

TRANSITIONS IN GOVERNMENT FUNDED SCHOOLS IN MUMBAI.

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Abstract

This article from times of India dated November 4 2013 talking about more number of enrolments in unaided school in Mumbai and less enrolment in government funded schools like B.M.C and government aided schools....state government as well as central government is spending hugh amount through Sarv Sikshan Abhiyaan to take care of Indian kids elementary education till the age of 14. A very good initiative by government which should be utilised not only by poor and middle class but also by upper middle class. This research paper needs to find what is the possible reason apart from excess income to enrol their kids in unaided school rather benefiting through government funded school.

Introduction

One article from Times of India in the month of November 04 2013. Made me think to do a research about what is lagging behind B.M.C schools and government aided school as related to private school.

1) Around 4.1 lakh students were added to the enrolment figures at private unaided schools in the state in 2012-13. In the same period, schools run by government/local bodies and even private-aided ones saw a dip in enrolment by 2.6 lakh and 1.7 lakh respectively.

2) Data compiled by the unified District Information System for Education (DISE) reveals that around 68.6 lakh students were enrolled in elementary classes in Maharashtra's schools in 2011-12, when the corresponding numbers in the last academic year (2012-13) plunged to 66 lakh. Similarly, the enrolments in private aided schools also dipped from 65 lakh in 2011-12 to 63.3 lakh in 2012-13.

3) The number of students enrolled in private unaided schools in the state during the same period, however, increased from 28.3 lakh to 32.4 lakh.

4) There is also a belief that only private and unaided English-medium schools offer good quality education, which is not true in many

Cases, he added. "Parents also believe that schools charging more money will offer quality education," said the former state project director for Sarva Shikshan Abhiyan.

5) Basanti Roy, former secretary of the Mumbai divisional board office for secondary and higher secondary education, attributes the shift to the quality of education offered in private and unaided schools and also to the affordability of parents. "Even those parents who are not economically well off, aspire to send their children to private schools. They believe their children should get the best of the education. Saving for the future is not their only priority now," said Roy.

6) While parents' preference for private unaided schools is one of the major reasons behind the increase in enrolment figures in these schools, SC Kedia, honorary secretary of the Unaided School's Forum, believed implementation of the Right to Education Act could have shifted some students from aided schools to unaided ones.

There are few questions which arise:

1) Money spent through Sarv Sikshan Abiyaan is not being utilised by poor and middle class as well as richer class.

2) Is it preference of the people or belief that attracts the parents to unaided private schools or any other reasons in B.M.C or government aided schools.

BMC runs a total of about 1,185 primary schools in Mumbai. These schools take care of education needs of about 4.5 lakh students. But unfortunately the standard of education is so poor, that 22% of students in Class V are illiterate! This is also why about 54% of students dropped out of school between Class III and Class VII.

2011-12	Schools	Students	Teachers
BMC primary	1,185	3,91,111	11,849
BMC secondary (old)	49	38,902	912
BMC secondary (new)	97	20,734	371
BMC aided	427	1,91,892	3,813
Unaided	629	2,78,040	6,282

But when we look at the amount being kept for education in India through Sarv Sikshan Abhiyaan....Sarva Shiksha Abhiyan (English: The Education for All Movement) (SSA), is a Indian Government programme aimed at the universalisation of elementary education "in a time bound manner", as mandated by the 86th amendment to the Constitution of India making free and compulsory education to children of ages 6-14 (estimated to be 205 million in number in 2001) a fundamental right. The programme was pioneered by Atal Bihari Vajpayee.

History:

As an intervention programme, SSA has been operational since 2000-2001. However, its roots go back to 1993-1994, when the District Primary Education Programme (DPEP) was launched, with the aim of achieving the objective of universal primary education-DPEP, over several phases, covered 272 districts in 18 states of the country.^[3] The expenditure on the programme was shared by the Central Government (85%) and the State Governments. The Central share was funded by a number of external agencies, including the world bank, dfid and unicef By 2001, more than US\$1500 million had been committed to the programme, and 50 million children covered in its ambit.

Present goal for Sarv Sikshan Abhiyaan:

Its goals of 2013-14 were to:

- Open new schools in areas which do not have them and to expand existing school infrastructures and maintenance.
- Address inadequate teacher numbers, and provide training a development for existing teachers
- Provide quality elementary education including life skills with a special focus on the education of girls and children with special needs as well as computer education.

Budget allocation during the financial year for the sarv sikshan abhiyaan.

2013-14..... 65869 cr rupees For Sarv Sikshan Abhiyaan. 2012-13.... 27258cr.

OBJECTIVE:

1. To study the reasons behind the motive of the parents enrolling to unaided schools rather than government funded school.
2. To study the weakness and strength of, government funded schools and unaided school.

RESEARCH METHODOLOGY: survey method

TOOLS AND TECHNIQUES OF DATA COLLECTION: questionnaire method(open and close ended questions.) as well as observation method

DATA COLLECTION: primary as well as secondary data.

RESEARCH DESIGN: 25- 25 students each from three government schools, three b.m.c school and 3 unaided school in Mumbai total 225 students.

ASSUMPTION: I'm not assuming or my research involves corruption or income of the parents.... my research or article will see the infra structure and innovative methods adopted by different schools that will predict the transitions of parents towards aided and unaided schools.

DATAANALYSIS:

1) After observing 3 unaided school's infrastructure in Mumbai.

Findings:

1. school building was in good condition with good number of windows for proper ventilation with watchman at the gate having intercom as well as security cameras available
2. out of three schools.... two of them had small ground but enough for the students to play games like badminton..etc.... and one school had a big ground to play sports like volleyball,basketball, cricket,football. I didn't find students playing traditional games like kabbaddi, kho kho.
3. All three schools had good science laboratory with all equipments needed for biology, physics and chemistry.
4. Most important school benches were good and number of students in each class 45 to 50 on an average. That is personal attention can be given on students problem in the class itself
5. Teachers were good, polite and very motivating, optimistic too about students progress.
6. Wash rooms were clean and there was separate girls' common room. There was a person appointed separately for the cleaning..... There were many water tab attached with filter machines..... s
7. In one school there was projector availability in all the class for 8th std, 9std and 10 std students.
8. There was availability of auditorium with projector facility in all the three schools....
9. All three schools had Gymkhaana facility equipped with carom, table tennis, and chess.
10. There was library spacious with good amount of table and chairs and separate section for newspaper reading.

11. Canteen was clean and tidy.
12. And most important all three schools had a counselling centre for students facing problem in studies or peer pressures.

2) Observation of three government aided school in Mumbai

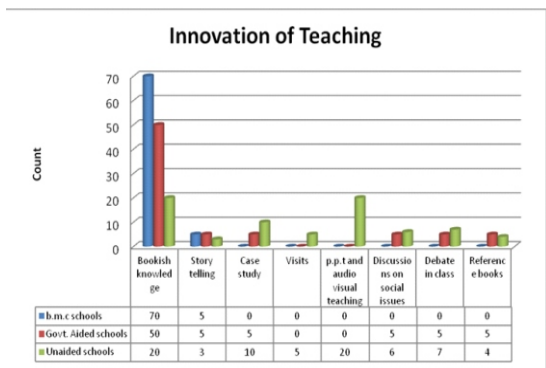
- a) School building structure was good..... also proper ventilation and availability of watchman guiding you with your queries.
 - b) All three schools had hugh ground with all facility for sports like football, cricket, etc with gears.
Here too i didn't find kho kho and kabaddi being popular among students....
 - c) Science laboratory was well maintained and properly arranged.
 - d) Benches were looking good but not properly maintained and number of student going beyond 70 to 80 per class on an average.
 - e) Teachers were good and decent but not motivating.
 - f) Wash rooms were clean but walls were scribbled with pen and pencils with abusive word written on it.
 - g) The class rooms were normal with no extra modern techniques of education..... There was separate computer lab.
 - H) 2 of the schools didn't have auditorium facility and the other was attached with junior and Degree College.
 - i) Gymkhana with all equipments available.
 - j) Library was not spacious but it had photos of freedom fighters and eminent people from around the world, also there were speech tag on the wall which were quite motivating.
 - k) Canteen can't be said to the standard of educational hygiene.
 - L) Councelling centre for students.
- 3) Observations of three b.m.c schools in Mumbai**
- A) All the three B.M.C school _had no good building with watchman at the gate... no inquiring or stopping of children going outside.

- B) Congested places with many illegal vendors selling things outside the school.....
- C) A hall inside the school is a playground for the students.
- D) Benches were not in proper conditions and capacity of students was also large.
- E) I find teachers yelling and shouting at the students.
- F) Washrooms were unhygienic but arrangement of drinking water was available.
- G) All class room were normal
- H) Gymkhana facility was there
- I) Library was not spacious with less number of table and chairs.
- J) Canteens were hygienic but not to the standard.
- K) No separate counselling centres.
- L) There was computer lab.

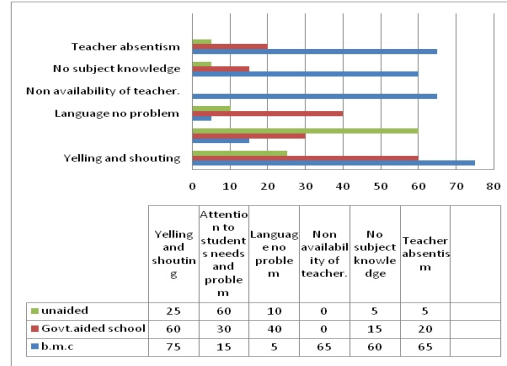
All the above observation was about the school infrastructures and clearly unaided and government aided school has an advantage over B.M. C schools but this couldn't be the only criteria of higher enrolment and less enrolment in unaided and aided schools.... therefore students were asked to fill questionnaire teacher student relation and teaching learning process.

25- 25 students each from the same three government aided schools, three b.m.c school and 3 unaided school from Andheri to Santacruz (west) total 225 students. From 8th to 10th std students.

A] Innovative teaching in the school:



B] Teachers relation with the students



FINDINGS:

- 1) clearly from the graph, it is evident that b.m.c prefers giving bookish knowledge (more than 95% and they are least to adopt innovative way of teaching methods (5%)) followed by government aided school (67%) and 33% adopts innovative methods of teaching and 30% in unaided school are bookish in nature but are able to engage students in learning process by various means of innovative teachings.
- 2) Government funded school also fails in department concerning student teacher relationship when it comes to yelling and shouting (135/150) 90% as compared to 33% in unaided sections.
- 3) Even unaided schools attains to students stress and peer group problems (80%) as compared to 40 % in aided school and 20 % in b.m.c schools.
- 4) Government aided tops the chart when it comes to teachings as language is no barrier in learning process (more than 55%) as compared to b.m.c and unaided schools.
- 5) 80% b.m.c students felt that the teachers were not up to date with the subject knowledge.
- 6) More than 80 % students in BMC feel that teacher's remains absent for good reason well known to them....

CONCLUSIONS AND SUGGESTIONS:

- 1) Clearly government is spending on the school education in b.m.c and government aided schools but need to see the upgradation happening in education sector and transform accordingly.... i mean to say money spent equals to well produced productive citizens for the country.
- 2) There is need for accountability and professionalism to be inducted in government funded school by proper in-house and workshop training and usage of educational technology P.P.T, audio video etc in teaching method.
- 3) Government funded schools have good infrastructure but need to maintain the resource and utilise it.
- 4) Allow the citizens and N.G.O'S to donate projectors, computer, laptops, and books, uniform with minimum paper work probably permission should be given in 4-5 working days.
- 5) Campaign should be started for adaptation of any one b.m.c schools by richer class for betterment of students.
- 6) Personal hygiene is lacking in children. Also, toilets are extremely dirty and badly designed. For example one floor may have one toilet with only 3-4 urinals whereas in a single recess about 100-150 children may need to use it.... therefore the concerned person should allot the job to professional agency for maintaining hygienic environment.
- 7) Less number of students reach S.S.C.... clearly indicating the drop out ration and this happens when students stress and problems are solved in school..... so counselling centre is must in government funded schools.

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