

CHAPTER-V

DISCUSSIONS

5.0. INTRODUCTION

This chapter deals with the presentation of findings of the study. Objectives of the study are: to study the management of primary schools in relation to teaching- inputs, teaching-learning process and teaching-outcomes and to find out the effective unit cost. For analysing the data, besides descriptive information, statistical techniques like simple average, percentage, and graphical presentation were used. The major findings arrived at as a result of analysis and interpretations of the variables.

5.1. FINDINGS RELATED TO TEACHING INPUTS

Objective 1: To study the management of primary schools in relation to teaching-inputs.

- 61% are female teachers whereas 39% are male teachers.
- 65% are trained teachers whereas 35% are untrained teachers.
- 53% are graduate teachers, 35% are under graduate teachers and 12% are HSLC passed teachers.
- 100% school buildings are pucca.
- 66.2% school buildings are below average, 30% are good and 3.8% school buildings are average.
- 51.9% schools have 3-4 rooms, 45.6% schools have 5-6 rooms and 2.5% schools have 7-8 rooms.
- 58.1% schools do not have playground whereas 41.9% schools have playground.
- 81.2% schools have electrification whereas 18.9% schools do not have electrification.

- 53.7% schools do not have fire extinguisher whereas 46.3% schools have fire extinguisher.
- 56.3% schools have first aid whereas 43.7% schools do not have first aid.
- 83.8% schools do not have room for Head master whereas 16.2% schools have room for Head master.
- 80% schools do not have common-room whereas 20% schools have common-room.
- 70% schools do not have office-room whereas 30% schools have office-room.
- 91.9% schools do not have store-room whereas 8.1% schools have store-room.
- 56.2% schools do not have library books whereas 43.8% schools have library books.
- 90% schools do not have journal whereas 10% schools have journal.
- 58.1% schools do not have newspapers whereas 41.9% schools have newspapers.
- 51.9% schools have maps whereas 48.1% schools do not have maps.
- 68.1% schools have charts whereas 31.9% schools do not have charts.
- 68.1% schools have pictures whereas 31.9% schools do not have pictures.
- 92.5% schools do not have models whereas 7.5% schools have models.
- 56.3% schools have globes whereas 43.7% schools do not have globes.
- 100% schools used black-boards & chalks.
- 99.3% schools do not have science kit whereas 3.7% schools have science kit.
- 47.5% schools have average condition of desks, 32.5% schools have below average desks and (20%) schools have good desks.
- 48.1% schools have average condition of benches, 31.3% schools have below average benches and 20.6% schools good condition benches.
- 47.5% schools have average condition of almirahs, 27.5% schools have below average and 25% have good almirahs.

- 48.7% schools have average condition of tables, 30% have below average and 21.3% schools have good tables.
- 50% schools have average condition of chairs, 27.5% have below average and 22.5% schools have good condition chairs.
- 48.7% schools have average condition of doors, 31.3% have below average and 20% have good condition doors.
- 46.9% schools have average condition of windows, 30% have below average and 23.1% schools have good condition of windows.
- 91.9% schools have pucca toilets and 8.1% schools have semi-pucca toilets.
- 93.7% schools have below average condition of toilets whereas 6.3% schools have good condition toilets.
- 85.5% schools have teacher's toilet whereas 12.5% schools do not have teacher's toilet.
- 100% schools have separate boys and girls toilets.
- 86.2% schools have below average drinking water facility whereas 13.8% schools have good drinking water facility.

Interpretation of the above findings on teaching Input:

All sampled school building are found in below average condition that is not satisfying as per Sarva Siksha Abhiyan norms. Most of the schools do not have the most needed playground. Head Master's separate room with separate office/teachers' common room/Store room/Library not found in most sampled schools. Toilets in most of the sampled schools are of found in below average condition. Drinking water facility in all the sampled schools are below average. Most schools do not have teaching aids like globe, map, science kit, etc. The present finding indicated that the low enrolment of students found in primary schools and these findings was reported Wachira, Mwenda, Muthaa & Mbugua (2011).The current finding found low condition of school buildings and same findings was reported Lackyney & Chang (1992).

5.2. FINDINGS RELATED TO TEACHING LEARNING PROCESS

Objective 2: To study the management of primary schools in relation to teaching-learning process.

- 93.8% teachers are regular in attendance 6.2% teachers are irregular in attendance.
- 47.5% students are regular in attendance whereas 52.5% students are irregular in attendance.
- 93.8% teachers adopted Demonstration method, 4.3% teachers adopted Activity method and 1.9% teachers adopted Field trip method.
- 8.1% teachers prepared lesson plans, 91.9% teachers did not prepared lesson plans.
- 9.4% teachers used teaching aids all the time whereas 90.6% teachers do not use teaching aids.
- 68.1% schools organized co-curricular activities annually and 31.9% schools do not organize co-curricular activities.
- 7.5% schools organized Games & Sports, 43.8% schools organized artistic activities and 48.7% schools organized games & sports and Artistic activities.
- 60% schools inspected regularly by the inspector in 2010 and 2011 whereas 40% schools have no inspection.
- 66.2% schools inspected regularly by the Inspector in 2012, 2.5% schools inspected sometimes and 31.3% schools not inspected in 2012.
- 73.8% schools inspected regularly by the Inspector in 2013, 2.5% schools inspected sometimes and 22.7% not inspected.
- 83.7% schools regularly inspected by the Inspector in 2014; 2.5% schools inspected sometimes and 13.8% schools not inspected in 2014.
- 54.4% schools inspected regularly by SMC in 2010, 6.2% schools inspected sometimes, 39.4% schools not inspected by SMC in 2010.
- 49.3% schools inspected regularly by SMC in 2011, 8.8% inspected sometimes and 41.9% schools not inspected by SMC in 2011.

- 54.4% schools inspected regularly by SMC in 2012, 15.6% schools inspected sometimes and 30% schools not inspected by SMC in 2012.
- 67.6% schools inspected regularly by SMC in 2013, 18.7% inspected sometimes and 13.7% school not inspected by SMC in 2013.
- 66.8% schools inspected regularly by SMC in 2014, 15.7% schools inspected sometimes; 17.5% schools not inspected by SMC in 2014.

Interpretation of the above findings on teaching-learning process:

Most students in all the sampled schools were found irregular in attendance. Most teachers do not prepare lesson plans and almost no teaching aids were used. In case of method of teaching, maximum teachers are found not adopting activity method and field trip method. The current finding found low attendance of students and these finding reported Bowers & Burkett (1998).

5.3. FINDINGS RELATED TO TEACHING LEARNING OUTCOMES

Objective 3: To study the management of primary schools in relation to teaching-outcome.

- 55.6% schools use written test for evaluation whereas 44.4% schools use both written test and oral test as tools of evaluation.
- 36.3% schools provided feedback to the students whereas 63.7% schools did not provide feedbacks. It further shows that 16.3% schools gave home assignments to students but 83.7% schools gave no home assignment. And 15.6% schools gave project work and 84.4% did not give project works.
- 47.5% schools think dropout is due to lack of interest of students in study, 14.4% schools do not agree to this and 38.1% schools undecided in this issue of dropout.

- 53.8% school authorities believe low economic condition and occupational status of parents caused dropout of children, 8.1% schools do not agree to this and 38.1% schools undecided in the issue of dropout.
- 61.9% schools agree low educational level of parents affect dropout and 38.1% schools undecided.
- 100% schools do not conduct unit test at the end of teaching each unit of a subject.
- 100% passing out results recorded in all schools.
- 47.5% Head masters agree dropout is due to lack of interest in study, 38.1% Head masters undecided and 14.4% do not agree to this.
- 41.9% Head masters agree dropout is due to lack of awareness of parents in education of children, 38.1% Head masters undecided and 20% Head masters do not agree to this.
- 53.8% Head masters agree low economic and occupational status of parents affect dropout, 38.1% Head masters undecided and 8.1% of the Head masters do not agree to this.
- 61.9% parents agree low educational status of parents affect dropout and 38.1% parents undecided.
- 58.1% of schools have no dropout record whereas 41.9% schools have dropout.

Interpretation of the findings on teaching-learning outcomes:

Most of the sampled schools gave feedbacks/home assignments/project works. All schools do not conduct unit test at the end of teaching each unit of a subject. Some of the schools still have dropout records in spite of Sarva Siksha Abhiyan being implemented. The present study found drop out and these findings reported U.D.Dhonde (1986).

5.4. FINDING RELATED TO IMPLEMENTATION OF RTE ACT, 2009

- 100% schools implemented the right of children to free and compulsory education till completion of elementary education in your school.
- 95.6% schools agree RTE specifies the duties and responsibilities of appropriate governments, local authority and parents in providing free and compulsory education and sharing of financial and other responsibilities between the central and state governments whereas 4.4% schools do not agree to this.
- 48.1% schools agree to have provision of appointing trained teachers whereas 51.9% schools do not agree to have provision of appointing trained teachers.
- 100% schools implemented prohibiting physical punishment and mental harassment to the students.
- 50% schools agree RTE prohibits private tuition by teachers and 50% schools do not agree to this.
- 70% schools agree curriculum ensures all-round development of children whereas 30% schools do not agree to this.
- 78.1% schools agree to curriculum should be child centred whereas 21% schools do not agree to this.
- 46.3% schools agree curriculum ensures the potentiality talent and making the child free of fear, trauma and anxiety whereas 53.7% schools do not agree to this.
- (94.4%) schools agree with norms and standards relating inter alia to pupil teacher ratio (PTRs), buildings and infrastructure, school-working days, teacher-working hours whereas (5.6%) do not agree to this.
- (100%) schools implemented the provision of regular mid-day meal to students.

5.5. FINDINGS RELATED TO EFFECTIVE UNIT COST PER PUPIL OF GOVERNMENT PRIMARY SCHOOL:

- According to the Norms of RTE Act, 2009; the pupil-teacher ratio should be 30:1. But findings in my study projects 22:1 with a fall of 8 pupils per class.
- It reveals that the schools failed to adhere to the Norms and standards of pupil-teacher ratio as only 73% pupils were enrolled and the remaining 27% wasted .
- Low enrolment and dropout were main issues of the sample schools, thereby resulting in huge wastage of resources.
- The average enrolment per school was 97 pupils with 20 pupils per class with a total of 15,520 pupils for 160 schools as against the estimated created intake capacity of 150 pupils per school with 30 pupils per class with a total enrolment of 24,000 pupils with a wide gap of 8,480 pupils between the actual enrolment and created intake.
- Altogether Rs. 7,94,49,052.80 had been lost due to inability to utilize the optimum size of enrolment for the whole 160 schools.
- There were 1,222 cases of dropout, in which Rs. 1,77,04,507.00 had been lost due to dropout.
- If there happened to be no cases of dropout, the EFFECTIVE UNIT COST would have been Rs. 14,488.14 instead of Rs. 21,283.05, thereby spending an excess amount of Rs. 6,794.91 per pupil who had completed the five years primary course. Thus, effective unit cost was Rs. 21,283.05.
- Almost all the schools could not adhere to the Pupil-Teacher Ratio (PTR) under the SCHEDULE of the Right to Education Act, 2009. As a result, Rs. 31,418.16 had been wasted per school during the one year period (2014) with a total amount of Rs. 50,26,905.60.
- The total approximate salary expenditure for 694 teachers for 160 schools during the one year period 2014 was estimated at Rs. 22,48,56,000.00. Of this

amount, Rs. 10,21,80,465.00 (Rupees ten crore twenty one lakh eighty thousand four hundred sixty five) only with a total wastage rate of 45.44 per cost had been lost.