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## Quality of Primary Education with Special reference to Government and Private Schools of Tripura

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**Abstract:** In present scenario quality education needs quality teachers and environment for a person to learn and become educated. In India much of the progress in education has been credited to various private institutions. But this privatization is where in one hand improving the quality of education; it is making it costlier and inaccessible for the poor and middle class people on the other hand. So our government needs to take measures to improve the rate of quality education and its accessibility rather than focusing on increasing mere literacy rate. This need gives the significance of this study. The study stands on primary and secondary data and aimed to compare the quality of primary education, which is the first stage of compulsory education, given by government schools and private schools in order to find ways of improvement in the methods and methodologies of government schools and stimulate development. The study finds out how the quality of education and infrastructures in government schools are lagging behind that of private schools. It also throws light on the possible reasons behind the unsatisfactory performance of the government schools in spite of many approaches and grant.

**Keywords:** Primary Education, Privatization, Quality Education, Government Schools, Private Schools, Education System

### Introduction

Education is the backbone of sustainable development. Any framework to conceptualize educational quality is necessarily value-based (Barrett, Lowe and Nikel, 2006). Education stimulates and empowers people to participate in their own development. Primary education is the first stage of compulsory education which is followed by secondary education. Primary

education must receive a great amount of attention in developing nations for this reason. In most countries, it is compulsory for children to receive primary education although it is permissible for parents to provide it. But improvement of primary education faces some obstacles as Governments have been focusing on increasing enrolments, and not on the quality of education and keeping students in school (Schwartzman, Batista, Oliveira and Soares, 2004). The obstacles that improvement of primary education faces include gender parity, unavailability of proper infrastructure, unavailability of trained teachers and other barriers.

### **Education in Tripura**

Data from 2011 census of India reveals that overall literacy rate in the State was 87.75 percent with male literacy rate of 92.18 percent and female literacy rate of 83.14 percent. Which means the literacy rate of Tripura is better than that of many states and even better than the average literacy rate of India.

### **Structure**

Tripura schools are run by the state government or by private organizations, including religious institutions. Instruction is mainly in English or Bengali, though Kokborok and other tribal languages are also used. The schools are affiliated with the Council for the Indian School Certificate Examinations (CISCE), the Central Board for Secondary Education (CBSE), the National Institute of Open School (NIOS) or the Tripura Board of Secondary Education. Under the 10+2+3 plan, after completing secondary school, students typically enroll for 2 years in a junior college, also known as pre-university, or in schools with a higher secondary facility affiliated with the Tripura Board of Secondary Education or any central board.

### **Statistics**

According to Economic Review of Tripura 2010–11, Tripura has a total of 4,455 schools.

**Table 1: Different types of school in the four districts of Tripura**

Type	West Tripura	North Tripura	South Tripura	Dhalai	Total
Primary / Junior Basic	795	369	621	513	2,298
Middle/ Senior basic	432	244	349	249	1,274
High	234	94	156	49	533
Higher Secondary (+2)	172	63	87	28	350
Total	1633	770	1,213	839	4,455

*Source: Economic Review of Tripura 2010–11 and Census of India, 2011*

Table 1 shows that west Tripura has highest number of schools of every type whereas north Tripura has the lowest number of schools. Thus the people of west Tripura have better accessibility of education than that of the people of other districts.

## **Review of literature**

Education is the backbone of development of all the nations. And for developing countries like India it is particularly important for further development. The primary education which is the foremost phase of education thus needs more emphasis especially on quality. As Hanushek (2005) examined the linkages between educational quality and national economic productivity and identifies aspects of educational reform that are most likely to deliver enhanced levels of educational quality. And comes out with two critical ideas: the requirement for governments to experiment with alternative approaches to providing incentives for teachers, including various forms of teacher compensation and teacher contractual arrangements; and the need to recognize that one of the major impediments to school reform is the lack of regular information about what does, and does not, work. So there is a huge need of understanding the factors as given in EFA Global Monitoring Report (2005) that can determine quality, and key policies for improving the teaching and learning process, especially in low-income countries like ours. As found by the study undertaken by Devaraj, Krishnan, Kashyap and Sarkar (2005) progress in the system can be made by improving the quality of the teachers and teaching methods and by involving and integrating the community with the school. But there are various barriers that stand in the path of improvement of rate of education. As stated by Zafar (2008) in rural areas, girls generally enter primary education later than boys and on reaching puberty are often withdrawn because there are no female teachers. The large-scale deprivation of primary education is a result of poverty and disadvantage. MacJessie-Mbewe (2004) in his study states that the relationship between education and rural communities needs to be improved in order to improve the education rate. Thus we may conclude that there are many obstacles to be faced in improving the education scenario but there are ways for improvement as well. The need is of a clearer view and stronger methods.

## **Rationale of the Study**

The Importance of Primary education has been neglected in India knowingly or unknowingly since our independence and the government of India is now realized and willing to improve wise primary education by making legislation and planning to cover all the sections of age group of 6 – 14 years of age and assuring for the deserved free education. The various articles of the Indian Constitution provide for education as a fundamental right. And even India has already made a huge progress in terms of increasing Primary education attendance rate and expanding literacy to approximately two thirds of the population. But the question is of quality over quantity. The number has certainly increased but the question of quality persists. So, there is a felt need of studying the present condition of quality of primary education and the needful steps to be taken to enhance it.

## **Objectives**

The specific objectives of the study are as follows:

1. To study the status of quality education of primary schools in Tripura west district.
2. To compare the status of quality education in government and private sampled schools.

3. To suggest some better prospect to improve the quality of education in primary schools.

### **Research Questions**

1. What is the quality of education in the west district of Tripura?
2. Whose status of quality education is better, government schools or private schools?
3. What is the rate of drop-out in government schools and private schools?
4. What are the view as well as level of satisfaction of parents pertaining to government schools and private schools?
5. Do the government schools have all the required resources for providing quality education?
6. What necessary steps are to be taken in order to improve the quality of education in primary schools?

### **Research Methodology**

The study is based on the collection and analysis of data obtained from both primary and secondary sources. The data were collected from two blocks namely Jirania R D Block and Dukli R D Block located in west district. 26 Nos. schools have been selected. 13 schools from each block and 50 Households were selected from the two blocks. The data has been analysis in MS excel through table, column chart, pie chart and bar chart.

### **Results and Discussion**

#### *Information of the schools*

**Table 2: Medium of Instruction in Government& private School (in Percentage)**

School	Medium of instruction			
	Bengali	English	Hindi	Any other
Government	95	5	0	0
Private	00	100	0	0

*Source: School Survey 2013*

Table2 shows that medium of instruction in most of the government schools is Bengali there are only 5% Government schools where the medium of instruction is English. On the other hand in all the private schools the medium of instruction is English. So, it can be said that Government schools are mostly Bengali medium schools and private schools are English medium schools.

**Table 3: Establishment of the School (years ago on an average)**

School	Years ago
Govt.	61
Private	37

*Source: School Survey 2013*

clear that the concept of privatization is new and is certainly an important contributor in the changing education scenario of Tripura.

Table 3 shows that the government schools are established 61 years ago on an average whereas the private schools are established 37 years ago. So it is clear that the government schools are much older than the private school. So it is

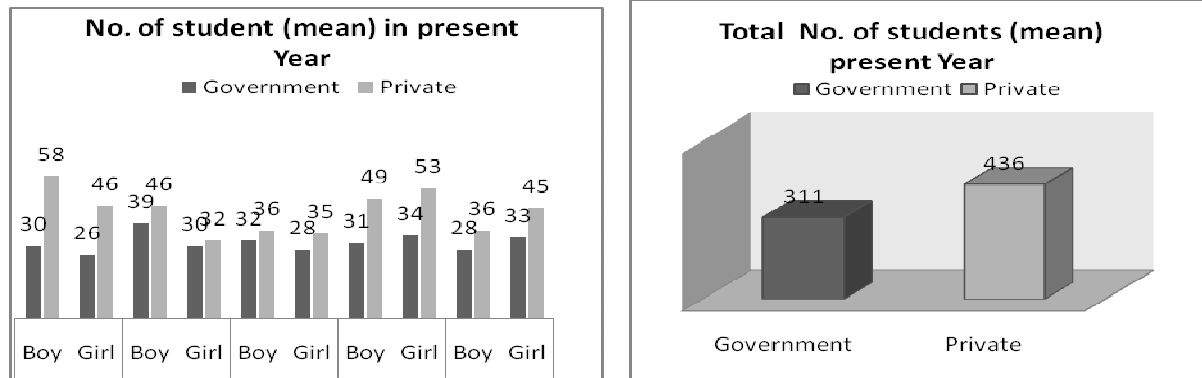
**Table 4: Criteria of selection of Student (in percentage)**

School	Basis of selection of student				
	Geographic proximity	Intellectual ability	Community	Economic background	Intellectual & economic background both
Govt.	100	0	0	0	0
Private	0	60	0	0	40

Source: School Survey 2013

Table 4 shows that 100% Government school select their students on the basis of geographic proximity. The students who are within the 1km range get the first preference. Whereas most of the private school (60%) selects the students on the basis of their intellectual ability and 40% private schools take economic back ground and intellectual ability both in to the consideration while selecting the students. So it won't be unjustified to say that government schools are comparatively easy to access for the poor and middleclass common man than the private schools.

**Chart – 1&2: No. of student in present year in Government& private School (mean)**

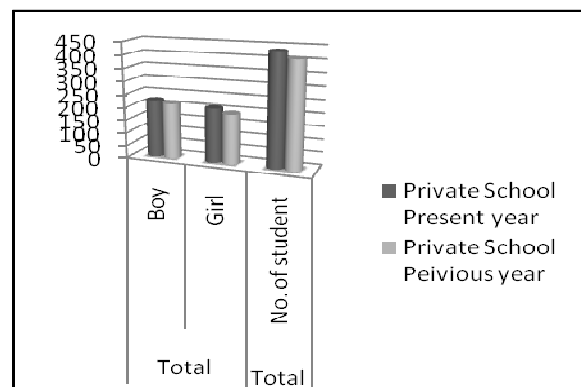


Source: School Survey 2013

The charts no. 1 and 2 shows the mean of no. of students in each class in government and private school and mean of total no. of student in government and private school in present year. The class wise no. of student is more in private school. The mean of total no. of student in government school is 311 and 436 in private school which is almost 40% more than the government school. Total no. of student in Government schools is decreasing compare to the previous year whereas total no. of student is increasing in Private school as compare to previous year.

**Chart- 3&4: Comparison of no. of student (mean) in present & previous year in Government & private schools**

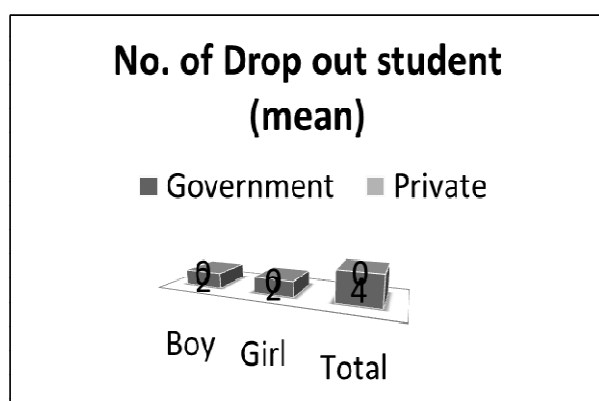
The chart no. 3 and 4 shows the comparison between government and private school in terms of no. of student in present year and previous year. In government school



Source: School Survey 2013

no. of student is decreasing compare to the previous year. In the year 2012 the average no. of students in government school was 335 this year which declined to 311 in 2013, whereas in private school no. of student is increasing compare to previous year. Previous year's average no. of student was 411 but in the year 2013 it rise to 436. This difference is mainly due to the lack of facilities available in government school and now-a-days parents try to give better education to their children.

**Chart-5: No. of dropout student (mean)**



*Source: School Survey*

Chart-5 shows that no. of drop out students in government school was 4 in 2012 whereas no drop out students were found in private schools. May be the picture was such due to the economic condition of parents or lack of available facilities and motivational factors in Government school.

**Table 6: No. of total teacher (mean)**

School	No. of teacher		
	Male	Female	Total
Govt.	7	2	9
Private	5	8	13

*Source: School Survey 2013*

of teacher also plays an important role in education. As stated by Zafar (2008) in rural areas, girls generally enter primary education later than boys and on reaching puberty are often withdrawn because there are no female teachers. Again, most of the Government school are facing teachers problem because 1 or 2 teachers are always engaged in Government others activity.

Table 6 shows that average no. of teacher in government school is 9 whereas average no. of teacher in private school is 13. Again, most of the teachers are male in govt. school whereas most of teachers are female in private school. This could be a reason of preference of private school over government school as the gender

**Table 7 : No. of trained teacher (percentage)**

School	No. trained teacher
Govt.	75
Private	90

*Source: School Survey 2013*

school are clearly better than that of the teachers of government school which ultimately effect the education quality of the students as found by (Taylor and Lucas, 2002)

Table no. 8 shows 75% teachers of Govt. school are trained whereas 90% teachers in private school are trained. Govt. teachers are basically taken the B.T (Basic Training) or from IGNOU very few no. of teachers have found who had done B.ED whereas private teachers are mostly B.ED or Montessori trained. So the skills of the teachers of private

**Table 9 : Facility available Government& private School (percentage)**

Facilities Available	Govt. schools		Private school	
	YES	NO	YES	NO
Safe drinking water	75	25	100	00
Ventilation in the classroom	100	00	100	00
Light facility	15	85	84	16
Fan facility	15	85	100	00
Board facility	100	00	100	00
Audio-visual Aid	0	100	100	00
Placing of board in the center of class	80	20	100	00
Availability of Sitting arrangement in the class for teacher	100	00	100	00
Availability of sufficient sitting arrangement for students	65	35	100	00
Do the school provide hand book	0	100	66	34
Ramp facility available for physically challenged students	10	90	50	50
Playing kits are available for the students	75	25	100	00
School have its own playing ground	80	20	83	17
Easy access to the toilet	90	10	100	00
Girls have separate toilet	65	35	100	00
Cleanliness of the toilet maintain regularly	20	80	100	00
Is there any medical facility	35	65	83	17
Does the school have its own Library	00	100	100	00
Student have easy access to the libraries and other resources	00	100	100	00
Students gets the mid-day meal regularly	100	00	00	100
Noise distraction from concentrated learning	40	60	33	67
Outside free space for children to play	90	10	100	00
Proper facility for children with disabilities	15	85	33	67
Provision of communication facility	00	100	66	34

*Source: School Survey 2013*

Table 8 shows the facility available in Government schools in comparison to the private schools. It has been found that 100% private schools have safe drinking water. But 25% Govt. schools are unable to cater safe drinking water to the students. In fact, they are not able to serve appropriate amount of water and thus face problems in preparing mid-day meal. but, no problem is recorded regarding ventilation of class room in the schools. But when it comes to comfort, the government schools lag way behind the private schools. Only 15% Govt. schools are having light and fan facilities whereas 100% of private schools are giving the needful comfort facilities. In fact the learning tools are also not appropriately present in government schools. Though Boards are available in all the schools, audio- visual aids are available only in private school and government schools are thus outdated in terms of technological up gradation. Moreover, library is not available in Govt. schools whereas 100% private schools are catering library facility. It has been found that the sitting arrangements for teachers are available in all Govt. & private school but sufficient sitting arrangement for the students are not available in 35% Govt. school. Again, ramp facility is available for physically challenged students in only 10% Govt. school and 50% in private school. Also only 65% Govt. school have separate toilet for girls whereas 100% private schools have

separate girl's toilet. But again, 80% Govt. schools don't maintain toilets regularly. So, pertaining to hygiene and security it is clear that the private schools are way better than the government schools as the toilets of Government schools are in a worse condition. So the fact that comes out is that the most important stakeholder i.e. the students are not getting enough encouraging factors and even the needful resources in the government schools that could be a reason of failure of the education system in educating a larger number of population. Improvement of the quality of the subsector through the supply of instructional materials, upgrading of infrastructural facilities, enhancing teachers' competence, facilitating school management, inspection, planning and data gathering could improve the quality of education and create a learning environment for the pupil.

**Table 9: Facility available in Government and private school (mean)**

School	Facility available (mean %)
Govt.	48.75
Private	83.25

Table 9 shows the mean of overall facility available in government and private school. Government schools provide 48.75% facilities where as private school provides 83.25% which indicates private facilities are far ahead of Govt. school facilities.

Source: School Survey 2013

**Parents view regarding school facility and quality**

**Table 10 : General Background of the respondents**

Respondents Backgrounds		Percentage	
		Government	Private
Education	Illiterate	7	0
	Literate	13	0
	Primary	27	10
	Middle	23	20
	Matric	15	40
	Inter	10	10
	Higher	5	20
Occupation	Agriculture	15	10
	Non-agriculture Labour	25	0
	Cultivator	10	0
	Artisan	5	0
	Services	5	20
	Pvt. Job	0	30
	Trade	13	30
	Other	27	10
Annual Income	0-25000	35	0
	25000-50000	42	20
	50,000-75,000	18	30
	75,000 and above	5	50

Source: House hold survey 2013



Table 10 shows the general background of parents. The education level of parents whose kids are studying in Govt. school is found to be lower in most cases than the parents with kids studying in private school. The parents whose kids are studying in Govt. school are found to be literate in 13% cases, up to primary in 27% cases, up to middle in 23% cases, up to matric in 15% cases and illiterate in 7%. Whereas education of parents with kids studying in private school is found to be up to matric 40% in most of the cases and also there are no illiterate parents found. So it indicates that education status of parents with kids studying in private school is higher than parents whose kids are studying in Govt. schools.

The occupation of parents whose kids are studying in Govt. school is mostly Agri-labour, non-agri-labour, trade and other with percentage distribution of 15%,25%,13%, and 27% respectively. Whereas the occupation of parents with kids studying in private schools are found to be service, pvt.job and trade in most of the cases with percentage of 20%, 30% and 30% respectively. So parents with kids studying in private schools mostly belong to higher income group, whereas parents of Government parents whose kids are studying in Govt. school mostly belongs to lower income group. This is because the fees of Private schools are not affordable for the poor section of the society. But the student's performance gets adversely affected due to their poor economic condition as suggested by (Aggarwal and Chugh, 2003). As the parents fail to give them education in private school and the government school in many cases fail to cater quality education which consequently effect children's education.

**Table 11: Respondents to Satisfaction about the School**

Satisfaction	Percentage	
	Govt.	Private
Highly	20	40
Moderate	63	60
Not Satisfied	17	0

Table 11 shows that parents whose kids are studying in Govt. school are 20% highly satisfied, 63% moderately and 17% not satisfied whereas the parents with kids studying in private schools are 40% highly and 60% moderately satisfied with the school. It concludes that

*Source: House hold survey 2013*

parents with kids studying in private schools have higher satisfaction level than the parents whose kids are studying in Govt. school.

**Table 12: Parents view regarding School quality**

School quality		Percentage	
		Govt.	Private
School starts on due time	Yes	57	100
Sufficient number of Teacher	Yes	10	90
Student need private tuition	Yes	100	20
School conduct teacher's parents meeting	Yes	15	100
Do the school give any home task to the student	Yes	17	80
School provide Mid-Day Meal	Yes	100	0
School provide medical facility	Yes	27	70

School provide Communication facility	Yes	0	60
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*Source: House hold survey 2013*

Table 13 shows parents response about the quality of school. According to 57% parents Govt. school start on due time whereas 100% parents says that private school starts on due time. Again, 10% parents think that there is sufficient no. of teachers in Govt. school; on the other hand 90% parents think that there is sufficient no. of teachers in private school. On asking about the need of external study materials 100% parents said that students of Govt. school need private tuition whereas only 20% parents said that students of private school need private school. Again, according to 15% parents Govt. school conducts teacher parents meeting and 85% did not agree with this whereas 100% parents said that private schools conduct parents-teacher meeting regularly. Pertaining to activities done, 17 % parents said that in government schools teachers give home task to the students whereas 80% parents says that in private school teachers give home task to the student. 100% parents agreed that government schools provide mid-day meal whereas private school did not provide mid-day meal facility. Again, 27% parents think that Govt. schools provide medical facility whereas 70% parents think that private schools provide better medical facility. Also communication facility is not available in Govt. school according to parents with kids studying in Govt. schools, 60% parents whose kids are in private school said that communication facility available in private school.

### **Major findings**

1. The concept of privatization is new and is certainly an important contributor in the changing education scenario of Tripura.
2. Government schools are more easily accessible by the poor and middle-class common man than the private schools.
3. Number of student in Government schools is decreasing, whereas, Number of student in is increasing day by day.
4. There are 4 cases of drop-out found in Government schools but there are no such cases in private schools.
5. There is a crisis of teachers, particularly female teachers, in government schools that results to drop-out and inconvenience.
6. The skills of the teachers of private school are better than that of the teachers of government school.
7. The infrastructural facilities in government schools lag way behind the actual needful facilities and also the facilities that are as well as provided in private schools.
8. Parents with kids studying in private schools have higher satisfaction level than the parents whose kids are studying in Government school.

### **Educational Implications**

The study found that the quality of the education in the government schools is way below what it should be. The scenario may change by virtue of provision of innovative teaching techniques, proper training to teachers, and better exposure of children to the right environment for education and improved infrastructure. So, the study has worked as a

stepping stone on finding the present scenario and making improvements in the education system.

### **Concluding Policy Remarks**

Primary education system is some extent fail to cater the need of education in society, which leads to high drop out. It can be improved through providing sufficient sitting arrangement, safe drinking water, hygiene facility, medical facility and appropriate resources for sports and cultural activity for the student in every school. Beside this proper infrastructure for special children must be there in order to give access to education for all. Again, it has been seen that only those who are able to supplement their primary education with private tuition, or who live in areas served by better schools, are able to progress to post-primary education so focus should be given to education in all levels (Wedgwood, 2008). Most of the studies emphasize the final output (such as literacy, enrolment etc.) rather than the delivery of the entire education system (Sengupta and Pal, 2010). There is urgent need to improve quality education. To enhance the quality of education and teaching, a lot of measures are needed. The foremost is to recruit more no. of teachers, particularly female teachers in some cases, in Government schools. Again, quality education can be achieved only when the teacher will have regular information about what does, and does not, work; as found by (Hanushek, 2005). Without these it is impossible for the Government to shoulder the responsibility of improving the situation. Again, government cannot do it all by itself, it needs cooperation from the society and organizations. But the division of public and private schools may also be harmful as there is a risk of fragmentation of the school supply between different types of public and private schools limiting the equalizing impact of educational development on rural society (Leclercq, 2003). So the need is of a co-operative effort of all. So we need better assessment of the needs of society and better implementation of the programs. With a better system and better implementation our civil society will certainly be more active in making the education a social movement and make the people aware of it and thus achieve development.

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