

EDUCATIONAL APPRAISAL ON THE ROLE PRIVATE AND GOVERNMENT SCHOOL TO ACADEMIC PREPARATION OF SENIOR SECONDARY SCHOOL STUDENT FOR ADMISSION TO PROFESSIONAL AND TECHNICAL PROGRAMMES

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Abstract

In this study, the author seeks to determine if government and private senior secondary schools in the Kolkata Municipality District differ in terms of status, fundamental infrastructure, instructional methods, co-curricular activity planning, resource availability, etc. The current study used a descriptive survey method as its methodology. Data were gathered using a questionnaire that was self-developed. The study's findings showed that private senior secondary schools are superior to public ones in a number of areas, including the availability of music teachers, sports coaches, computer teachers, libraries, canteens, and evaluation systems. Although there are some facilities that are lacking in government schools at the senior secondary level, they do provide enough amenities like drinking water, restrooms, and the coordination of extracurricular activities for the benefit of the students' general growth.

Keyword: Professional Programmes, Technical Programmes, Senior Secondary Level, Government School, Private School.

1.Introduction

Education has a crucial role in national development. Education lays the groundwork for progress and economic and social well-being. This is crucial for boosting economic efficiency and social stability. Increasing the value and efficiency of labor can free the poor from poverty.

Formal education is crucial for all individuals and nations. A nation's ultimate aim can be achieved by successfully crossing the first steps. Some argue that education at senior secondary level differs from secondary and higher education based on its proximity to national life. Senior secondary education is for the entire population, not just a certain class or individual. It impacts everyone's life at every turn (Shrivastava, 2007).

Senior secondary education is the initial phase of higher education for students in their later years of schooling. The education aims to address the unique needs of children. Senior secondary education completion time is 2years. The importance of this education cannot be overstated, and efforts are made to ensure its universal recognition (Cohen & Malin, 2010).

Senior secondary schools offer healthy development environments and equip youngsters with motivation and abilities to tackle personal situations. Children in schools have greater opportunities to explore new ideas and develop their personality and abilities through peer interaction. Additionally, students who thrive in senior secondary education develop social and emotional wellness. They are eager to tackle new tasks and difficulties with the vigor and determination typical of children. This leads to students taking greater responsibility for their schoolwork and advancing academically. Students not only improve academically but also socially by developing empathy and friendships with peers (Harman & Jones, 2003).

Senior secondary education is offered in both the private and public schools. Most pupils in rural areas, where poor and helpless youngsters receive free education at age 14, attend government schools. In 2017, 65.2% of students opted for government schools, according to education ministry data. All government schools are managed by central, state, and municipal governments.

However, in metropolitan regions, most students attend private schools for education. Private schools are sometimes known as independent or non-state schools. It is not regulated by the government and charges fees for facilities and quality education. Private schools are more expensive than others.

Nearly 46 million pupils attend public schools from kindergarten to grade 12, while another 6 million attend private institutions. Numerous public school reform ideas have modeled themselves after private schools due to their supposed superior teaching effectiveness. School choice, small size, and decentralized decision-making are prominent elements of private education that may improve public schools. How do public and private schools differ? National data is gathered to compare public and private schools on key parameters. The debate examines two key differences between public and private schools: support sources and the impact of choice on student enrollment. The following section discusses the individual traits of students and teachers in the public and private education sectors. A comparison of public and private schools' organization and management, including school and class size and policy decision-making, follows. Next, the evaluation is on the settings of teaching and learning in public and private schools (school climate). The final sections discuss academic programmes and support service disparities.

The research highlights significant discrepancies between public and private schools, providing context for debating their respective merits. When comparing public and private schools, it's crucial to consider the significant differences and overlap between each sector. Baker, Han, and Keil note in their analysis of Public and private secondary schools differ in organizational structure, challenging the notion of a single fault limning through national schools.”

Objective of the study:

The main objectives of the research are given bellow –

1. To study the status of public and private Senior secondary schools in Kolkata Municipal area.
2. To assess the state of the Senior secondary-level infrastructure facilities in both public and private schools.
3. To compare extracurricular activities offered at the Senior secondary level by public and private schools.
4. To contrast the methods of teaching used by the teachers in public and private schools.
5. To compare the senior secondary level evaluation systems used by teachers in government and private schools.

Review of Related Literature:

The Quality and Efficiency of Private and Public Education: A Case Study of Urban India, Kingdom G., 1997. Government and private schools are equally cost-effective, however they do not positively contrast with private institutions. That private schools would increase efficiency since they are more cost-effective and technically efficient while also being higher-quality than government-founded schools, which need to be considerably improved.

A study on "The effectiveness of public versus private schools" was undertaken by Bedi et al. in 2000. According to the study's findings, private schools performed better than public ones.

Singh (2015) examined the resources for infrastructure and labor in Manipur's public and private schools. The investigator discovered that both public and private schools have suitable infrastructure. The findings demonstrated that government schools had better teachers than private institutions.

Verma (2017) contrasted parents' attitudes toward choosing private schools over public ones for their children's education. The researcher discovered that compared to public schools, private schools offer superior infrastructure, facilities, education, and a better learning environment. They also have better and more devoted professors.

A study on "A Comparative Analysis of the Problems and Prospects of Private and Public Schools Upto Senior Secondary Level of BTAD in Assam" was undertaken by Basumatary, R. in 2017.

The study's goal was to examine the challenges and opportunities faced by both public and private schools in providing students with a high-quality education. The findings showed that public schools did not perform as well as expected, and private schools offered better chances.

Private and Government School Compares :

Private schools offer an option for parents who are dissatisfied with public schools or have other reasons for enrolling their children. Parents can choose from a variety of religiously affiliated and nonsectarian schools in the private sector, provided they can afford tuition or receive financial help. Not all private schools are highly selective in their admissions process. In 1993, 9% of pupils in grades 3-12 attended private schools.

Parents of public school kids may have some control over their children's schooling. As of 1993, 11% of children in grades 3-12 attended a public school chosen by their parents. Additionally, parents can indirectly select public schools for their children, similar to how they choose where to reside. In 1993, 80% of public school students in grades 3-12 attended an assigned school, but 39% of parents reported that their choice of residence was influenced by their children's school attendance. Just under half (41%) of students in grades 3-12 attended assigned public schools without parental choice.

Higher family income enables public and private school selection. Private schools typically charge tuition, thus only those with sufficient wealth or financial aid can choose them. Thus, 1993 private school enrollment rose with family income. As housing alternatives are influenced by family income, the percentage of parents whose choice of residence was influenced by their children's school attendance also grew.

Public school attendance was higher among children from low-income families (less than \$15,000) compared to those from families with incomes exceeding \$30,000. The study found that children from families earning over \$50,000 were less likely to attend an assigned public school over which they had no option.

Parents of students in grades 3-12 who attended private schools were more satisfied with their children's school overall and specific features, including teachers, academic standards, and discipline, compared to public school parents.

Parents with children attending a chosen public school were more satisfied than those with children at an assigned school in the public sector. Additionally, parents with children attending assigned public schools who chose their domicile for school-related reasons were more satisfied than those who did not. Parents with children attending public schools and those who chose their domicile for school-related reasons were equally satisfied with their children's schools.

Various disparities between public and private schools stem from their student populations. Students may have varying racial or ethnic, language, and personal/family issues that impact their learning abilities.

Teachers and administrators consider these traits while managing schools, planning curricula, and providing support services. Thus, as public and private school students differ, so should their schools. The section on school climate discusses other student characteristics, such as attitudes towards learning and teacher behavior, which are influenced by the school environment and students' backgrounds.

Racially and ethnically diverse schools enhance student and teacher experiences in various ways. However, a diverse school population presents challenges for teachers and administrators, who must be sensitive to cultural differences and relationships between students and teachers. In 1993, 28% of public school pupils in grades 1-12 were black or Hispanic, compared to 17% in private schools. Private schools are evolving, as indicated by the rise in black and Hispanic enrollment between 1985 and 1993. Limited English proficiency pupils require additional resources and teacher training, which are not present in schools without such students. In 1993-94, 5% of public school pupils and 9% in core cities had limited English proficiency, whereas only 1% of private school students did.

Discussion :

Students bringing personal issues like alcohol, drug, and poverty to school might negatively impact teaching and learning. Public school teachers are more likely than private school teachers to view these issues as severe in their schools, regardless of community type. Teacher differences are crucial when comparing public and private schools due to their major role in teaching. Overall, public and private school teachers differ in racial/ethnic backgrounds, qualifications, and compensation. Public schools had an average of 12% minority instructors and 16% minority principals. In private schools, minority teachers and principals were less prevalent (9% and 8%, respectively). Having minority professors as role models has been widely debated for its benefits.

However, in 1993-94, 42% of public schools and 66% of private schools lacked minority teachers. Though difficult to quantify, public school instructors have higher education and teaching experience compared to private school teachers. In 1993-94, public school instructors had a higher master's degree rate (42% vs. 30%) than private school teachers.

Secondary pupils in public schools are more likely than those in private schools to be taught English, mathematics, or a foreign language by undergraduates with a major or minor in the field. In 1993-94, public school instructors had an average of 15 years of teaching experience, compared to 12 years for private school teachers.

Public school teachers were more likely to engage in professional development activities, which are commonly recommended for updating and improving teaching abilities throughout their careers. Public school teachers in their first 3 years were more likely than private school teachers to participate in formal teacher induction programs (56% vs. 29%).¹⁰ In certain schools, induction may be done informally. In-service education and professional development on educational technology, subject-specific teaching methods, in-depth study, student assessment, and cooperative learning were more common among full-time public school teachers than private school teachers.

In 1993-94, public school teachers earned an average base pay of \$34,200, while private school teachers earned \$22,000. In public and private schools with salary schedules, the average salary for the highest steps was \$40,500 and \$27,300, respectively.¹¹ Principal wages differed significantly, with public school principals receiving an average of \$54,900 and private school principals earning \$32,000. Public school teachers received higher rates of medical (87% vs. 60%), dental (66% vs. 36%), group life (61% vs. 36%), and pension contributions (63% vs. 47%). A significant benefit for private school teachers (15%) was tuition for their children.

Conclusion:

According to the study's findings, there are significant variations between public and private schools in a number of areas, including instructor availability, infrastructure, lab and cafeteria amenities, and others. A study on "A Comparative Analysis of the Problems and Prospects of Private and Public Schools Upto Senior Secondary Level of BTAD in Assam" was undertaken by Basumatary, R. in 2017. The study's goal was to examine the challenges and opportunities faced by both public and private schools in providing students with a high-quality education. The findings showed that public schools did not perform as well as expected, and private schools offered better chances, better lab facilities, enough instructor numbers, better infrastructural facilities, and better teaching and learning environments, among other things. It is a very important level of education since, as we all know, senior secondary education serves as the foundation for higher education. Because it's crucial to strengthen the foundational level, or Secondary level, in order to produce additional human resources. The nation's overall economy will rise more as human resource production increases. Therefore, from an economic perspective as well, senior secondary education

is crucial. In order to prepare pupils for higher education, both public and private Senior secondary schools at this level must be stronger and more adequate.

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