from this profession is not so important rather their engagement.

Teachers are fully utilized during the average six hours duration of the schools. There is no hard and fast division of labour. From everyone it is expected to perform best in the interest of the school. Keeping the students engaged and performing regular activities is the biggest skill which is required to be successful as a teacher in the private schools.

Teachers in private schools are getting the salary which is almost five times less than their counterpart in the government schools. At the same time their devotion towards their responsibility is almost double or even more in comparison to government school teachers, either willingly or non-willingly.

In private schools the efficiency of the teachers is determined on his ability to keep the students involved in one or more classroom activities. Thus in private schools teachers have little reason to promote the personal development of the children, to treat them with sensitivity, or to impart a sense of values. Their overwhelming objective is to cram the heads of the students, so that they may pass the relevant tests and examinations.

Due to the presence of adequate number of teachers in primary schools mostly do not suffer from the menace of multi-grade teaching. In some exception cases the range of grades and number of students simultaneously taught are usually smaller.

Private school management prefer female more than male. This is mainly due to their submissive attitude and their effective dealing ability with the small children. Another covert aspect is that they are easily available on lower salary than male teachers.

Teaching methods are not very different in private and government schools. In both cases, the main emphasis is on crude methods such as reciting numbers, memorizing exercises, and copying from textbooks. The main difference is the closer monitoring of children in private school.

Chapter V

Conclusion

To cope with the present challenge of universal primary education, many initiatives have been taken by the government, both at Central and the State level. Parallel to these efforts, a large number of private schools are also mushrooming both in rural as well as in urban areas,. In comparison to government schools, unaided sector is small in India. In 1986, it accounted for around 2.3% of the primary schools and 5.1% of the total enrolment in primary schools.

The recent trend among the middle class families is to shift from government schools to private schools in primary education. If private schools are available and if they can afford them, many parents prefer private to government schools. Hence the potential for growth of this sector is unlimited.

It is interesting to note that the unaided sector survives and continues to expand despite the fact that the successive education policies have favoured a common school pattern for India. According to the Fifth All India Education Survey, only 2% of students at primary level sought education in private schools in 1986. This increased to about 10% by 1994. In Bihar this proportion was 0.1% in 1986, which increased to 8.7% in 1994.

The issues related with the role of private schooling and children has been raised under two objectives of the study, viz., (i) Motivation of people in opening private schools and reasons for its increasing popularity, (ii) Teachers input, school environment and students performance.

People who are taking initiative in opening private schools are well educated and this profession is attracting people from both the sexes.

People who are taking initiative in opening private schools are well educated and this profession is attracting people from both the sexes.

People who are already in other profession do not hesitate in opening private schools. Manifest reasons may be different but the ground level reality is that everyone who is involved in this affair find it a easy method to earn money.

Some private schools, for instance are based on a mixture of pecuniary and philanthropic motives. Sometimes an educated unemployed youth decide to set up an informal school, both to earn some income as well as to contribute to the advancement of their village or community.

Most of the guardians were in the income group which is above the per individual annual income of the State, i.e. Rs 3691/- (NCAER 1994) . But at the same time people whose earning are below the State income indicator are also interested in sending their children to private schools. The fact that the guardians in poor families often send their children to private schools confirm their high motivation for education.

Personal qualification of the guardians is no more a strong deterrent for sending children in private schools. Guardians with less qualification also opt for private schooling for their children.

At the initial stage for opening a school on a small scale a sum of Rs 20,000 to 30,000 is required. This amount covers the major expenses incurred on furniture and the rest of school building. Gradually other infrastructure are developed from the financial resource generated from the school.

In case of loan for opening a school, mostly the money is hired from the family members and are interest free. In some cases loan is provided on the profit sharing pattern, generally when procured from the outsider.

The premises of the private schools were in most cases simple but functional. Often they do better than government schools in terms of availability of various facilities and the utilization of these facilities tend to be more efficient. Many private schools even manage to create some kind of learning atmosphere with the simple means available to them.

Posters, hoarding and pamphlets is the best publicity device used in this profession. Similar to other profession, the private schools too face challenge from their rival and here the role of publicity becomes significant.

The main advantage of private schools is being more accountable, they have higher levels of teaching activity. English medium instruction is a big selling point of private schools. Generally, the rapport between guardians and teachers is more constructive in private schools than in government schools.

The amount charged as fees is very high in private schools in comparison to government schools. Despite this the attraction for sending the children in private schools is gradually increasing. Even among poor families and disadvantaged communities one finds guardians who make great sacrifices to send some or all of their children in private schools.

Selection method based on test is only used by certain schools who have gained some reputation in society in previous years. Once the reputation is established, they have the option to select and reject the students which is a matter of fact again provides them the credibility of being a standard school. Schools which are new strive for a reputation in the market and therefore they

seldom take the risk of conducting an admission test as their motto is maximum enrolment.

Guardians were of the opinion that if the cost of sending a child to a government and private school were the same, they would rather send their children to a private school. The reason, almost invariably, is that they are dissatisfied with the functioning of the local government school.

The crucial problem faced by the private schools is that it is hard for them to obtain official recognition from the government. Without recognition, private schools cannot issue recognised primary school certificates.

About half the teachers in the sampled school were female and the maximum teachers were Graduate. Females from middle class families with sound economic status also join this profession to keep themselves busy. For them earning from this profession is not so important.

Teachers are fully utilized during the average six hours duration of the school. There is no hard and fast division of labour. From everyone it is expected to perform best in the interest of the school. Keeping the students engaged and performing regular activities is the biggest skill required to be successful as a teacher in the private school.

Teachers in private schools are getting the salary which is almost one fifth of their counterpart in government schools. At the same time their devotion towards their responsibility is almost double or even more in comparison to government school teachers either willingly or unwillingly. It would be correct to say that the management of private schools are exploiting the economic necessity of the mass unemployed manpower on the pretext of providing job opportunity.

Teacher – guardians meeting are frequent in private school. Generally this opportunity is used by the teachers to ask the guardians for arranging tuition for their children on the pretext of their average performance in the class. Once the requirement of tuition is conveyed to the guardians, he is left with no other option but to hire the class-teacher for tuition, and for teachers this is the only supplementary income.

In private schools the efficiency of the teachers is determined by his ability to keep the students involved in one or more classroom activities. They have a strong incentive to do, since they might lose their job if attendance declines due to poor teaching standard. Thus in private schools teachers have little reason to promote the personal development of the children, to treat them with sensitivity, or to impart a sense of value. Their overwhelming objective is to cram the heads of the students, so that they may pass the relevant tests and examination.

Due to the presence of adequate member of teachers in primary schools, they do not suffer from the menace of multi-grade teaching. In some exceptional cases the range of grades and number of students simultaneously taught are usually smaller.

In private schools there are no fixed holidays and during the school vacation in most of the schools, teachers are not given any salary. Teachers who are working for more than ten years were also not given any increment. During pregnancy, the female teachers are not entitled of medical claim and they have to remain on leave without pay for the entire period.

Private school management prefer female teachers more than male. This is mainly due to their submissive attitude and their effective dealing ability with the small children. Another covert aspect is that they are easily available on lower salary than male teachers. Their approach to deal with guardians is also

appreciable. And above all they seldom indulge in any agitation as in the case with male teachers.

Teaching methods are not very different in private and government schools. In both cases, the main emphasis is on crude methods such as reciting numbers, memorizing exercises and copying from textbooks. The main difference is the closer monitoring of the children in private schools.

School management has started asking the teachers to provide in writing that they are working in the school on voluntary basis for seeking teaching experience thus depriving them from the benefit of a permanent status.

There is a practice in private schools to give maximum marks in the annual examination of Class V. This helps the guardians to get admission in other schools if they desired so. This practice on the other hand enhances the reputation of the school as the guardians take the report card on its face value and compare it with the children's progress in other schools without going in details.

The demand for primary education has rapidly increased in some recent years due to rising incomes, higher level of parental education and related factors, inducing a larger proportion of parents to send their children to private schools due to decline in the quality of teaching in government schools, especially in rural areas.

Appendix

(A) Case Study

Resource Mobilization : Physical and Financial

Zakir Hussain Marg is situated in the southern part of the Hazaribagh town. Most of the resident of this area are Muslim and belong to middle and lower income group. Sweet Rose Learning Centre, a private school is located in this colony and is managed by Mr. Ali Imam. A science graduate from the local St. Columbus College in his mid thirties he has gone a long way since the inception of his school in 1992. He is the grandson of a retired magistrate and son of a Electricity Board employee, he is a common figure. His other two brothers are also in teaching profession. One is government primary school teacher and another works in a local missionary school. His own experience of private school management is full of struggle and dedication. Some of the ideas shared by him regarding his institution are noted below.

He recalls that in 1979 he first began to earn money from tuition when he was invited by one of his school teacher Mr. M.D. Ismail to give tuition to his son. Since then he never turned back. He first joined a tuition centre as a tutor and then started his own tuition centre. Along with giving tuition he continues his studies and was never attracted toward government job. He wanted to start private business of same sort. Ultimately it took the shape of a private school in 1992 when his tuition centre was revamped. He says that it was the pressure from the local people which motivated him to start the school. But in any case he was also aware of the fact that there was lack of good government primary school in that area and there would be a regular supply of students. Without taking much risk he opened the school in his own house with only one teacher other than him. In the initial months he had only 26 students enrolled.

For converting of his coaching centre into a private school he required a sum of about Rs. 50,000/- and this he got from his uncle who is settled in Canada. He was also financially supported by two of his friends who are in government job and now partners in this endeavour. Mr. Imam claims that the loans were interest free and he repaid it within two years. Apart from family members and friends he also occasionally gets donation from his community members for adding to the infrastructure and efficiency of the school.

From 26 students in 1992 to more than 300 students at present is not a mean achievement. He holds the view that the government is partially responsible apart from his personal efforts for this success. In the absence of proper government educational institution the guardians have no other option but to enroll their children in private schools. This is a broad notion which attracts new corners to open new schools, but at the same time there are certain factors which the management has to look after to attain success.

So far as physical mobilization of resources are concerned the personal relationship of the management with the local people is the foremost requirement according to Mr. Imam. In his own case he made it a routine to visit at least five houses each day for the publicity of his school. This door to door canvassing is very important and it establishes personal rapport.

Medium of instruction is another vital element. English medium instruction is in demand and therefore the whole focus is whether the school is prudent enough to provide education through English medium. For this Mr. Imam has cautiously recruited certain teachers who can teach children through this medium and must be able to interact with guardians accordingly.

Discipline in the school campus along with routine classes is also necessary. Engagement of the students in their respective period is the foremost responsibility of the management. Disciplinary actions in the form of deduction in

the salary are taken against such teachers who are found guilty. To make the teaching more serious monthly or weekly tests are conducted. These tests also influence the views of the guardians and by this approach they are regularly informed about the performance of their ward. If the performance of the student is not satisfactory the guardians are informed about the need for extra classes or tuition which more or less is provided by none other than the school teacher.

Another vital factor for success of the school according to Mr. Imam is the transportation facility provided by the school. He says that things are changing fast and everyone is short of time. If the school is able to provide this facility it will definitely have an edge over other competitors who are lacking this facility. He has kept auto-rickshaws and rickshaws for bringing children from their houses. Apart from tuition and other fees, this service provided by schools also brings extra income.

Publicity is not less important and it is done in two ways. One by personal contact and another by hoarding and print media. In his own case, he had made it a point to flash his school details at least twice in a month in the local Hindi daily. Hoarding and wall painting are regular and these advertisements according to Mr Imam "Hum Ko Is Daur Me Zinda Rakhta Hai", keep me alive in the race.

In running a private school, the selection of teachers is a very important. Much depends on their performance as they fulfil multiple interests of the management. Mr. Imam is of the view that teachers from the fair sex are more preferred and this is the area where female outnumber male, not due to their higher education or talent but due to their submissive attitude. They are more disciplined and any time they can be asked to leave. They are more attentive towards kids and familiar with their psychology. Mr. Imam holds the view that female teachers are also helpful in bringing children from the near by area of their residence in the school where they work. In Hazaribagh teachers in many schools have started demanding facilities like Provident Fund and medical



allowance from the management but these grievances is not getting firm support as most of the schools have female teachers and they are reluctant to oppose their management. In reply to this agitation now the management has started asking the teachers to provide in writing that they are working in the school on voluntary basis for seeking teaching experience thus depriving them from the benefits of a permanent teacher.

But Mr. Imam who gives salary of Rs. 600 to Rs. 800 per month to his teachers, is of different opinion. To him, there is nothing wrong in payment of low salary. At the time of recruitment we very firmly explain the terms and conditions to the teachers and it is they who accept it. So the question of exploitation does not arise but on the contrary we give employment to many such people who are desperately in need of employment and there is no other place where they can get shelter. For him, he is performing a big task which the Government has failed to perform properly.

On the issue of financial resource management Mr. Imam is very clear that it varies from one school to another and has no uniform code of conduct. Similar to other trade, every school has some tricks and accordingly they use it for their overall success. But one aspect is common in every school, priority is given to the investment in infrastructure building, like provision for more classrooms, sports and transportation facility. TLM like computers and other modern instruments has become essential requirements for attracting guardians. But it all depends on the management committee and they decide how and to what extent money should be spent on each item according to the priority. The main objective is to enroll maximum students and for this the outlook of the school should be broad. In the context of his own school he charges Rs 40 per month as tuition fees from every student at the primary level. Apart from that other fees, like examination fees and development fees are also charged from student yearly. On an average this account Rs 200/- annually per student and the larger part of this sum is used for institution building.

On the matter of financial management Mr. Imam solely depends on the advice of his two other salient partners and for this the meeting of the board is monthly organized. On an average he spent about 40% of his income on the salary of the staff. 25% is invested in institution building and the rest is saved for the extension of a new branch of the school which as a matter of fact at present is his personal saving.

Regarding his future plan, Mr. Imam is planning to purchase a piece of land some where in another Muslim locality so that he can establish another school there. Being a Muslim he thinks that it would be convenient for him to start his school in similar locality. He also wants to capitalize the advantage of the deteriorating performance of the Madarsas and the desire of the minority community to get their ward educated in an English medium school. He holds that such institutions have failed to produce students who can meet job requirements.

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