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A COMPARATIVE STUDY OF EDUCATIONAL STATUS OF GOVERNMENT AND PRIVATE HIGHER SECONDARY SCHOOL IN WEST SINGHBHUM DISTRICT, JHARKHAND

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Abstract:

This research paper aims to investigate the comparative study of Educational status of government and private higher secondary schools in West Singhbhum district in the state of Jharkhand, India, with a particular focus on the building infrastructure i.e. building age, types of building, class size, library, fire safety measures, laboratory equipments etc, Manpower facilities i.e. students enrollment, appeared, passed division failed, drop out, number of teachers, teacher students ratio, teaching experience and training of the teachers etc. This study employs a descriptive survey methods approach, combining quantitative surveys and qualitative interviews, to comprehensively analyze the educational Status of higher secondary school. Mean percentage was used to compare the educational status of higher secondary schools, checklist, observation and interview methods were also adopted in them study. The findings of this study over all reveal that private higher secondary schools infrastructure better than government school but government higher secondary schools Salary structure better than private school.

Keywords: infrastructure facilities. Laboratory equipments, Manpower facilities, teaching experience, training of the teachers, teacher students' ratio.



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1.1 Introduction

In Jharkhand, particularly in West Singhbhum district, which is predominantly inhabited by tribal communities, education has remained a critical challenge. The region is marked by geographical isolation, socio-economic backwardness, and limited infrastructural facilities, all of which influence the educational status of students. Government schools have traditionally been the backbone of education in the region, ensuring access to marginalized groups, while private schools have emerged in recent years as alternatives promising better facilities, teaching quality, and outcomes. The educational status of a school may be evaluated in terms of academic achievement, infrastructure, teacher-student ratio, teaching-learning processes, availability of resources, co-curricular activities, and overall student development. A comparative analysis between government and private higher secondary schools in West Singhbhum is important to understand disparities in access, quality, and outcomes. Such a study will also highlight the strengths and weaknesses of both types of institutions, helping policymakers, administrators, and educators to design strategies for improving secondary education in the district. This study is particularly relevant because West Singhbhum, despite being rich in natural resources, is one of the educationally backward regions of Jharkhand. By analyzing the differences in educational status between government and private higher secondary schools, the research will provide valuable insights into the challenges faced by students and institutions, and offer recommendations for bridging the educational gap and promoting equity and quality in education.

1.2 Rationale of the Study

Higher Secondary education is a decisive stage in the educational journey of students, as it not only prepares them for higher

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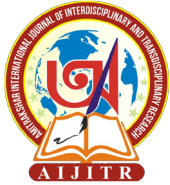
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studies but also equips them with knowledge, skills, and values essential for social and economic participation. In a district like West Singhbhum of Jharkhand, where a large section of the population belongs to tribal and economically disadvantaged communities, the role of schools becomes even more critical in reducing educational inequalities and ensuring social justice. Government higher secondary schools in the region primarily cater to children from rural, tribal, and low-income families. These schools aim at providing access and inclusivity, but often face challenges such as inadequate infrastructure, shortage of teachers, and limited exposure to modern teaching-learning resources. On the other hand, private higher secondary schools, though limited in number, tend to offer better facilities, innovative teaching methods, and relatively higher academic outcomes, but remain inaccessible to many due to high fees and urban-centric location.

Many researchers conducted experiments or reviewed several studies on school buildings and its components with reference to the relationship between physical facilities and academic achievement and performance of students, and reported similar findings of the studies. In most studies, physical facilities influenced a school in one way or another. Realizing the importance of school physical facilities and its relationship with the academic performance of students, researchers very often used to suggest to do research on such problem for development of strategies for managing educational facilities.

Finally, the present work was expected to help bridge the gap caused by the lack of research on this important problem and the need for the institutional plant in the Jharkhand context. From the findings of the studied it was expected that we would be able to understand the answers to the frequently asked research question: “Does school’s physical facilities influence student academic performance?” The results of the study may be of practical value to the educational planners, policymakers and administrators in particular and teachers, students, parents, and community at large in formulating the infrastructural policies as well as understanding the importance of physical facilities to learning and teaching. The findings of the study could be generalized to the schools where similar situations on the ground existed.

1.3 Statement of the Problem

The current study was undertaken under the problem entitled: “A COMPARATIVE STUDY OF EDUCATIONAL STATUS OF GOVERNMENT AND PRIVATE HIGHER SECONDARY SCHOOL IN WEST SINGHBHUM DISTRICT, JHARKHAND” By way of explanation based on the statement of the problem, in the present study, an attempt was made to make a comparison between the Government and Private Secondary Schools in terms of the infrastructural and manpower facilities (Teaching Input) and its impact on learning outcome (Output).

1.4 Objectives of the Study

Objective of the study was as follows: -

1. To compare the infrastructural facilities consisting of building type, library, classroom, fire safety measure, equipment, chemical, toilet, door, and laboratory, between government and private secondary schools.
2. To compare the rate of enrolment in Class XII between Government and private Secondary schools in the recent years .
3. To compare pass rate in class XII final examinations between Government and Private secondary schools in the recent years.
4. To compare the extent of dropout between government and private secondary schools in the recent years.

1.5 Research Questions of the Study

The following were the hypothesis of the study:

- 1: Are there any differences in the infrastructural facilities consisting of building type, library, classroom, fire safety measure, equipment, chemical, toilet, door, and laboratory, between government and private secondary schools?
- 2: Are there any differences between type of managements and males and females’ enrolment; government and private schools in the recent years?
- 3: Are there any differences between type of managements and pass rate in the recent years?
- 4: Are there any differences between type of managements and dropout in the recent years?

1.6 Operational Definitions

Comparative study:- It refers to the similarities and differences in the available infrastructure and manpower facilities and their effects on the academic achievement of students.

Infrastructure facilities:- It includes building age, types of building, class size, library, fire safety measures, laboratory and its equipment, chemicals, and doors.

Manpower facilities:- It consists of number of students enrolled, appeared, passed, division, failed, and dropout (boys/girls), number of teachers, teacher-student ratio, teacher teaching experience, and training of teachers.

Secondary schools: It refers to higher secondary classes in Government and Private Schools. **Teaching Inputs:** It refers to the infrastructure and manpower facilities.

Learning Outcomes: It refers to examination results, grades obtained by the students in class XII, drop out and stagnation, and the total wastage due to drop out and stagnation. Wastage means “premature withdrawal of children from any stage before the completion of primary course, while stagnation means retention of a child in a class for more than one year”



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Building age: It refers to newer and older schools based on year of establishment. Newer building: It refers to the ages between 6 and 31 years old. Older building: It refers to the ages between 52 and 92 years old.

Teacher-student ratio: It refers to lower and higher ratio. Lower ratio: It refers to 1:6 and below and higher ratio 1:7 and above. Teacher strength: It refers to larger and smaller. Larger strength: It refers to between 42 and 80 teachers and smaller refers to 12 and 36.

Teaching experience: It refers to more experienced and less experienced. More experience: It refers to teaching experience above 10 years less experience: It refers to below 10 years. **24 Global dropout:** It refers to the overall dropout of students. Wastage: It refers to dropout. The terms “wastage” and “stagnation” were used synonymously and interchangeably. Total wastage: It indicates the overall wastage resulting from dropout and stagnation. Stagnation: Stagnation means retention of a child in a class for more than one year”

1.7 Delimitations of the study

The present study was delimited to:

1. The present study was delimited to the comparison of Government and Private secondary schools for higher secondary stage only in East Singhbhum District, Jharkhand.
2. The study was limited to the infrastructure and manpower facilities available in five government and five private higher secondary schools.
3. It was limited to the study of learning outcomes with reference to +2 (Class twelve) stagnation and dropout, and total wastage resulting from stagnation and dropout.
4. Study setting: Schools located in East Singhbhum District, Jharkhand.

1.8 Method of the Study

As the investigator had to collect information by going to the field, so the descriptive survey method was carried out in the present study

1.9 Population of the Study

In the present study the researcher selected all the Higher Secondary Schools i.e. Government and Private in West Singhbhum district of Jharkhand were focused as population of the study.

1.10 Sample of the Study

In the present study, the investigator was selected 10 higher secondary schools in West Singhbhum district. The samples of study were selected from Government and Private higher secondary school from rural and urban areas.

1.11 Sampling technique of the Study

In the present study, the investigator chose purposive sampling technique as the study involved selection of higher secondary school in West Singhbhum district Jharkhand.

The data were gathered through a “Checklist for Input and Output Secondary Schools Data” specially prepared for the purpose of data collection from the sample schools. The checklist consisted of three sections and 38 items.

1.12 Procedures of Data Collection

The items in the check list were checked off together with the heads of the schools. Triangulation was used to check or verify the reliability of the items included in the list through direct participant observation, in-depth interview, documents review like stock registers, yearly examination results, etc., and the necessary correction was made after physical verification to ensure that valid and reliable data were obtained. The data were collected in the following phases:

1.13 Statistical technique used

In the current study, Mean percentage test of independence was used to see whether the proportions of one variable are different depending on the value of the other variable especially when the sample size was small.

1.14 Variables of the Study

Independent manipulation variables-For the purpose of the present study, independent manipulation or treatment variables consist of infrastructural facilities, teachers’ teaching experience, training, and teachers’ strength.

Independent attributes variables-It consists of students, males and females, age, and teachers.

Dependent variables-Learning outcomes or academic achievements consist of pass and failure rates, grades obtained dropout, and stagnation, including total wastage.

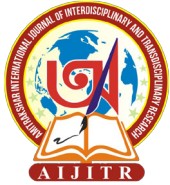
1.15 Analysis and Interpretation and findings of Data

Objective 1- To compare the infrastructural facilities between government and private secondary schools.

A- Building Type and Type of School Managements

There is no significant relationship between building type and type of managements.

Table – 4.1 Building type and type of school managements



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Building type	Type of school managements		
	Government	Private	Total
Half RCC/Kutchha	4 (80%)	0 (0%)	4 (40%)
RCC	1(20%)	5 (100%)	6 (60%)
Total	5(100%)	5(100%)	10(100%)

Table-4.1: It was observed from the table that 80 per cent of government and 0 per cent of private school buildings were half RCC/Kutchha types, whereas 20 per cent of government and 100 per cent of private school buildings were RCC. Here, The results suggested that the private schools were in a better position in the building condition than that of government schools as most of them possessed RCC buildings.

B- Functions of Library and Type of School Management

1.2: No relationship exists between library properly or not properly functioning and type of managements.

Table-4.2 Functions of library and type of school managements

Library	Type of school managements		
	Government	Private	Total
Not properly functioning	4 (80%)	2 (40%)	6 (60%)
Properly functioning	1(20%)	3 (60%)	4 (40%)
Total	5(100%)	5(100%)	10(100%)

Table – 4.2: The results indicated that 80 per cent of government schools and 40 per cent of private school libraries were not functioning properly , whereas 20 per cent of government school and 60 per cent of private school libraries were properly functioning. Statistically the results revealed that among the school libraries not properly functioning, the majority of them was in government schools, while that of properly functioning libraries, private schools were in a far better position than were in government schools.

C-Number of Classroom and Type of School Managements

1.3: Number of classrooms has nothing to do with the type of managements.

Table -4.3 Number of classroom and type of school managements

Number of classroom	Type of school managements		
	Government	Private	Total
Adequate	4 (80%)	2 (40%)	6 (60%)
Inadequate	1(20%)	3 (60%)	4 (40%)
Total	5(100%)	5(100%)	10(100%)

Table –4.3: It was witnessed from the table that 80 per cent of government school and 40 per cent of private school were having adequate number of classrooms, whereas 20 per cent of government and 60 per cent of private schools were not having adequate number of classrooms. Statistically, results suggested that in the majority of private schools, inadequate classrooms were found..

D- Fire Safety Measures and Type of School Managements

1.4: There is no significant difference in fire safety measures taken up by government and private schools.

Table – 4.4Fire safety and type of school managements

Fire safety	Type of school managements		
	Government	Private	Total
Available	1 (20%)	4 (80%)	5(50%)
Unavailable	4(80%)	1 (20%)	5 (50%)
Total	5(100%)	5(100%)	10(100%)

Table -4.4: The results reveal that the fire safety measures were available in 20 per cent government and 80 per cent private schools, whereas it was not available in 80 per cent each in government and 20 percent in private schools. Statistically, The results indicated that more fire safety measure was found to be taken up by the private schools that than of government schools..

E- Equipment and Type of School Managements

1.5: The availability of equipment has nothing to do with the type of managements.



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Table – 4.5 Equipment and type of school managements

Equipment	Type of school managements		
	Government	Private	Total
Adequate	1 (20%)	4 (80%)	5(50%)
Inadequate	4(80%)	1 (20%)	5 (50%)
Total	5(100%)	5(100%)	10(100%)

Table-4.5: It was observed from the table that equipment in 20 percent of government and 80 percent of private schools was adequately available, whereas adequate equipment was not available in 80 per cent government schools and 20 per cent private schools. Statistically, The results showed that most of the government schools had poor equipment as compared to the private schools, suggesting the availability of such facilities in the private schools adequately.

F- Chemicals and Type of School Managements

1.6: The availability of chemicals has nothing to do with the type of managements.

Table -4.6 Chemicals and type of school managements

Chemicals	Type of school managements		
	Government	Private	Total
Adequate	1 (20%)	4 (80%)	5(50%)
Inadequate	4(80%)	1 (20%)	5 (50%)
Total	5(100%)	5(100%)	10(100%)

Table -4.6: The results showed that 20 per cent government schools and 80 per cent private schools had adequate laboratory chemicals, whereas 80 per cent of government and 20 per cent of private schools had inadequate chemicals. The results showed that the private schools possessed more chemical facilities than that of government type of managements.

G- Types of School Managements and Toilet Facilities

1.7: No relationship exists between the availability of toilet facilities and type of managements.

Table – 4.7 Type of school managements and toilet facilities

Toilet	Type of school managements		
	Government	Private	Total
Usable	1 (20%)	5 (100%)	6(60%)
Not Usable	4(80%)	0 (00%)	4 (40%)
Total	5(100%)	5(100%)	10(100%)

Table -4.7: The results showed that 20 per cent government schools and 100 per cent private schools had adequate Usable toilet facilities, whereas 80 per cent of government schools had not usable toilet facilities. The results showed that the private schools had more usable toilet facilities than that of government type of school managements.

H- Type of School Managements and Adequate Number of Laboratory

1.8: There is no significant difference in laboratory facilities between government and private schools.

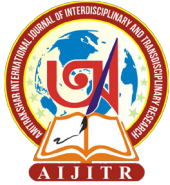
Table -4.8Type of school managements and adequate number of laboratories

Laboratory	Type of school managements		
	Government	Private	Total
Adequate	2 (40%)	4 (80%)	6(60%)
Inadequate	3(60%)	1 (20%)	4(40%)
Total	5(100%)	5(100%)	10(100%)

Table -4.8: The results showed that 40 per cent government schools and 80 per cent private schools had adequate laboratories facilities, whereas 60 per cent of government schools had no adequate laboratories. The results showed that the private schools had more adequate laboratories facilities than that of government type of school managements.

Objective 2- To compare the rate of male and female enrolment in Class XII between Government and Private Secondary schools in recent years..

Table -4.9 Male and female Enrolment in 2026 and Type of Managements



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S.L No	Name of the Higher secondary School	Type of Man-agement	No. of students enrolled in 2026		
			male	female	total
1	+2 Zila School, Chaibasa, W.S. Jharkhand	Government	50	40	90
2	Government High School, Chaibasa, W.S.Jharkhand	Government	71	89	160
3	Mangilal Rungta 10+2 School, Chaibasa, W.S.Jharkhand	Government	90	80	170
4	Model School / CM School of Excellence Chaibasa, W.S.Jharkhand	Government	90	103	193
5	S.P.G. Mission High School Chaibasa, W.S.Jharkhand	Government	97	82	179
		Total	398	394	792
6	Sjdav public school, Chaibasa, W.S. Jharkhand	Private	55	40	95
7	St. Xavier's English Medium School, Chaibasa, W.S.Jharkhand	Private	25	21	46
8	St. Viveka English Medium School, Chaibasa, W.S.Jharkhand	Private	40	50	90
9	dps inter college, Chaibasa, W.S. Jharkhand	Private	25	21	46
10	PadmawatiJainSarsawati Shishu Vidya Mandir, Chaibasa, W.S. Jharkhand	Private	23	20	43
		Total	168	152	320

(Source: Survey data)

Table -4.9: This table presented the total number of class XII students enrolled in government and private schools in the year 2026. Among the government schools, the highest number 193 of students got enrolled in Model School / CM School of Excellence Chaibasa, W.S.Jharkhand with 90 male students and 103 female students. The lowest number 90 of students got enrolled in +2 Zila School, Chaibasa, W.S.Jharkhand with 50 male students and 40 female students. Similarly 71 males and 89 females followed by Government High School, Chaibasa, W.S.Jharkhand, 90 males and 80 females followed by Mangilal Rungta 10+2 School, Chaibasa, W.S.Jharkhand and 97 males and 82 females followed by S.P.G. Mission High School Chaibasa, W.S.Jharkhand.

Among the private schools, the highest number 95 of students got enrolled in Sjdav public school, Chaibasa, W.S.Jharkhand with 55 male students and 40 female students. The lowest number 43 of students got enrolled in Padmawati Jain Sarsawati Shishu Vidya Mandir, Chaibasa, W.S. Jharkhand with 23 male students and 20 female students. Similarly 25 males and 21 females followed by St. Xavier's English Medium School, Chaibasa, W.S.Jharkhand, 40 males and 50 females followed by St. Viveka English Medium School, Chaibasa, W.S.Jharkhand and 25 males and 21 females followed by DPS inter college, Chaibasa, W.S.Jharkhand

Thus, There is difference between the student enrolment and type of managements during 2026 as 792 number of students had enrolled in government school and 320 number of students had enrolled in Private schools.

Objective 3-To compare pass percentage in class XII examination between Government and Private secondary schools.

Table-4.10 Class XII examination pass percentage for the 10 higher secondary schools

S.LNo	Name of the Higher secondary School	Type of Management	pass percentage
1	+2 Zila School, Chaibasa, W.S.Jharkhand	Government	88.42



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2	Government High School, Chaibasa, W.S. Jharkhand	Government	77.15
3	Mangilal Rungta 10+2 School, Chaibasa, W.S.Jharkhand	Government	69.90
4	Model School / CM School of Excellence Chaibasa, W.S.Jharkhand	Government	70.49
5	S.P.G. Mission High School Chaibasa, W.S.Jharkhand	Government	78.24
		Over all	76.84
6	Sjdav public school, Chaibasa, W.S. Jharkhand	Private	97.69
7	St. Xavier's English Medium School, Chaibasa, W.S.Jharkhand	Private	93.90
8	St. Viveka English Medium School, Chaibasa, W.S.Jharkhand	Private	90.83
9	dps inter college, Chaibasa, W.S.Jharkhand	Private	93.52
10	Padmawati Jain Sarsawati Shishu Vidya Mandir, Chaibasa, W.S. Jharkhand	Private	88.23
		Over all	92.83

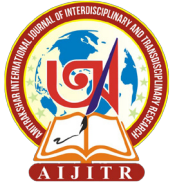
(Source Survey Data)

Table-4.10: This table demonstrated the overall pass percentage of government and private school for the recent years 2026, Among the government schools, the highest overall pass percentage in class XII final year examination belonged to +2 Zila School, Chaibasa, W.S.Jharkhand with 88.42 per cent, The pass percentage in class XII of Government High School, Chaibasa, W.S. Jharkhand was 77.15 Similarly Mangilal Rungta 10+2 School, Chaibasa, W.S. Jharkhand was 69.90. Model School / CM School of Excellence Chaibasa, W.S.Jharkhand was 70.49. S.P.G. Mission High School Chaibasa, W.S.Jharkhand was 78.24. So the overall pass percentage of government school for the recent years 2026 was 76.84 only, With regard to the private higher secondary schools, the highest pass percentage in class XII final examination was found in Sjdav public school, Chaibasa, W.S.Jharkhand was 97.69. Similarly, the pass percentage in class XII of St. Xavier's English Medium School, Chaibasa, W.S.Jharkhand was 93.90 . St. Viveka English Medium School, Chaibasa, W.S.Jharkhand was 90.83. dps inter college, Chaibasa, W.S.Jharkhand was 93.52 and Padmawati Jain Sarsawati Shishu Vidya Mandir, Chaibasa, W.S. Jharkhand was 88.23. So the overall pass percentage of Private school for the recent years 2026 was 92.83 only,

Objective 4- To compare the dropout between government and private secondary schools.

Table-4.11 No. of Dropout during 2025 and 2026.

S.L No	Name of the Higher secondary School	Type of Management	No. of Dropout
1	+2 Zila School, Chaibasa, W.S. Jharkhand	Government	6
2	Government High School, Chaibasa, W.S.Jharkhand	Government	11
3	Mangilal Rungta 10+2 School, Chaibasa, W.S.Jharkhand	Government	16
4	Model School / CM School of Excellence Chaibasa, W.S.Jharkhand	Government	3
5	S.P.G. Mission High School Chaibasa, W.S.Jharkhand	Government	23
		Over all	59



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6	Sjdav public school, Chaibasa, W.S. Jharkhand	Private	3
7	St. Xavier's English Medium School, Chaibasa, W.S. Jharkhand	Private	10
8	St. Viveka English Medium School, Chaibasa, W.S. Jharkhand	Private	7
9	dps inter college, Chaibasa, W.S. Jharkhand	Private	4
10	Padmawati Jain Sarsawati Shishu Vidya Mandir, Chaibasa, W.S. Jharkhand	Private	4
		Over all	28

(Source: Survey data)

Table-4.11: This table demonstrated the total number of dropouts in government and private schools for the years 2026. Among the government schools, the overall highest number of dropouts belonged to S.P.G. Mission High School Chaibasa, W.S. Jharkhand with 23 students. Similarly 6 number of dropouts of +2 Zila School, Chaibasa, W.S. Jharkhand. 11 number of dropouts of Government High School, Chaibasa, W.S. Jharkhand. 3 number of dropouts of Model School / CM School of Excellence Chaibasa, W.S. Jharkhand Mangilal Rungta 10+2 School, Chaibasa, W.S. Jharkhand with 16 students, So the overall dropouts number of government schools was 59 students.

Regarding private higher secondary schools, the overall highest number of dropouts occurred in St. Xavier's English Medium School, Chaibasa, W.S. Jharkhand with 10 students, So another private schools followed by Sjdav public school, Chaibasa, W.S. Jharkhand with 3 students, followed by St. Viveka English Medium School, Chaibasa, W.S. Jharkhand with 7 students each, and dps inter college, Chaibasa, W.S. Jharkhand and Padmawati Jain Sarsawati Shishu Vidya Mandir, Chaibasa, W.S. Jharkhand with 4 numbers students dropout. So the overall dropouts number of Private schools was 28 students.

1.16 Educational Implications

One of the most important characteristics of the research is that it contributes something new to the development of the area concerned. That is why the researcher must find out the educational implications of his study. The present study was an attempt to compare the government and private schools on the basis of infrastructure facilities, enrollment of the students, human resources, academic achievement of the students, teaching learning process, evaluation system and perception of parents about the government and private schools. On the basis of present findings, the following implication may be useful for the policy makers, Human Resource Development Department, civil societies, curriculum framer, for the teachers of government and private schools and for the parents whose children were studying in government and private schools of in the state of Jharkhand.

1 Educational Implications for Schools

On the basis of results of the present study the investigator has some suggestions for schools. The investigator suggested that Parents Teachers Meeting should be organized properly. Government schools should be organized sports meet, annual function and other co-curricular activities like private schools. Morning assembly activities should be increased by the government schools like private schools i.e. thought of the day, news reading & speech and general knowledge related activities. Formative evaluation should be implemented properly in both the government and private schools so that weakness of the students should be identified timely and remedial measures may be taken accordingly. 149 More efforts should be taken by the government schools for enrollment.

2 Educational Implications for Teachers

On the basis of results of the present study the investigator has some suggestions for the teachers. The investigator suggested that: Teacher should prepare lesson plan daily before teaching. Teacher should prepare teaching learning material and use in the class room regularly. Teachers should motivate and encourage the students for participation in co-curricular activities. Continuous and comprehensive evaluation should be adopted properly. Teacher should inform timely the parents regarding progress and weakness of the students. Teacher should check the home work daily. The study is helpful to all the teachers from both the government and private schools. They should use teaching aids during the teaching to make teaching learning process interesting and effective. Government should provide financial sport to the teachers for preparing teaching aids to the government teachers.

3 Educational Implications for Policy Makers/Administrators

On the basis of results of the present study the investigator has some suggestions for the policy makers and administrators.



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The investigator suggested that: Policy maker should adopt a policy that ensure the maximum participation of the parents in PTM and also make a monitoring policy or appoint a supervisor other than SMC who observe the PTM and submitted a report about the meeting. Policy makers should try to make policy regarding subject wise teachers at all the government elementary schools as like private schools. Subject wise teacher should be appointed in all the schools because a single teacher is not comfortable and efficient to teach all the subjects like Mathematics, English etc. The adequate infrastructure facilities should be provided to the government schools as like private schools. Smart classroom should be provided in all the government schools by the government. Government should work to improve the status and quality of government schools.

4 Educational Implications for Parents/Community

On the basis of results of the present study the investigator has some suggestions for the parents and community. The investigator suggested that: Parents should always attend the PTM and discussed with the teachers regarding progress and weakness of their children. Parents should always check diary of their wards daily and always monitor them. To increase the enrollment, it should be impressed upon the community by acquainting with the imperative need of sending their children to schools. The interest should also be developed for education among students by acquainting them with various developments going on in the nation. There should also be made an attempt to remove the indifferent attitude of parents to get their children educated by developing good community relations. The study is also helpful for societies and it will help to trace out the problems of decreasing enrollments of students in government schools, and low level of achievement among students. They may be involved in SMC to counsel the students and motivate them to be better students. To provide the quality education among the children and to achieve the goal of education, it is difficult for only the government to undertake this task without the involvement of civil societies.

1.17 Suggestions for Further Research

The following are the suggestions for further research:

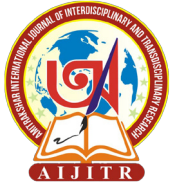
The present study was conducted only in government and private schools at Higher secondary level in the State of Jharkhand. A similar study can be conducted at Secondary schools and elementary schools level. The present study was confined to only three districts of Jharkhand. State. A similar study can be conducted on large sample covering all the districts of Jharkhand. The present study was confined to elementary schools affiliated to Board of School Education Jharkhand.. A similar study can be conducted on schools which are affiliated to Central Board of School Education (CBSE) Delhi. A comparative study can be conducted between private and government aided schools and government schools. A similar study can be conducted between two or more than two states.

1.18 Conclusion

On the basis of results of the study, it may be concluded that government and private schools has lot of differences in many aspects like availability of teachers, students teacher ratio, enrollment of the students, academic achievement of the students, availability of infrastructural facilities, teaching learning materials, lab facilities and co-curricular activities. Findings reveal that private schools has better infrastructure facilities, better students teacher ratio, better enrollment and better teaching and learning environment than the government schools. Parents of the students also viewed that private schools have better facilities in all aspects than the government schools.

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