

Education, A Virtue: A Comparative Study Of Private And Government Schools In Kottayam Town

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Abstract

A school is an educational institution where the students study under the supervision of a teacher. Even though the government schools and private schools are the institutions offering education, the structure of the schools differs in many ways. The government school is an institution owned and controlled by the state government. Private schools are the institutions fully owned and controlled by the private management. The rules and regulations followed here are same as private schools. The curriculum, study materials, syllabus, examination etc for each class of education are done according to the government schools. Some schools will conduct examinations and interviews for the admission of students. These schools create their own curriculum and organize examinations for evaluating the student competency. Since there are limitations in the intake of students in each class, more attention will be given to weak students, and help them to improve their studies. Government and private schools are also including certain differences. This differentiation will also create a particular study. In order to conduct a detailed study about the functioning of government and private schools in a particular Panchayat, we selected Chirakkadavu Grama Panchayat.

The remarkable success that the state of Kerala has achieved in social development is reflected in the high physical quality index, high literacy rate and high life expectancy rate. Kerala has a literacy rate of 90-92 percent as against the all India average of 74.04 percent (Census report 2011). Kerala has education agencies under private and government management. Private schools are controlled and managed by private individuals. Private schools offering primary education have grown at a rapid rate in Kerala. These schools are generally perceived to be more accountable and offering better quality education. In private schools, teachers are accountable to the manager. The learning outcomes are better than the students of government schools. They provide much learning at lower cost outcomes. They follow different types of syllabus such as CBSE, ICSE etc. On the other hand, Government schools are under the control of the State Government. The state of Kerala consists of many Government schools. Presently there are 12271 schools consisting of 6712 LP schools, 2951 UP schools and 2608 High Schools in the state. Government schools also provide education to the students. The curriculum, study materials, syllabus, examinations etc for each class of education are done according to the government rules. The salary of teachers is higher in Government schools. Government also provides incentive and grant, students' library facilities, computer classes, Yoga and other activities are given by the state for students in a free rate.

Above all private and government schools differs in many cases. Private school students have highest scores than government school students. However in both private and government schools the overall qualities is low and learning gains from one grade to the next are small. There is large variation in the quality of both school types, and observed school and teacher characteristics are weakly correlated with learning outcome. There is considerable sorting among students. Those from higher socio economic strata choose private school. Private schools have lower pupil teacher ratios and seven to eight times low teacher salaries but do not differ systematically in infrastructure and teacher effort from government schools. Most the teacher effort is within schools and is weakly correlated with observed teacher characteristics such as education, training, experience. The private school advantage over government school in test scores varies by state..

The objectives of the study are: to find out the difference in the facilities given by the government and private schools, to study the academic performance between government and private schools, to find out the economic status of students studying private a government schools. There are two methods adapted for data collections. Such as primary and secondary data collection. Primary data collection consists of direct personal interview method and secondary data collection consists of newspapers, journals etc, Information technology adopted for the collection of data. Limitations - A lot of informants were reluctant in cooperate with this study. - The researcher has got more time for data collection.

Dr. Kalam believed that our education system requires certain reforms, both in terms of spirit and practicality of the knowledge imparted. In his speech at the Delhi Secretariat he emphasized on the inclusion of skill based education at the school level. At the event in Delhi Dr. Kalam said, "When the students pass out of senior secondary schools, they should have two certificates – of passing 10+2 examination and of a specific skill acquired by him during schooling," According to him, besides the normal curriculum the children should receive special training towards one skill set which will offer an extra certification which will not only help them get a job after school but also make them aware of the how real world industries function. To deal with the infrastructural costs he elucidated on mobile setup consisting of engineering labs on wheels which can cover multiple schools in a day. Education is a special discipline and theory and practice of education deserves to receive a special attention.

According to Sathya Sai Baba, "An education system in country is a bank on which the people can draw a cheque for the upliftment of the society". The organization of such a bank needs to be remarkable and progressive. It is only the contribution of great thinkers in the field of education that can guide the planners to have this organization on sound footings. We in India have an ideal educational system in ancient time. It worked well for the society of that time.

Private schooling in India has expanded rapidly in the past decade. However few studies have looked at its implication for educational quality using data from the recently collected India human development survey. It also provides a description of private schooling in India and examine the effect of private school enrollment on education quality. Although the growth of private schooling in India is quite visible, even in rural area, the controllers of this change remain poorly understood because of data limitations official statistics often tend to underestimate private school enrollment, moreover, there is at best limited understanding at the effectiveness of private education in India. Parents know what is best for their children and if they are voting with their feet, we might assume that private schools must be of better quality than

existing public schools. Economic Theory: The Participation Decision: The decision for a child to participate in education, or in private school education, can be thought of as an outcome of household cost-benefit analysis. The costs may be opportunity costs or direct costs such as tuition fees. Benefits would include increased human capital and higher wages. The participation decision is made in two stages, the first to attend any kind of school, and second given that one will attend school, whether to attend government or private school. Depending on the fee level, the costs associated with fee-charging schools may be large or small compared to the opportunity cost of not being able to participate in the labour market or help at home. It is claimed that many Indian children combine some form of employment with study, and this may be more compatible with free (government) schooling as the household does not pay for the schooling missed due to work (Campaign Against Child Labour, 1997).

Additional costs of schooling include transport, uniforms, materials and books used in school and other less direct costs such as the effort of enrolling children, preparing them for school and motivating them to attend. The primary benefit of schooling, and of private schooling, is the wage premium derived from higher levels of- or better quality of education. In addition to potentially higher cognitive skills and thus high economic returns from private (than government) schooling, there may non-cognitive advantages to attending private schools, such as access superior peer group. Demand for private schooling could also be important for a differentiated education since different religious and linguistic communities often run denominational or minority schools which provide an acculturation in the desired language or religion. It is an obvious statement that higher quality schooling would increase the returns from education yet concepts such as schooling quality are difficult to estimate, covering a number of different notions such as resources, teacher quality and the organizational structure.

Hanushek's (2003) meta analysis of school quality finds little evidence that increasing inputs results in increased outcomes, concluding that commonly used, input policies are inferior to incentive related policies within schools. This suggests that it may not be material differences that make the private schools more effective/attractive, but more to do with their organizational structure, something that is far less easily observed. Krueger (2003) criticizes the meta-analysis methodology and in any case such issues may be compounded in analysis of education outcomes in developing countries due to the massive heterogeneity in their education sectors and education policies. The teachers at private schools are different from those at state schools and face different recruitment and reward structures. Estimating the difference in teacher quality is a difficult process because what makes an effective teacher is not well defined or clearly understood.

Teacher quality is usually judged by the qualifications of the teacher (both academic and professional qualifications), and also by the number of years of experience. As private schools in India often employ teachers that have somewhat lower academic qualifications and that typically do not hold a teaching certificate, superficially their teacher quality appears lower. However parameters such as effort and motivation of a teacher are much more difficult to measure, though most likely more pertinent to their level of effectiveness, and these less tangible measures of teacher quality may differ between the government and private schools because of private-public sector differences in reward, incentives and accountability structures. Indian studies are consistently suggesting that private schools in India are, on average, more internally efficient than government schools. They are more cost efficient on average costing only about

half as much per student as public schools. Private schools are also more technically efficient, producing higher achievement levels (after controlling for student intake) and making more efficient use of inputs, for example having more students per class and lower teacher absenteeism. However, the existing studies are often based on data from particular regions of India (rather than national data), or use individual methods that do not yield convincing estimates of the private school effect. The 'Production' of Learning In economics a production function is used to model how inputs are converted by a firm into outputs. In the same way an educational production function can be constructed to show how effective particular inputs into a child's education improve cognitive achievement. The inputs of educational production can be divided into individual child level inputs, household inputs and school inputs. The child brings their natural aptitude, motivation and effort, maturity (measured by age), gender and health, and these will all have a bearing on his or her achievement. The household resources contribute to the child's education, financially, nutritionally and also through the home environment e.g. whether it is conducive to study.

The parent's ability and motivation are also important, while their education, income and occupation will all have a bearing on the child's outcomes. School quality determines child's outcomes through a combination of IT infrastructure, resources, teacher quality and the organizational structure. Though individual and household factors may be more important than school factors in determining outcomes, school quality is the area of policy interest. The government can do relatively less about the child or household characteristics at least in the short to medium term, whereas policy changes can actually make some difference to school quality. The output of an education production function is the increase in human capital. In the long term this can be measured using wage returns, but while the child is still at school the output is cognitive achievement measured by a test. Such a measure is only a proxy for all the attributes of an individual that may be pertinent to the earnings of the student once they join the labour force. The marginal benefits of private education over state education are hinted at by the increasing demand and better results of private schools. However such a result is not conclusive because these higher levels of achievement may be the result (partly or wholly) of self-selection of superior students into private education. These differences may include superior ability or higher motivation of parents and students. Such differences may drive the apparent superiority of results of private schooling.

The earliest studies of the private school effect used a private school dummy variable and a series of controls to identify a private school. The problem with this method is that it treats the private school dummy variable as exogenous, which it is unlikely to capture accurately. Most societies, children from better off and presumably more educationally-oriented homes are more likely to attend private schools. The results showed that private school effects are not always significantly positive for all groups in society and there is a difference in effects between regions. These show positive effects of private schooling on student achievement as well as on additional outcomes such as completion rates, though the magnitude of the benefits varies between groups.

However, students in India have noted that government schools are more expensive than private schools with lower teacher accounting most of this difference occurs because teacher salaries are much lower in private schools compared to government schools. Another aspect of public schooling is attracting considerable attention late to the lack of accountability and frequent teacher absence. While research on student performance in government and private schools remains limited, what information is available, records higher performance on the part of student. While private schools teachers are only 2 percentage

points less likely to be absent overall a within village fixed effects model shows that private school teachers are 1.39 time as likely to be present on the day of the visit as government school teachers. In village results differ because private schools may be located more often in villages with low attendance rates by public school teachers. This correlation may result either from private schools prospering in areas with weak public schools or because the rise of private school results in detracting of public schools by removing civic pressure on the government schools system. The difference in teacher characteristics between private and government schools are, striking, private school teachers are more likely to have a college degree but less likely to have received, teacher training than government schools, part of this difference, may be that employment in government school is conditional on a training certificate.

Incentives for schooling government and private schools also differ substantially in the provision of a mid-day meal. After Tamil Nadu introduced a successful midday meals program in their schools, the national program of nutritional support of primary education was launched across India in the mid-day meals program aims to increase primary school attendance as well as improve the nutritional status of school children generally, the program serves the 6-11 year age group. However some upper primary schools run the MDM program as well, and in recent union budgets separate provision has been made for the upper primary school also under the midday meal scheme, looked meals are be served during the lunch time to the school. With calorie value equivalent to 100 gm of wheat or rice per student per school day in some places a dry, ration is provided to be carried home based on a certain minimum level of school attendance. The IHDS data report 60% of children up to standard five receive mid-day meals or free grains of these, 35% receive the full mid-day meal program 8% get only dalia for the meal and 16% are given grains in piece of the meal. These programs are mainly found in government schools. Among private schools, only 8% of primary students participate compared to 80% at government schools it would be reasonable to expect that a fully functioning mid-day meal program would increase the likelihood that a child attends government school and one of the indicators for a functioning mid-day meal program is the presence of a cook in the school.

Functions and Performance of schooling Increase dissatisfaction with quality of public schooling has given rise to calls for increasing the involvement of the private sector in education and even public private-partnership in the form of state provision of vouchers for private schools in advocacy for public-private partnership in early education depends on some crucial assumptions (1)It assumes that private education can be more efficient and cost –effective than publically provided education without diluting the quality of education (2) Social class inequalities in access to private education are undesirable and can be addresses through state financing of privately delivered education (3) increased public funding of private education will not have a deleterious effect on public education. Unfortunately, the advocacy for private education has outpaced the available research base in this area and none of these assumptions can be easily substantiated since parents who are available and willing to send their children to private school tend to be highly educated themselves and value educational attainment it is difficult to say that it is private school enrollment per se that causes the observed differences in skills between children in private and government schools. When effect of government funded by privately managed character schools in the United States are compared with government schools results do not show substantial improvement in student performance.

Moreover, growth of private schooling may be associated with flight of middle class parents from public schools the very parents who are best able to increase school and teacher accountability and improve overall educational climate in public schools. Research on school and neighborhood effects suggests that the social and economic composition of student population in school has an impact on school functioning and accountability as well as attitudes and aspirations of peers. Thus migration of middle class parents may decelerate a downward spiral of education. The performance of public schools in providing education is an important driving force behind the advocacy of private schools, research in this area must carefully evaluate the evidence before engaging policy prescriptions while private schools have mushroomed in main parts of India, including rural India, whether they can be effectively utilized to provide a viable alternative to public education remains hope to question and forms the topic. The literature reviewed above is useful in shaping the questions, but answers will depend on educational conditions on the ground in India. Since the study focuses its attention on the cost, efficiency and managerial aspects of schooling certain operational definitions and concept are used in this study. The term public schooling used in the study refers to the schooling under educational institutions operated by the government and private managements aided by the government. Unaided schools are educational institutions, which operate autonomously and are entirely self financed. The schooling offered by the unaided sector is termed as private schooling of education is composed of private cost and institutional cost it refers as the expenditure incurred by parents the government and private institutions for education purpose.

In India the facilities of private and government schools differs in many cases. Upper primary schools are provided as per state norms of distances and population in some remote sparsely populated areas, it may be difficult to setup primary and upper primary schools due to the least number of children. Therefore adequate residential schools need to be provided at locations that can provide access to a group of small habitations. Sarva Shiksha Abhiyan provides for construction of school infrastructure as per state norms states, by themselves do not have norms for hostels for upper primary level. Therefore under SSA the state would be allowed to construct residential hostels, for both boys and girls in the compound of existing government upper primary schools. Running costs of hostel facilities would be met by state through dovetailing with other schemes or from innovative funds for girls /SC/ST children under SSA, as per norms approved by the EC of the state/ Ut SSA program. The civil works cost of the hostels will be within the existing ceiling civil works per district. Above all Government and private schools have many differences and similarities. Free education is the general feature of government schools. Private owned and technical education is provided by private school. The cost differences, value, functions, education status, facilities curriculum, fee structure etc are differs in private and government schools. Although the two type of institution are the place undergoing educations and owned by the private management their work nature, curriculum etc differs in many aspects.

There are 6 private schools and 3 government schools in Chirakkadavu Grama Panchayat. The number of students in both private and government schools are in between 100-500. The private schools have 85.7% donation are on basis of 30 responses. Government schools cannot receive any donation fee regarding. The working time of both schools is between 9.30am to 3.30pm. All government schools have financial assistance from government. Private schools have financial assistance from its own management. In government school, children get proper nutrition food from the government. Both private school students are more satisfied with the infrastructural facilities compared by government schools. The academic level of

both private and government schools have its own merits and demerits. The cost of education is more in private schools compared by government schools. The low income family students are also joined in government schools and high family students are joined in the private schools.

Government should implement better education plans for both private and government school. The government should adopt more importance in English education. Every private management schools are co-operate with functions and performance of private schools. The government should give more financial support to both private and government schools. The Government should implement more program regarding the improvement of student skill in both private and government schools. The school of Chirakkadavu Grama Pachayat is effectively working. The performance of Government schools is successful for the guidance and support of our Government. Today the number of private schools are increasing for the expansion of modernization and also decreasing the number of government schools. Private schools give more facilities for the students compared to government schools. The academic status of both private and government schools are different. Educational development is the main goal of both private and government schools. The functions, performance, strategies of both private and government schools are also different. These differences also create different atmosphere for both poor and rich students.

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