

CHAPTER 4

Present Status of Primary Education in the Area under Study

In this chapter, we are trying to analyse the status of enrolment of the students of 16 schools in Paschim Medinipur District for class I to class IV during the period 2012-13 to 2016-17 under study across gender, location, organization and social groups. Disparities between different groups are presented by calculating the MSDI values.

The present status of the different stakeholders of primary education (such as students, teachers, guardians, inspectors) views on the quality of education are discussed below. Disparities among different schools in respect of teaching quality, infrastructure quality and learning quality and its ranking are also discussed here.

THE TEACHERS

School provides the setting where teachers and students interact among themselves, curriculum is transacted and learning takes place. Education of the children in the school, leading to their all round development including the acquisition of basic knowledge and skill components, is directly dependent on what happens in the school. Obviously, the classroom teaching-learning process is at the core of what transpires in the school. The teacher who plans, directs and participates in the teaching-learning process is the key figure influencing the nature and quality of the activities that take place in any school. Thus, any analysis of the quality of school education will have to focus substantially on these two dimensions, namely, *teachers* and the *teaching-learning process*. One has to begin by answering a number of questions related to these dimensions in order to understand how they are likely to influence the quality of educational activities organized in primary school and their consequent impact on learning.

It is well recognized that teachers influence the learning of students not only through classroom teaching but also through their own personality, unique perceptions and personal behavior which are embedded in not very apparent dimensions such as their family background, rural-urban orientation, educational qualifications, attitudes toward learning and expectations from the learners, satisfaction with their work and so on. The kind of ambience for learning that teachers create in their schools is the interactive product of all these characteristics within the school setting on the one hand, and the learners, and what they bring along with them to the classrooms, on the other. It should, therefore, be useful to analyze and find out who are these teachers teaching in the schools selected for the study. Particularly, do they significantly vary across the schools in different localities-rural –urban settings? Are these variations related to any of the organizational characteristics of the school such as school size, availability of infrastructure facilities, public-private settings? We consider all the important stakeholders who matter in the development of primary education one by one, and give some useful information on these stakeholders. These stakeholders are 1) teachers, 2) students, and 3) Schools. We also highlight the teaching –learning process which has significant impact on the achievement of schools and students. We present all the requisite information in tabular form and explain them.

i) Personal background of teachers

As has been mentioned earlier, we have studied 137 teachers working in 16 schools located *in two different localities-rural-urban*. Data have been collected to find out who these teachers are and how they differ from one school to another in different localities.

Another factor to be considered in this context is the number of years of education completed by the teachers as indicated by their educational and professional qualifications and their

length of teaching experience. Some of this will be examined at a later stage. Sex composition of teachers also holds a place of special significance in the Indian context as it is generally considered that the presence of women teachers in the schools helps increase attendance and retention of girls in the primary stage. This is particularly considered important in the rural areas where the attendance of girls is very poor.

TABLE 4.1

PRIMARY TEACHERS IN PASCHIM MEDINIPUR DISTRICT ACROSS MANAGEMENT (GENDER-WISE)

		Male	Female	Total	Male	Female	MSDI
		(M)	(F)	(M+F)	Teacher	Teacher	
					(%)	(%)	
Public Schools	Rural Public	13	2	15	86.67	13.33	1.03
	Urban Public	16	14	30	53.33	46.67	0.08
	Total	29	16	45	64.44	35.56	0.34
Private Schools	Urban Private	10	30	40	25.00	75.00	-0.62
	Rural Private	20	32	52	38.46	61.54	-0.27
	Total	30	62	92	32.61	67.39	-0.42
TOTAL		59	78	137	43.07	56.93	-0.16

TABLE 4.2

PRIMARY TEACHERS IN PASCHIM MEDINIPUR DISTRICT ACROSS LOCATION (GENDER-WISE)

		Male (M)	Female (F)	Total (M+F)	Male Teacher (%)	Female Teacher (%)	MSDI
Rural Schools	Rural Public	13	2	15	86.67	13.33	1.03
	Rural Private	20	32	52	38.46	61.54	-0.27
	Total	33	34	67	49.25	50.75	-0.02
Urban Schools	Urban Public	16	14	30	53.33	46.67	0.08
	Urban Private	10	30	40	25.00	75.00	-0.62
	Total	26	44	70	37.14	62.86	-0.30
TOTAL	59	78	137	43.07	56.93	-0.16	

Tables 4.1 and 4.2 present different aspects of teachers in the schools under study including their school-wise (public and private, and rural and urban) number, both male and female I absolute figure and in percentage of the total number of teachers. Also, the MSDI (Modified Sopher's Disparity Index) are shown in last column of the tables. In Table 4.3 is presented MSDI between public and private school teachers and between rural and urban school teachers. In the following paragraphs we explain the difference in the characteristics of the teachers with the help of MSDI's. Table 4.4 shows the number of teachers per school and figure 1 gives a pictorial description of the figures shown in Table 4.4. Table 4.5 presents the social category (Caste)-wise distribution of the teachers.

TABLE 4.3

MSDI between Public and private school teachers and rural and urban school teachers

	(%)	MSDI
Teachers in Public schools	32.85	
Teachers in Private schools	67.15	-0.41
Teachers in Rural schools	48.91	
Teachers in Urban schools	51.09	-0.03

One can observe a clear trend across the four different types in the sex composition of the group of teachers (*Table 1 and table 2*). At the one extreme, we find that 87% of the teachers in the rural public schools (S1 to S4) are male teachers whereas at the other end of the spectrum, only 25 per cent of the teachers in the schools of urban private (S9 to S12) are male teachers. In fact, the proportion of female teachers increases as one move from rural locality (51%) to urban locality (63%). To know whether there is any clear orientation towards any particular location-urban or rural, we constructed Modified David Sopers Disparity Index (MSDI) (explained in Chapter 3) and the value is found to be value is -0.02 (for rural schools) and -.30(for urban schools).This indicates clear urban orientation of the female teachers. Another interesting fact is the percentage of the female teachers out of total teachers in the schools is relatively higher in the private schools (67%) than in the public schools (33%). From table 1, it is seen that Modified David Sopers Disparity Index (MSDI) values are 1.03(for rural public) and .08 (for urban public) and -.27(for rural private) and -.62(for urban private) also proves it. Female teacher is less represented in rural public school (only 13%)

and no female teacher from general caste in rural public school. Overall, female teachers are more (57%) than male counterpart (43%) and MSDI value is -.16 in Paschim Medinipur district (table 1 & table 2). Indeed this is in conformity with the general trend one observes elsewhere in the country with regard to the proportion of female teachers in the total teaching force. However, the urban orientation of the female teachers is welcome, but there is a need for creating better facilities in rural areas for female to take up teaching assignments, particularly in terms of residential arrangements. This clearly highlights the relationship between the status of economic development of a locality and participation of female in the teaching profession. Another fact is noteworthy from table- 3 that the percentage of the private school teachers out of the total teachers in the schools (67%) is relatively higher than the percentage of the public school teachers (33%) and the percentage of the urban school teachers out of the total teachers in the schools (51%) is higher than the percentage of the rural school teachers (49%). This is also supported by Modified David Sopers Disparity Index (MSDI) values -.41(public-private) and -.03(rural-urban) respectively.

Now, Teacher per school is presented below which indicates the worse situation of rural public school.

TABLE 4.4

Teacher per school in Paschim Medinipur district

	Teacher per School
Rural Public	3.75
Urban Public	7.5
Urban Private	10
Rural Private	13

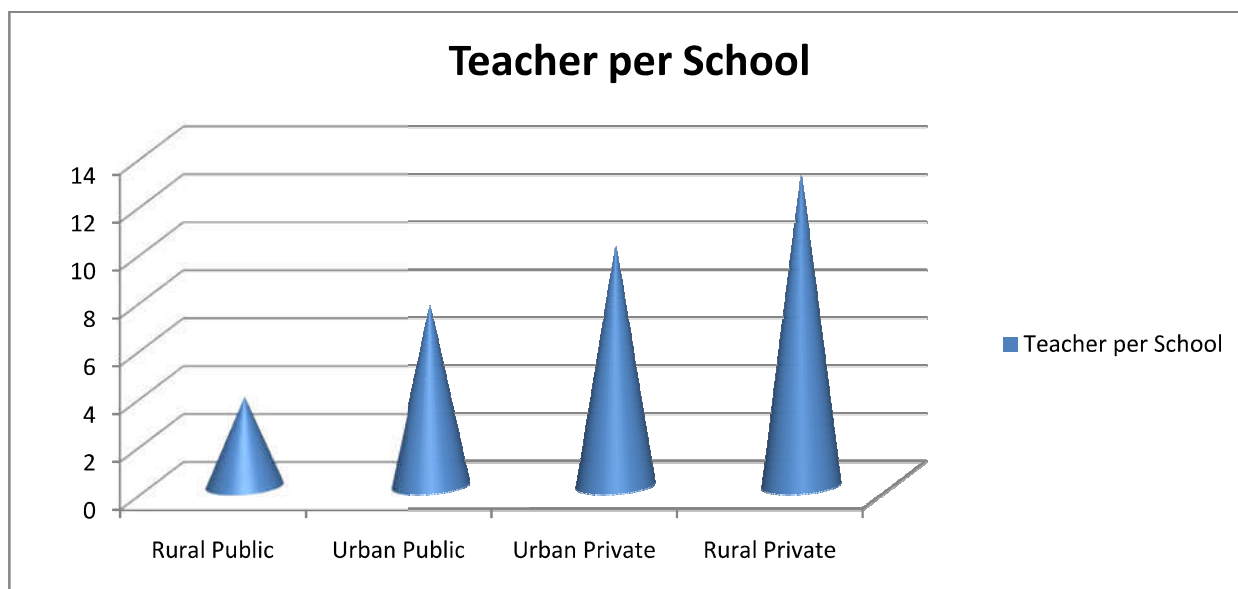


Figure 4.1 : Teachers per school

i) *Caste and religion*

The Indian Constitution recognizes certain backward sections of the population based on their caste affiliation or tribal origin as Scheduled Castes (SC) and Scheduled Tribes (ST). In all recruitment in the Government sector a policy of positive discrimination is adopted in favour of these sections. Data were collected to find out the proportion of teachers belonging to the

SC, ST and OBC to General. This is important for Paschim Medinipur district as SC/ST population is high.

TABLE 4.5

PRIMARY TEACHERS IN PASCHIM MEDINIPUR DISTRICT				
(SOCIAL CATEGORY WISE)				
<i>Schools</i>	GENERAL	SC/ST/OBC	TOTAL	MSDI
RURAL PUBLIC	10(66.67)	5 (33.33)	15	0.398
URBAN PUBLIC	22(73.33)	8 (26.67)	30	0.576
URBAN PRIVATE	36 (90.00)	4(10.00)	40	1.192
RURAL PRIVATE	29(55.77)	23(44.23)	52	0.134
TOTAL	97(70.80)	40 (29.20)	137	0.506

A representation for Scheduled Castes/ Scheduled Tribes/ Other Backward Classes(OBC) is found in the rural private schools indicating a positive effort to employ teachers from the local caste/tribal communities as twenty three (44.23%) out of fifty two teachers in this area (Table 4.5). The representation is much reduced in urban private schools (10%) and urban public schools (27%) and the situation is quite surprising in the two urban organization (public and private) where out of the 70 teachers only 12(twelve) belongs to Scheduled Castes/ Scheduled Tribes/ Other Backward Classes (OBC) despite the constitutional provision for reservation of specified quota for these categories in all recruitment including that of teachers. MSDI values are .506(overall), .576(urban public) and 1.192(urban private) that indicate the disparities. With respect to the religion of the teachers nearly 95 per cent of the teachers are Hindus.

THE STUDENTS

1. Introduction

It is known to all that two dimensions of the quality of primary education play very important roles in the students' enrolment and their learning achievements. The *first dimension* is school quality in terms of infrastructure and other facilities. The *second dimension* relates to teachers and the way the teaching-learning process is organized in the schools. However, it may be noted that quality of education cannot be linearly related to the facilities available in the school and the nature of the teaching-learning process. It is also dependent on a variety of other factors, the students, for example, are an important stakeholder in the teaching – learning process of the educational system. Some important questions to be answered in this respect are: Who are the children attending the school? What is their parental background in terms of occupation and educational level? What facilities do they have at home? And so on. In order to answer these questions it is necessary, first of all, to analyze the characteristics of the learners.

Since the design of the study specifically provides for a selection of schools from four types- Rural Public, Urban Public, Urban Private and Rural Private- with distinct socio-economic characteristics, the basic analysis is done in a comparative perspective. Wherever found relevant, analysis has been done with respect to certain other variables also.

2. Learners by sex and grade

Learners who are enrolled in Class I or Class IV of 16 different schools from four types-Rural Public, Urban Public, Urban Private and Rural Private during the period 2013-2016. Though the 16 schools are equally distributed, the number of learners in different localities varies considerably. This is due to the varying class size. The total number of learners and their distribution by locality and sex are given in *Table 6 to Table 14*.

TABLE 4. 6**STUDENTS ENROLLED IN PRIMARY SCHOOLS IN PASCHIM MEDINIPUR DISTRICT(GENDER-WISE)
(2013 – 2016)**

<i>SCHOOLS</i>	BOYS	GIRLS	TOTAL	BOYS (%)	GIRLS (%)	MSDI
RURAL PUBLIC	629	649	1278	49.22	50.78	-0.018
URBAN PUBLIC	971	1257	2228	43.58	56.42	-0.149
URBAN PRIVATE	1585	1158	2743	57.78	42.22	0.181
RURAL PRIVATE	960	567	1527	62.87	37.13	0.303
TOTAL	4145	3631	7776	53.31	46.49	0.077

Of the total learners enrolled in all types of schools about 47 per cent are girls and the remaining 53 per cent are boys. The MSDI value is .077 which indicates the higher share of boys. The proportion of girls is higher in the public schools. In fact, MSDI values for rural public schools and urban public schools are -0.018 and -0.149 respectively which indicates the presence of higher number of girls (Table 4.6). The somewhat lower proportion of girls (37%) is, however, found in the rural private schools.

Table 4.7**STUDENTS ENROLLED IN RURAL PUBLIC SCHOOLS (2013 – 2016)**

	Boys	Girls	Total	Boys (%)	Girls (%)	MSDI
S1	164	160	324	50.62	49.38	0.014
S2	205	220	425	48.24	51.76	-0.041
S3	142	152	294	48.30	51.70	-0.039
S4	118	117	235	50.21	49.79	0.005
Total	629	649	1278	49.22	50.78	-0.018

In reality, the relative proportion of boys and girls enrolled at the primary stage is quite comparable in the rural public schools (Table 4.7). On an average, however, the proportion of the girl students is a shade higher than that of the boy students in the rural public schools.

TABLE 4.8

STUDENTS ENROLLED IN URBAN PUBLIC SCHOOLS (2013 – 2016)						
	BOYS	GIRLS	TOTAL	BOYS (%)	GIRLS (%)	MSDI
S5	188	168	356	52.81	47.19	0.065
S6	66	753	819	8.06	91.94	-1.307
S7	582	169	751	77.50	22.50	0.698
S8	135	167	302	44.70	55.30	-0.123
TOTAL	971	1257	2228	43.58	56.42	-0.149

A very close look in the table 4.8, we see that 92% students are girls students in S6 school (Paharipur Primary School) and only 23% students are girls students in S7 school (Midnapur Town Primary School). Overall, 56% of the students are girl students in urban primary schools and the value of MSDI (-0.193) is also indicating it.

TABLE :4. 9

STUDENTS ENROLLED IN URBAN PRIVATE SCHOOLS (2013 – 2016)					
SCHOOLS	BOYS	GIRLS	BOYS (%)	GIRLS (%)	MSDI
S9	374	177	67.88	32.12	0.429
S10	509	478	53.61	46.39	0.084
S11	449	246	64.76	35.24	0.350
S12	253	257	50.61	49.39	-0.009
TOTAL	1585	1158	57.78	42.22	0.181

TABLE 4.10

STUDENTS ENROLLED IN RURAL PRIVATE SCHOOLS (2013 – 2016)						
SCHOOLS	BOYS	GIRLS	TOTAL	BOYS (%)	GIRLS (%)	MSDI
S13	184	150	334	55.09	44.91	0.118
S14	96	43	139	69.06	30.94	0.460
S15	262	130	392	66.84	33.16	0.402
S16	418	244	662	63.14	36.86	0.310
TOTAL	960	567	1527	62.87	37.13	0.303

It is evident from table 4.7, table 4.8, table 4.9 and table 4.10, the girls are less enrolled in private schools. Only 42% students are girl students in urban private schools and 37% students are girl students in rural private schools. May be the guardians are not willing to spend more on girls education as private schools are relatively costly than public schools. Again, may be the guardians' awareness about utility of girls' education and/or socioeconomic condition of the guardians. Overall, MSDI values are .181(for urban private schools) and .303(for rural private schools) which indicate the disparities in favour of boy students. Among the private schools (Table 4.9 and table 4.10), girl students are lowest enrolled in S14 (Bhimpur Child Academy) school (only 31% students) and hence, MSDI is .460 which is highest value among private schools.

TABLE 4.11

STUDENTS ENROLLED IN RURAL PUBLIC SCHOOLS (SOCIAL CATEGORY-WISE)					
(2013 – 2016)					
Schools	General	SC/ST/OBC	General (%)	SC/ST/OBC (%)	MSDI
S1	182	142	56.17	43.83	0.144
S2	362	63	85.18	14.82	.967
S3	10	284	3.40	96.60	-1.732
S4	77	158	32.77	67.23	-0.412
TOTAL	631	647	49.37	50.63	-0.014

A look into the Table 4.11 reveals persistence of disparities. In the schools, S3 and S4, the percentage of SC/ST/OBC students is larger than general students and MSDI values are -.173 and -.41 respectively. These negative values imply the higher percentage of the SC/ST/OBC in relation to the percentage of the general. The situation among SC/ST/OBC is worse, being 5.48 % in S2 (Satpati Primary) School. Overall, 50.63% students are SC/ST/OBC students in rural public schools and disparities between general and SC/ST/OBC

is measured by MSDI value (-0.014) indicating almost equal percentage of enrolment of the SC/ST/OBC students in relation to the general students in the rural public schools.

TABLE 4.12

STUDENTS ENROLLED IN URBAN PUBLIC SCHOOLS (SOCIAL CATEGORY-WISE)						
(2013 – 2016)						
<i>Schools</i>	General	SC/ST/OBC	TOTAL	General (%)	SC/ST/OBC (%)	MSDI
S5	95	261	356	26.69	73.31	-0.575
S6	594	225	819	72.53	27.47	0.553
S7	668	93	751	87.62	12.38	1.072
S8	258	44	302	85.43	14.57	0.977
TOTAL	1605	623	2228	70.14	29.86	0.540

Similarly, Table 4.12 reveals disparities among general students and SC/ST/OBC students' category. Overall, 29.86 % students are SC/ST/OBC students in urban public schools and MSDI value is .540 implying higher percentage of enrolment of general students in the urban public schools. Among urban public schools, the situation is worse for SC/ST/OBC students in the school S7 (Midnapore Town Primary) school and S8 (Patharghata Primary) school and only 12.38 % students and 14.57% students are SC/ST/OBC students in those schools respectively. From Table 4.11 and Table 4.12, it is observed that the percentage of SC/ST/OBC students (50.39 %) in rural public schools is higher than the percentage of SC/ST/OBC students (29.86%) in urban public schools. A glance at the Table 4.11 and Table 4.12 clearly show that in the enrolment list of the students in the urban public schools, the general students dominate over the SC/ST/OBC students in absolute term as well as in percentage and in the enrolment list of the students in the rural public schools, the SC/ST/OBC students almost equal over general students in absolute term as well as in percentage. This result may not be taken as a conclusion because it depends on the total population and the total number

of school going children of the general and SC/ST/OBC in the areas where these schools are located.

Table 4.13

STUDENTS ENROLLED IN URBAN PRIVATE SCHOOLS (SOCIAL CATEGORY-WISE)						
(2013 – 2016)						
SCHOOLS	General	SC/ST/OBC	Total	General (%)	SC/ST/OBC (%)	MSDI
S9	550	1	551	99.82	0.18	3.040
S10	785	202	987	79.53	20.47	.763
S11	628	67	695	90.36	9.64	1.211
S12	427	83	510	83.73	16.27	.910
TOTAL	2390	353	2743	87.13	12.87	1.050

From the above Table 4.13, it is evident that disparities between General students and SC/ST/OBC students are highest in urban private schools and overall MSDI is measured by 1.20 which indicates that the percentage of the enrollment of the general students (87.13%) is higher than the percentage of SC/ST/OBC students (12.87%). It is noteworthy that only 0.18 % students are SC/ST/OBC students in S9 (Shree Shree Balananda Primary) school and the disparities between the percentage of general students and the percentage of SC/ST/OBC students exist in all urban private schools.

TABLE 4.14

STUDENTS ENROLLED IN RURAL PRIVATE SCHOOLS (SOCIAL CATEGORY-WISE)						
(2013 – 2016)						
<i>Schools</i>	General	SC/ST/OBC	TOTAL	General (%)	SC/ST/OBC (%)	MSDI
S13	310	24	334	92.81	7.19	1.366
S14	3	136	139	2.16	97.84	-1.943
S15	358	34	392	91.33	8.67	1.268
S16	236	426	662	35.65	64.35	-0.340
TOTAL	907	620	1527	59.40	40.60	0.220

Similarly, from the above Table 4.14, it is evident that disparities between general students and SC/ST/OBC students are also observed in rural private schools and overall MSDI value is 0.220 in the case of rural private schools which indicate the percentage of the enrollment of the general students (59.40 %) is higher than the percentage of SC/ST/OBC students (40.60 %). The MSDI values are 1.366 and 1.268 for S13 (Ramkrishna Saisab S. Kendra) school and S15 (Pirakata Model School) school respectively which implies that the percentage of the enrollment of the general students is much higher than the percentage of the enrollment of the SC/ST/OBC students.

TABLE 4.15

STUDENTS ENROLLED IN PRIMARY SCHOOLS IN PASCHIM MEDINIPUR DISTRICT(SOCIAL CATEGORY -WISE)						
(2013 – 2016)						
<i>Schools</i>	General	SC/ST/OBC	TOTAL	General (%)	SC/ST/OBC (%)	MSDI
Rural Public	631	647	1278	49.37	50.63	-0.014
Urban Public	1605	623	2228	70.14	29.86	0.540
Urban Private	2390	353	2743	87.13	12.87	1.050
Rural Private	907	620	1527	59.40	40.60	0.220
TOTAL	5533	2243	7776	71.15	28.85	0.515

Overall, from the above Table 4.15, it is evident that disparities between general students and SC/ST/OBC students are also observed in all primary schools under study and overall MSDI value is 0.515 indicate the percentage of the enrollment of the general students (71.15 %) is higher than the percentage of SC/ST/OBC students (28.85 %). The MSDI value in the rural public school is -0.014 which implies that the percentage of the enrollment of the SC/ST/OBC students is slightly higher than the percentage of the enrollment of the general students.

From the above Table 4.6 to Table 4.15, we may conclude that SC/ST /OBC students and girl students are more enrolled in public schools than in private schools and also SC/ST/OBC students and girl students are enrolled more in rural schools than urban schools and MSDI values also indicate that same trend. On the other hand, SC/ST/OBC teachers and female teachers are less represented in rural public schools than in the urban public schools.

Does this indicate a basic policy orientation in recruitment and posting of teachers in the governmental set-up? However, teachers are recruited at the district level and posted/transferred to different schools. Private schools pay very low salaries than Public schools. Consequently, these schools recruit fresh teachers quite frequently.

Students' Enrolment over Time (2013 – 2026) Across School

We now discuss the patterns of enrolment of the students in different schools over years. The relevant data are presented here.

Table 4.16

Patterns of enrolment of students in different years

School /Years	Enrolment	School /Years	Enrolment	School /Years	Enrolment	School /Years	Enrolment
School 1		School 5		School 9		School 13	
2013	96	2013	127	2013	124	2013	70
2014	79	2014	71	2014	124	2014	80
2015	66	2015	89	2015	137	2015	92

2016	83	2016	69	2016	166	2016	92
School 2		School 6		School 10		School 14	
2013	111	2013	217	2013	234	2013	25
2014	103	2014	222	2014	239	2014	28
2015	104	2015	190	2015	245	2015	36
2016	107	2016	190	2016	247	2016	50
School 3		School 7		School 11		School 15	
2013	55	2013	217	2013	161	2013	76
2014	70	2014	222	2014	165	2014	88
2015	85	2015	194	2015	181	2015	103
2016	84	2016	128	2016	188	2016	125
School 4		School 8		School 12		School 16	
2013	67	2013	60	2013	117	2013	179
2014	65	2014	85	2014	122	2014	159
2015	51	2015	92	2015	121	2015	159
2016	52	2016	65	2016	150	2016	165

For an easy comprehension of the pattern of school enrolment of the students we make graphical representations of the actual enrolment data given in table 4.16, drawn in figure.

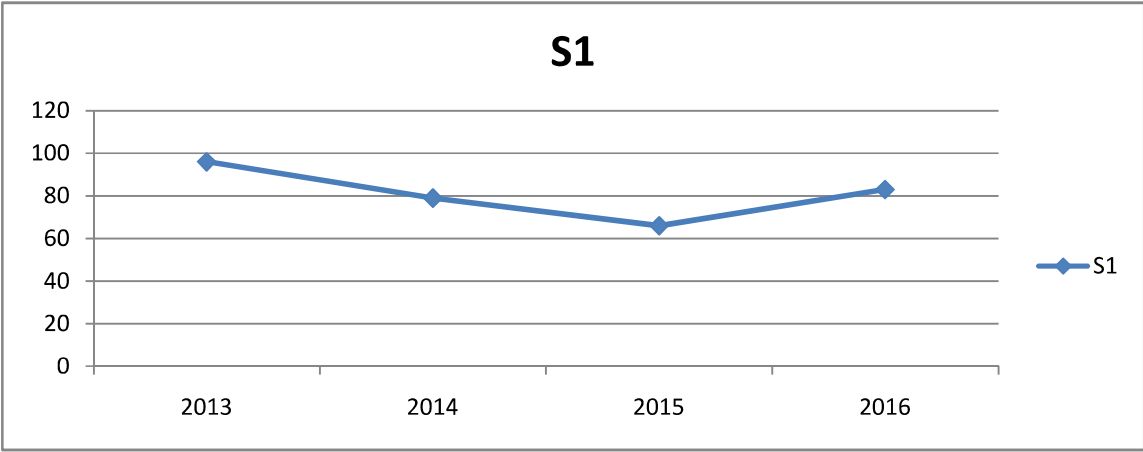


Fig 4.2 : Graphical representation of the pattern of enrolment of the students in school 1(S1)

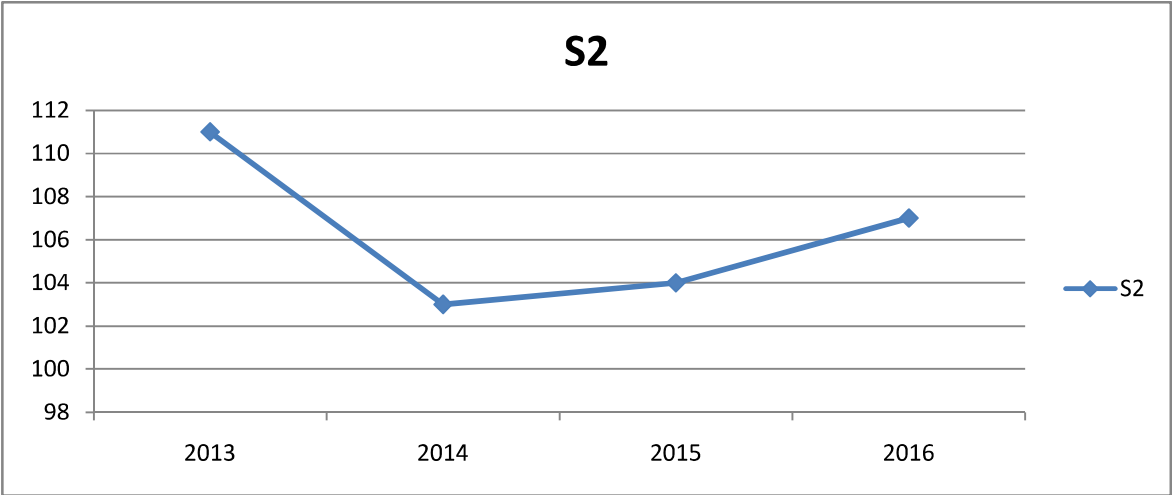


Fig 4.3 : Graphical representation of the pattern of enrolment of the students in school 2 (S2)

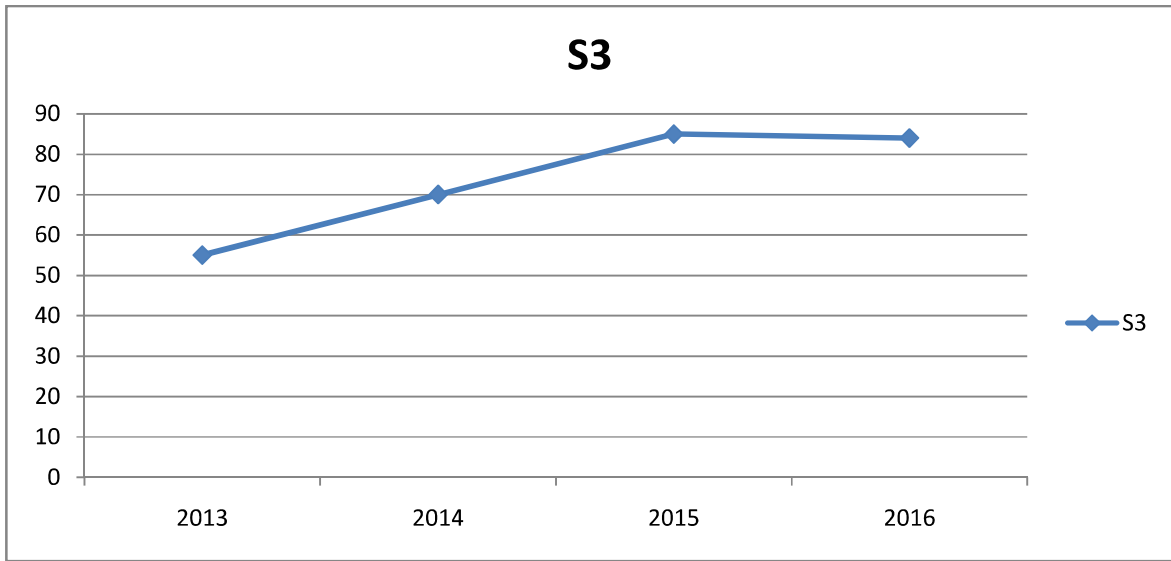


Fig 4.4 : Graphical representation of the pattern of enrolment of the students in school 3(S3)

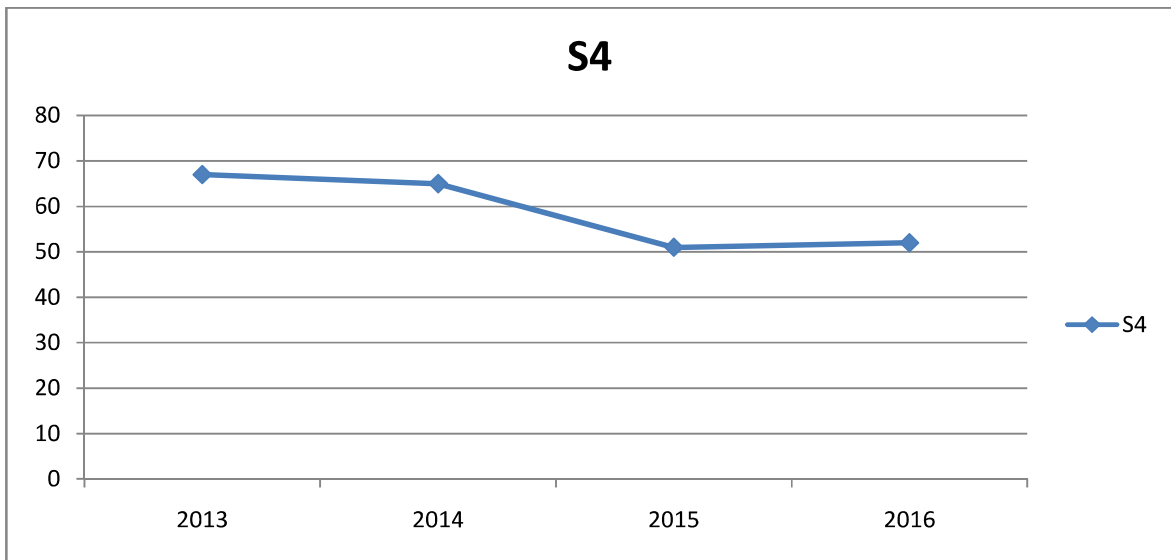


Fig 4.5 : Graphical representation of the pattern of enrolment of the students in school 4(S4)

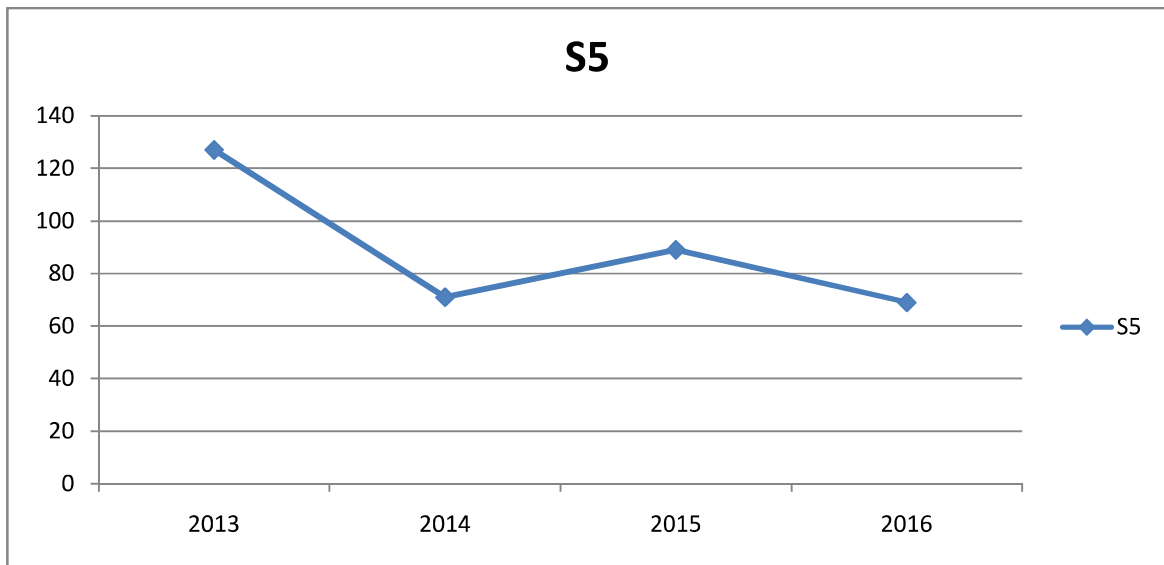


Fig 4.6 : Graphical representation of the pattern of enrolment of the students in school 5 (S5)

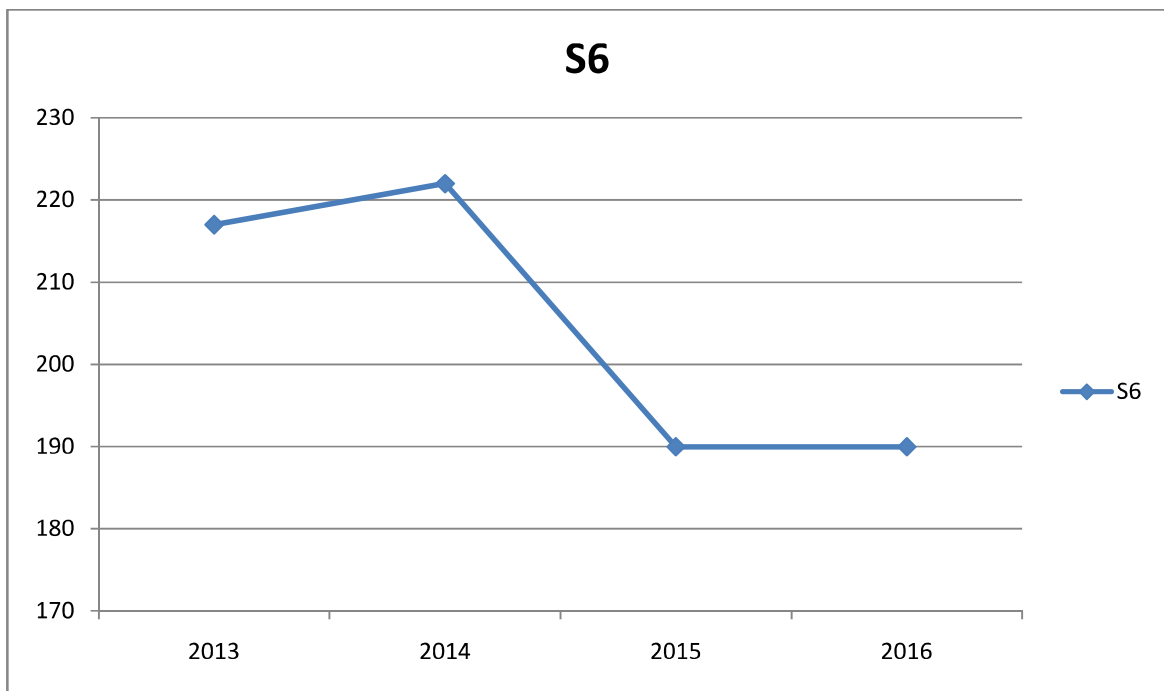


Fig 4.7: Graphical representation of the pattern of enrolment of the students in school 6 (S6)

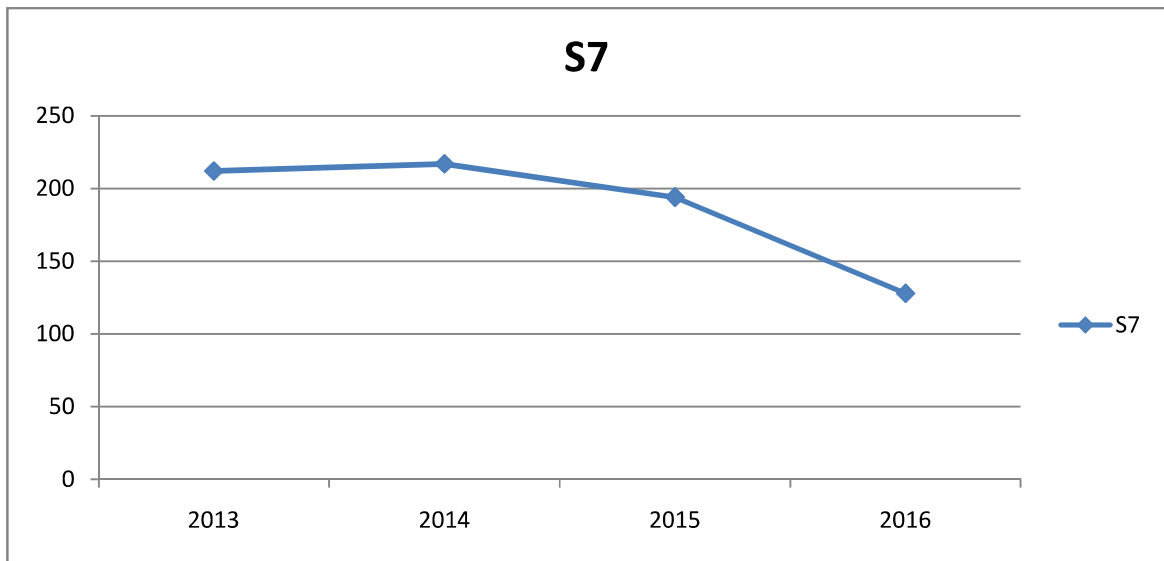


Fig 4.8 : Graphical representation of the pattern of enrolment of the students in school 7 (S7)

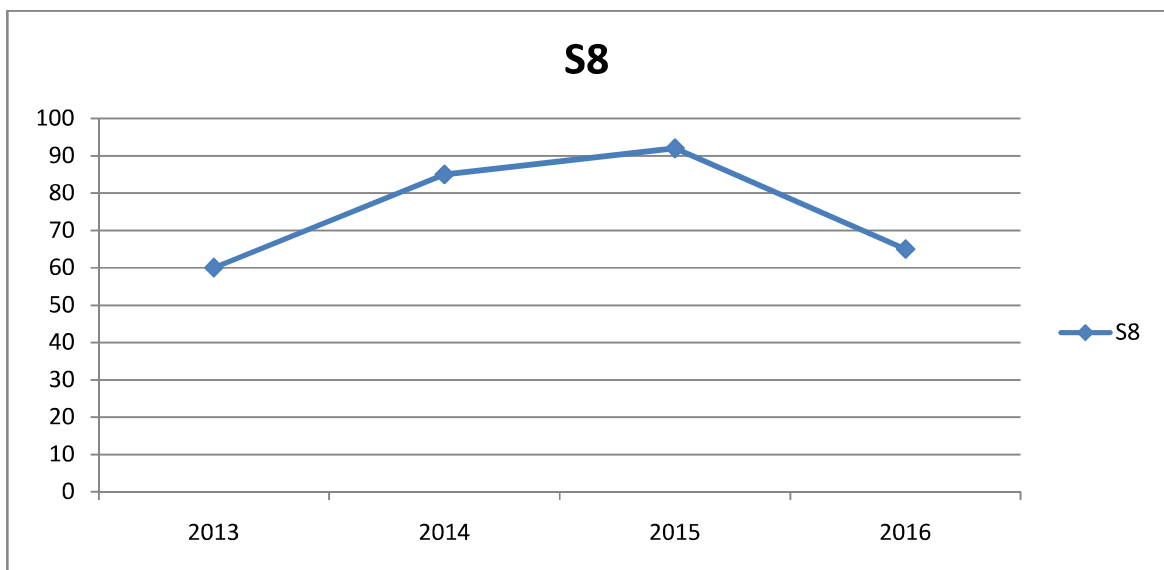


Fig 4.9 : Graphical representation of the pattern of enrolment of the students in school 8 (S8)

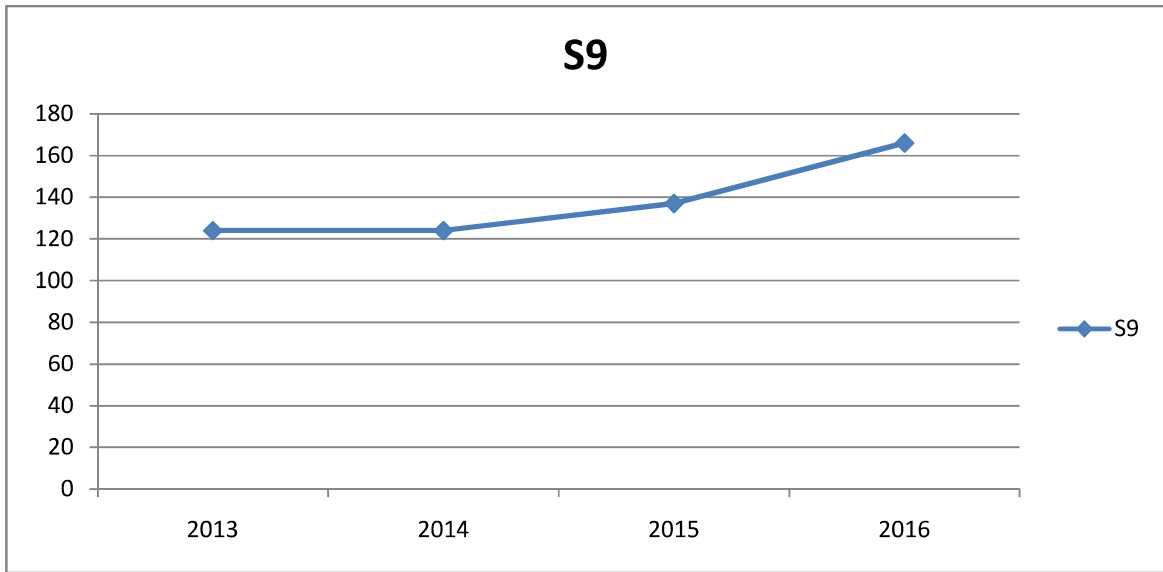


Fig 4.10 : Graphical representation of the pattern of enrolment of the students in school 9 (S9)

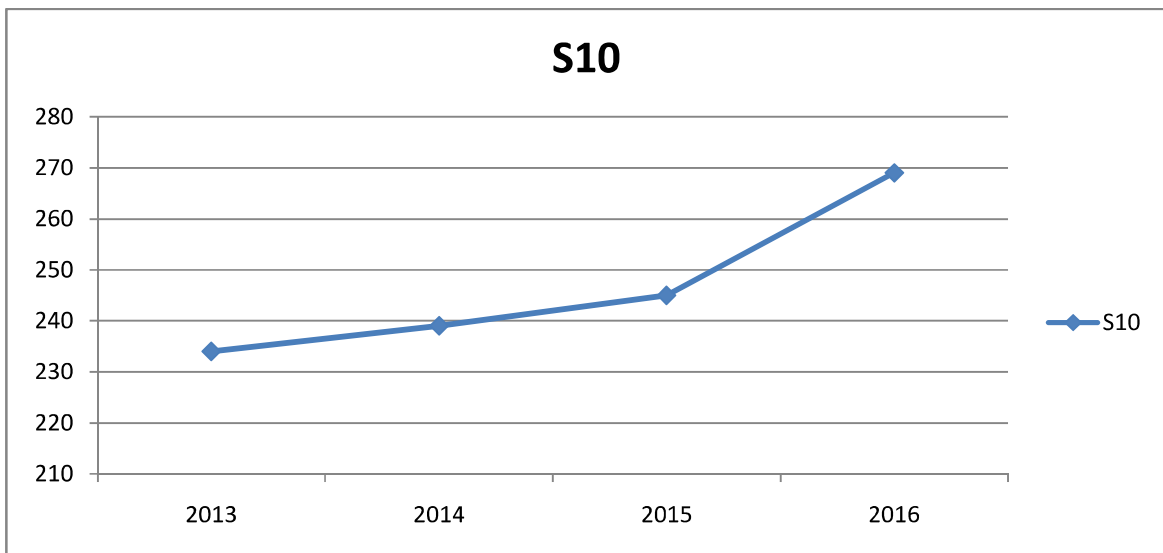


Fig 4.11 : Graphical representation of the pattern of enrolment of the students in school 10 (S10)

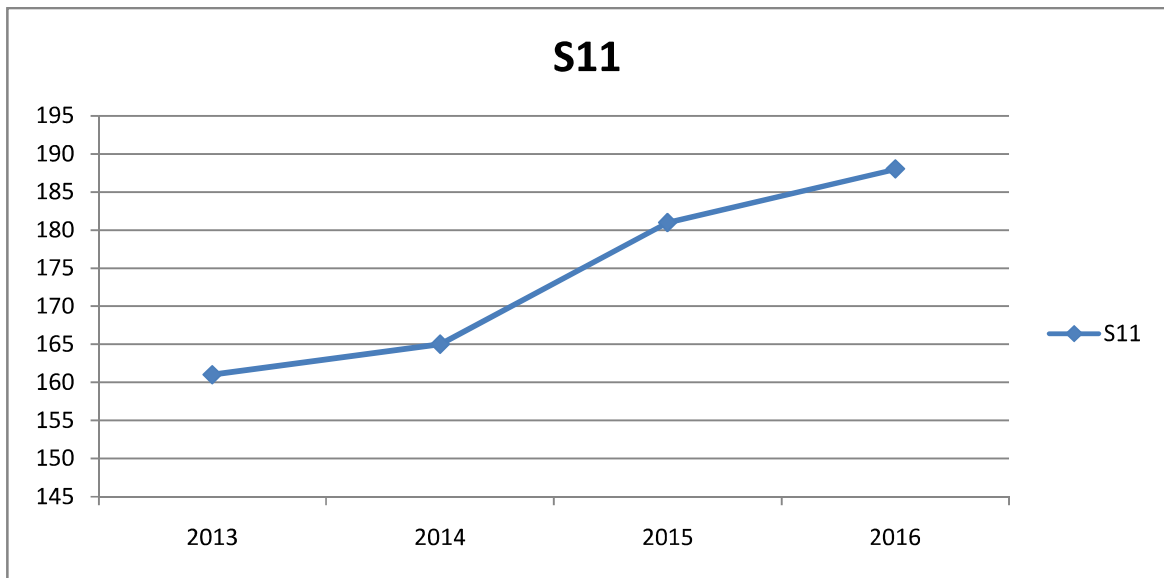


Fig 4.12 : Graphical representation of the pattern of enrolment of the students in school 11 (S11)

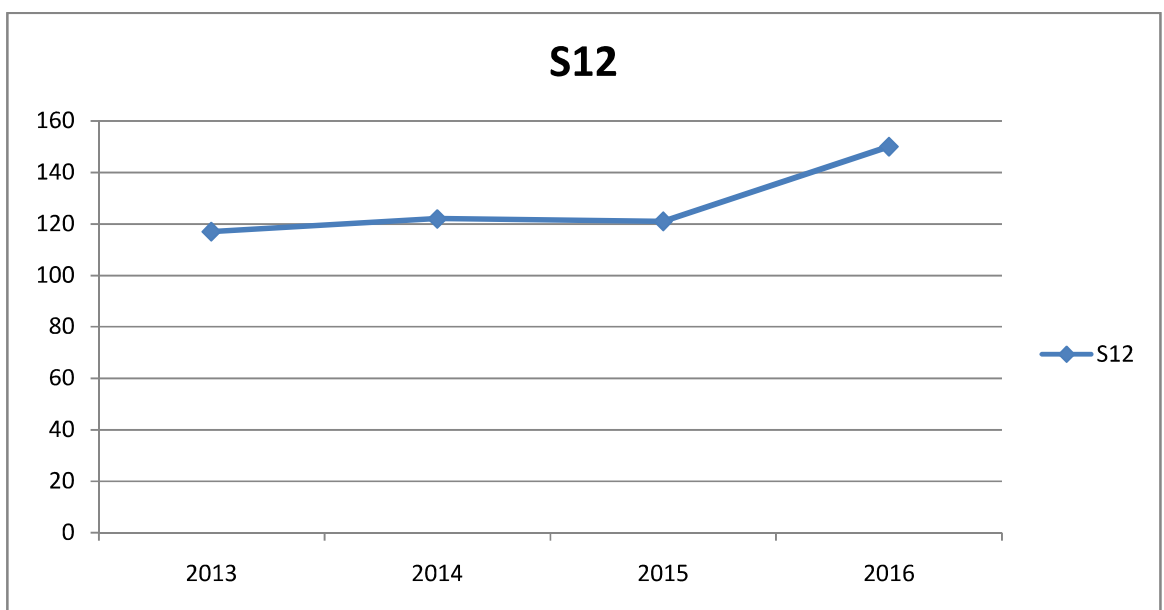


Fig 4.13 : Graphical representation of the pattern of enrolment of the students in school 12 (S12)

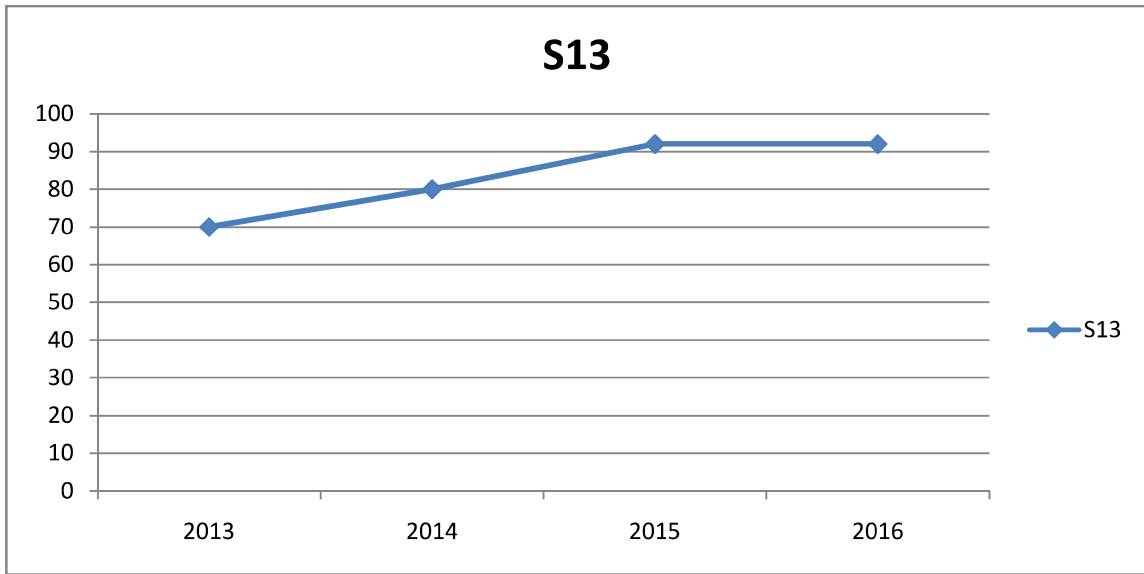


Fig 4.14 : Graphical representation of the pattern of enrolment of the students in school 13 (S13)

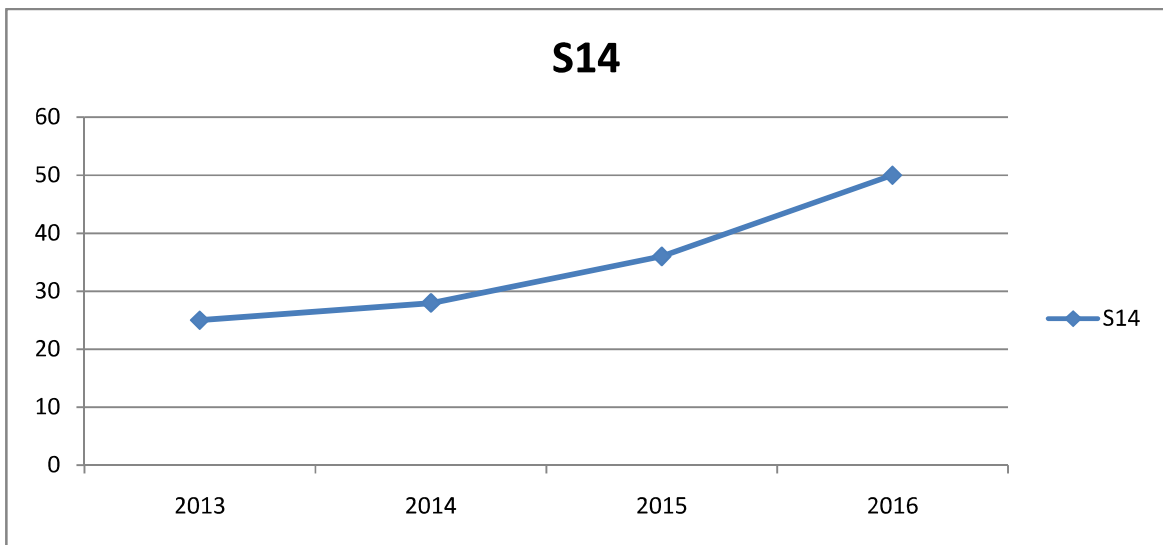


Fig 4.15 : Graphical representation of the pattern of enrolment of the students in school 15 (S15)

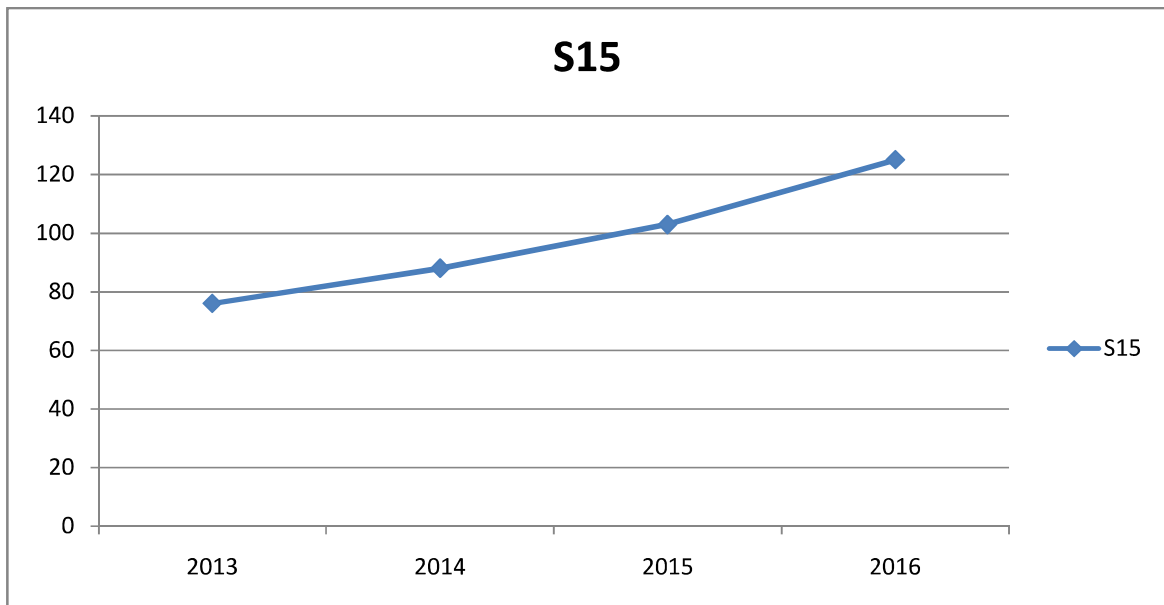


Fig 4.16 : Graphical representation of the pattern of enrolment of the students in school 15 (S15)

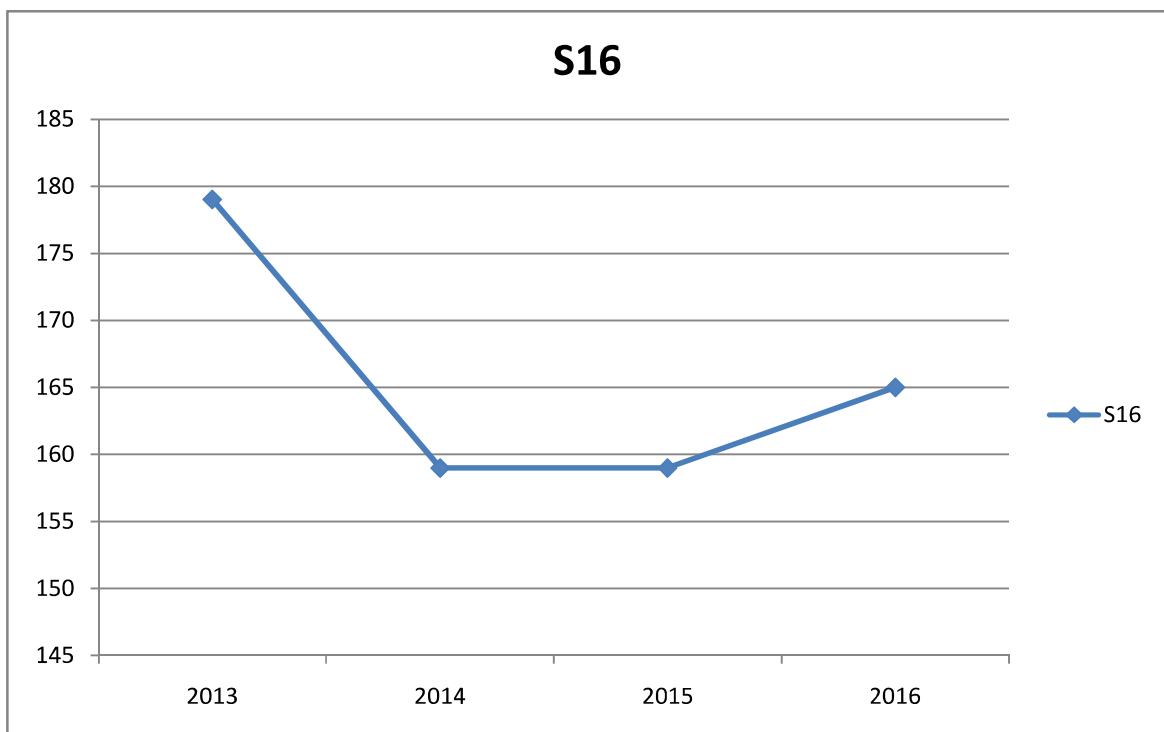


Fig 4.17 : Graphical representation of the pattern of enrolment of the students in school 16 (S16)

Enrolment has increased in the schools- S9, S10, S11, S12 and S15 over the periods (2013-2016). Thus, all private schools located in urban area are improving in respect of students' enrolment. While, students' enrolment has almost alternately decreased and increased in the schools- S1, S2, S4, S5, S13, S14 and S16, students' enrolment has initially increased and then decreased in the schools – S3, S6, S7 and S8. Thus, enrolment has fluctuated over the periods under study in as many as 64% of the rural schools.

THE TEACHING-LEARNING PROCESS

All primary schools in the state are bound to follow West Bengal state prescribed curriculum test books, yet all schools did not yield the same result. The reason is simple though all schools follow same curriculum and text-books, the vital aspect of This system is the way the teaching learning process carries out in schools and the overall condition in which the learning is taken place. The better environment for learning in schools depends on the ability and technique of the teachers to make learning joyful to the learners.

Specific teachers can arrange classroom teaching difficulty on specific subjects in comparison with the teachers, appointed to teach all subjects. Simultaneously specific subjects' needs different approaches and strategies to reach the goal. An attempt is made here to answer some of the important institutions in connection with variation in the teaching learning process taken by teachers in schools belong to different localities and management. The aim is to trace the characteristics feature of the teaching learning process in various schools and to link them to the general school setting and to teacher characteristic.

Curriculum (Subjects taught)

Of late, the urban middle class is strongly vocal about the heavy load of syllabus in private schools. They bear the general view that the school bags are nearly equal to the weight of the children. The fact cannot be ignored that the private schools cunningly made this 'extra' book helps the student come one thing colours in future's competitive exam.

The emphasis of teaching English and computer is so the rise among the parent that the govt. of West Bengal had to resume English as a subject at primary level (which the left front government withdrew after coming to power). At the same time, it is widely accepted view that though West Bengal government started teaching English at primary level, the curriculum is not sufficient. So learning English from as large stage has become a major motive behind the steady growing private school in the country not only that. Beside, giving huge importance on teaching English, the private school taught a variety of subject with a belief that it will enrich the competitive skills of learners. But some also nurses the all round development of the student. The Saraswati Sishu Mandir (a private Bengali medium school) included 'Ramayana and 'Mahabharat' as subject with a clear inclination towards a Hindu religious group.

Table 4.17 Curriculum (Subjects taught) in the selected primary schools

	Public schools in rural & urban areas	SSM (A good Private school in urban area)	Balananda(A backward Private school in urban area)	A S Ambedkar(A good Private school in Rural area)	Bhimpur ((A backward Private school in rural area)
Class I	Sahajpatha (Bengali), Amar boi (Bengali, English and Mathematics)	Bengali, English, Mathematics, General Knowledge, Drawing, History and Ramayan (oral), Sadachar, Physical (Yoga, P.T.), Cultural Activities	Bengali, English, Mathematics, General Knowledge, Drawing, Music and P.T. (with Drill)	Bengali, English, Mathematics, History, Geography, Science, Work Education, Physical Education General Knowledge, Drawing, ENVS ,English grammar	Bengali, English, Mathematics, General Knowledge, Story, Hand Writing, Drawing, P.T. ,
Class II	Sahajpatha (Bengali), Amar boi (Bengali, English and Mathematics)	Bengali, English, Mathematics, History, General knowledge, Drawing, Baidik Ganit, Sanskrit (Oral) and Mahabharat(oral), Physical (Yoga, P.T.), Cultural	Bengali, English, Mathematics, History, Geography, Science, General Knowledge, Drawing, P.T.	Bengali, English, Mathematics, History, Geography, Science, Work Education, Physical Education General	Bengali, English, Mathematics, General Knowledge, Story, ENVS, Drawing, P.T. ,

		Activities		Knowledge, Drawing, Spoken English, , Computer, ENVS, English Grammar	
Class III	Bengali, English, Mathematics, Amader paribesh (Environment studies)	Bengali, English, Mathematics, History, General Science, , Baidik Ganit, Sanskrit, Geography ,History General knowledge, Drawing Physical (Yoga, P.T.), Cultural Activities	Bengali, English, Mathematics, History, Geography Science, General Knowledge, Drawing , P.T. and Simple Yoga	Bengali, English, Mathematics, History, Geography, Science, Work Education, Physical Education General Knowledge, Drawing, Spoken English, , Computer, English Grammar	Bengali, English, Mathematics, History, Geography, Science General Knowledge, Story, ENVS, Drawing, P.T. ,

Class IV	Bengali, English, Mathematics, Amader Paribesh (Environment studies), Bhasapatha (Bengali grammer)	Bengali, English, Mathematics, History, General Science, , Baidik Ganit, Sanskrit, Geography ,History General knowledge, Drawing Physical (Yoga, P.T.), Cultural Activities, Sanskriti Gyan	Bengali, English, Mathematics, History, Geography, Science, , General Knowledge, Drawing. P.T. and Simple Yoga And Training for Scholarship examination	Bengali, English, Mathematics, History, Geography, Science, Work Education, Physical Education General Knowledge, Drawing, Spoken English, , Computer ENVS, Admission Guide for upper class	Bengali, English, Mathematics, History, Geography, Science, General Knowledge, Story, ENVS, Drawing, P.T. ,
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Methods of teaching

Without knowing much about teaching process of private schools, some adores the view that the teachers of private schools teach well. Most of the schools followed the conventional methods of teaching , such as rote learning, writing on the blackboard, reading loudly, giving tasks etc. in spite of educationists and policy makers making much boast about the theory of ‘joyful learning’ .the ground reality is that the children took learning as a compulsory task to the fulfilled only to avoid corporal punishment. However, it should be noted that one young teacher of government primary school express him view by saying that most of the quality

improvement training is not useless and activities for creativity and collaborative learning has taken place in our school.

Working days in schools

Both the public primary school and private primary schools followed the almost same working days

Table 4.18 : *Working days*

Working days	Public schools	Private schools
233-242	✓	-
219-260	-	✓

Choice of school

The non availability of private schools both in rural and urban areas provide hardly any scope before the parents regarding the choice of schools. A survey clarifies the fact that if the guardians got the chance of admitting the siblings in private schools they would not make any delay in doing so and in this respect, 18 percent of the parents gave answer in the affirmative. Perhaps the bitter experience about the running of public schools forced the guardians aspire for better environment in private schools. As one of the parents in the rural area said, “*amader bachchake bhalo parai masterra ,kintu samay kothay paranor, masterra to bibhinya kaje bastya*” “[Teachers] do take care of our children, they look after the children. But, where is the time for teachers to teach. They are engaged with different types of work.” One of the teacher told, “*bachha gulore barite kono porasunar poribesh nai. Ki aar hobe?*”.- “There is no academic environment in the students’ home. How can they learn?”, 67% of the parents think that Government schools are better for joyful learning (Table 4.19). One of the teachers of Government school in the rural area pointed out that “students in the public schools can learn without any psychological pressure with joyfulness and creativity”

Table: 4.19 Reasons for sending children to Public School

	Responses of the parents
Poor economic condition	91(57)
Better quality in Govt Primary School	79(49)
No Private Primary School in locality	23(14)
School facilities viz. Midday meal, School Bag, School dress(2 sets), School shoes, Books etc.	144(90)
Joyful learning, freedom to expression, pressure -less learning	107(67)
Total respondents	565(100)

Responses not mutually exclusive (Figures in parentheses indicate percentage)

While the main reason behind choosing the Government-aided Primary School for enrolling children was found to be financial affordability of the parents, interestingly, in case of the non-government schools, apart from the major reason of ensuring of quality of education, a range of other reasons were also given by a considerable section of the parents. For example 52 percent said that private schooling would make their children strong in English and 48 percent believed the private schools would induce discipline and better cultural values among the children. The table 4.20 below provides the details.

Table : 4.20: Reasons For Sending Children to Private School.

	Responses of parents of private schools
For better quality of Education	30(19)
For good discipline/ cultural development of children	76(48)
To be strong in English	83 (52)
Get practice of schooling From early age	11(07)
Bad quality of Govt Primary School	80(50)
Influenced by other guardians behaviour	74(46)

For showing higher social status in the society	32(20)
For systematic organised learning	116(73)
Total Respondents	502(100)

(Figures in parentheses indicate percentage) Responses not mutually exclusive.

But, contrary to the aspiration of some the parents of government aided school-going children (who desired to send their children to the private schools) provided there was such opportunities, a majority of the parents of private and other non-government primary schools maintained that they would prefer to enroll their children in the government schools provided, the quality of education was ensured and schools is not for baste dwellers. While some of The parents strongly believed that the state of affairs of the government primary schools cannot be changed at all (*sarkari school- oi rakamai cholbe*), some of them simply did not want to enroll their children in the government primary schools, as it is “filled by the lower class children in urban area ”-(opinion of a parent residing in urban area). A parent in the schools of rural area replied as, “ apnader moto (sarkari school) mastermosai hoyto nai private school-e. Kintu private school er mastar ra paysa niye dayitwa niye paray. Tai amar ek bandhur (nam Jhantu) paramarshe, amio amar cheleke private School e parachhi.”- “Teachers in the private schools are more responsible for teaching. Because, they are taking school fees. For this reason, I am sending my son to private school, influenced by one of my friend-Jhantu”

Private Tuition

The dependency upon private tuition was found among the children of all kinds of primary schools. The dependence of children of the primary Schools on private tuition was found in more than 65 percent cases. The extent of private tuition is more in rural schools (68%) than urban schools (63%). Most of the children are admitted into group coaching centre.

Table 4.21: Extent of private tuition

	Urban school	Rural School
PRIVATE TUITION	63	68

(Figures indicate percentage)

‘The quality of teaching has been improved in recent years in the government aided schools’- is the opinion of the some of the guardians of the public primary Schools. Yet, the guardians have the opinion that private tuition is necessary for proper understandings. Taimina Bibi, the guardian of Sathi Yasmin studying in Class IV told, “It will be better if teachers give more attention to our children such as coaching in the school”.

Role of Ward Education Committee/Village Education Committee

Most of the members of the committee are not associated with education. They have hardly any unlighted thought about the improvement of school environment. They waste their times in cross talking with the teachers. A teacher of a government-aided school viewed “a few of the members are running after money power. They are keener about a fund allotted for making a building. They are ready to supply building materials, in collecting puja subscription from the teachers and create pressure to Head Master for this”.

THE SCHOOLS

The purpose of the present study is to inspect the disparities in the levels of primary education in rural-urban and public-private schools in terms of quality of teaching, provision of school infrastructure and learning achievements of students. Table 4.22 analyses the position of schools in terms of overall Quality of Education Index (QEI) which is composed of the average of three components of QEI , namely, Quality of Teaching Index(QTI), School

Infrastructure Index(SII) and Learning Achievement Index(LAI), construction procedure of which has been discussed in detail in the chapter 3 (Methodology).

TABLE 4.22

I	QUALITY OF EDUCATION INDEX					VI	VII
	II	III	IV	V			
TYPE OF SCHOOLS	SCHOOLS	QTI	SII	LAI	QEI	RANK	
RURAL PUBLIC	S1	0.629	0.875	0	0.501	11	
RURAL PUBLIC	S2	0.842	0.790	0.996	0.876	2	
RURAL PUBLIC	S3	0.463	0.618	0.845	0.642	8	
RURAL PUBLIC	S4	0.572	0.848	0.260	0.560	10	
URBAN PUBLIC	S5	0.685	0.858	0.914	0.819	3	
URBAN PUBLIC	S6	0.236	0.853	0.681	0.590	9	
URBAN PUBLIC	S7	0.597	1	0.412	0.670	7	
URBAN PUBLIC	S8	0.241	0.771	0.368	0.460	12	
URBAN PRIVATE	S9	0.116	0.080	0.366	0.187	16	
URBAN PRIVATE	S10	1	0.930	0.982	0.971	1	
URBAN PRIVATE	S11	0.526	0.760	1	0.762	4	
URBAN PRIVATE	S12	0.677	0.672	0.769	0.706	5	
RURAL PRIVATE	S13	0	0.169	0.447	0.205	15	
RURAL PRIVATE	S14	0.375	0	0.305	0.227	14	
RURAL PRIVATE	S15	0.242	0.131	0.679	0.351	13	
RURAL PRIVATE	S16	0.558	0.640	0.876	0.691	6	
Average					0.576		

The analysis of Quality of education with the help of Quality of Education Index (QEI) has been presented in Table 4.22. It shows that S10 (urban private school) tops among the set of 16 school, hence the S10 (urban private) school appears to be the benchmark for other school

in terms of quality of primary education. On the other hand, two public schools- one rural (S2) and another urban (S5)- occupy second and third place respectively. The two other urban private schools i.e. S11 and S12 also have attained good quality scores and, therefore, are ranked the 4th and the 5th respectively.

The schools S16, S7, S3, S6, S4, S1, S8, S15, S14, S13 and S9 rank 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 15th and 16th in Quality of Education Index respectively. The Schools (S16, S7, S3, S6) are above average performers and priority should be given to them while implementing program for uplifting the quality of primary education at aggregate levels. While schools, S4, S1, S8, S15, S14, S13 and S9 rank 10th, 11th, 12th, 13th, 14th, 15th and 16th respectively in QEI. All these schools are below average performers but all of those are not laggards. Of these schools S4 (rural public), S1 (rural public) and S8 (urban public) are public schools with lower than average Quality of Education Index (QEI), but in developing stage. But S9(urban private), S13, S14 and S15 (three rural private schools) are suffering with very low Quality of Education Index (QEI) and they lie at the bottom in terms of this index and appear to be the worst performers among the sample schools in respect of Quality of Education Index (QEI).

Development indicates both quantitative and qualitative achievements. For fulfillment of this objective, development priorities, strategies and implementation modalities should be exercised to the special problems, situations and the needs of the schools at deal with different locations and different managements in Paschim Medinipur District. Quality of teaching, availability of infrastructure and learning achievements --all play a very important role in determining all aspects of education in a district, in a state or in a country. This technology may be used in broader aspects for selection or identification of the schools and their status and implementation of necessary measures. Lacking any component may affect adversely the Quality of Education at aggregate level. Many of the guardians do not send

their infants to schools because of lack of toilets and drinking water facility. The need of the time is taking immediate actions in this regard. These facilities are the basic rights of children in schools. So, there would be no question of compromise.

Thus, the analysis of the components of QEI is necessary to judge the reasons of the observed performance of a given school. Now the time is to realize that efforts in increasing the enrolment rate and reducing dropout rates alone cannot bring the reforms, the Indian education sector requires.