

PROBLEMS FACED BY PRIVATE PRIMARY SCHOOLS OF LUDHIANA DISTRICT

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Abstract

Education is the pathway to excellence. Excellence can only be achieved when there is quality infrastructure. In a globally integrated and highly competitive world economy, multi stakeholder partnership initiatives can be effective in supporting and even expediting the ongoing education reforms especially developing quality infrastructure for a more sustainable education.

Education has continued to evolve, diversify and extend its reach and coverage down the history. It is essential for all and is fundamental for holistic development of the future generation.

Keywords: Problems, Primary, Schools

Introduction

After Independence, various committees and commissions were set up for development of education in India. Kothari Commission i.e. National Education Commission (1964-66) is one of the important commissions constituted for primary education. The commission recommended reforms in the system of education, emphasizing to relate it with needs and aspirations of the people through a new curriculum in schools. In fact, free and compulsory education to all the children at least up to the elementary level has been the motto of the education policy of the Government of India in the post Independence period.

The constitution of India makes the provision under Article 45: —The state shall endeavor to provide within a period of 10 years from the commencement of constitution free and compulsory education for all children until they complete the age of 14 years.

Objectives

Specification of the objectives is one of the most important tasks of a researcher because no study can be conducted without objectives. Therefore the major objectives of the study are as follows:-

1. To study the problems faced by private primary schools with special reference to
 - Educational problems
 - Social problems
 - Economic problems
 - Problem of facilities
2. To suggest measures for improvement

Delimitation

The study was delimited to private primary schools of Ludhiana district only.

Research Questions

The main question to be probed is:

1. What are the educational problems of private primary schools of Ludhiana district of Punjab ?
2. What are the social problems of private primary schools of Ludhiana district of Punjab?
3. What are the economic problems of private primary schools of Ludhiana district of Punjab?
4. What are the problems related to infrastructure in Private primary schools of Ludhiana district of Punjab?
5. What are the suggestions of improvement for these problems?

Research Sample

Sampling technique used in the current study is convenient sampling.

Sample of present study consist of the 100 teachers of private primary schools in Ludhiana district.

Analysis and Interpretation Of Results

Table 1 showing Percentage of Problems faced by private primary schools with special reference to educational problems as Perceived by teachers (N=100)

s.no	Statement's No. in the questionnaire	Statement (Problem) in brief	%
1	1	Lack instructional material	70.8
2	2	Poor library facility	68.5
3	3	Multipronged personality traits of students	63.5
4	4	Problem of indiscipline children	89.4
5	5	Teachers non academic clerical work	97.1
6	6	Teachers are not treated with regular teachers	80.5

With special reference to educational problems as perceived by private primary teachers 70.8 % teachers are facing the problem of instructional material .68.2 % teachers stated that there are poor library facilities . Multipronged personality traits of students are 63.8%.89.4 % teachers faced the Problem of indiscipline children. 97% Teachers have non academic clerical work . 80.6% Teachers are not treated with regular teachers.

1. Percentage of Problems faced by private primary schools with special reference to social problems as Perceived by teachers (N=100)

Table 2 showing Percentage of Problems faced by private primary schools with special reference to social problems as Perceived by teachers (N=100)

S.no	Statement's No.in the questionnaire	Statement (Problem) in brief	%
1	7	Teachers are overloaded with social work	90.3
2	8	Lack of cooperation from parents	74.8
3	9	Political interference in posting of teacher	5.9
4	10	Isolation of village	25.3
5	11	Carelessness of parents about children	68.2
6	12	After admission parents shrink to their responsibilities	80.2

With special reference to social problems as Perceived by private primary teachers ,it has been analyzed that 90.3% Teachers are overloaded with social work . 74.8% teachers facing Lack of cooperation from parents . 5.7% teachers feels political interference in posting of teacher . 25.1% is the Isolation of village. Teachers admits that 68.4% carelessness of parents about children . 80.4% teachers opine that after admission parents shrink to their responsibilities .

2. Percentage of Problems faced by private primary schools with special reference to economic problems as Perceived by teachers (N=100)

Table 3 showing Percentage of Problems faced by private primary schools with special reference to economic problems as Perceived by teachers (N=100)

S.no	Statement's No. in the questionnaire	Statement (Problem) in brief	%
1	13	Lack of school fund	38.6
2	14	Irregular payments of salary	87.7
3	15	Lack of financial incentive	89.8
4	16	Lack of over time allowance	95.5
5	17	Lack of medical insurance	94.8
6	18	Less fixation of salary	79.4

With special reference to economic problems as Perceived by private primary teachers, it has been analyzed that Lack of school fund is 38.5%. 87.9% teachers feels irregular payments of salary. Lack of financial incentive is 88.9%. Lack of over time allowance is 95.3%. Lack of medical insurance is 95.8 %. Less fixation of salary gains 79.4 %

3. Percentage of Problems faced by private primary schools with special reference to problem of facilities as Perceived by teachers (N=100)

Table 4 showing Percentage of Problems faced by private primary schools with special reference to problem of facilities as Perceived by teachers (N=100)

s.no	Statement's No.in the questionnaire	Statement (Problem) in brief	%
1	19	Absence of accommodation	86.4
2	20	Lack transportation facility	24.4
3	21	Unhealthy condition of school	44.6
4	22	Lack of proper road	10.6

With special reference to problem of facilities as Perceived by private primary teachers, it has been analyzed that 86.4% schools have Absence of accommodation. 24.3% school lack in transportation facility.44.7% schools found in unhealthy condition. 10.5% schools Lack in proper roads.

Conclusions

1. With special reference to educational problems as perceived by private primary teachers 70.8 % teachers are facing the problem of instructional material .68.2 % teachers stated that there are poor library facilities . Multipronged personality traits of students are 63.8%.89.4 % teachers faced the problem of indiscipline children. 97% teachers have non academic clerical work . 80.6% teachers are not treated with regular teachers.

2. With special reference to social problems as Perceived by private primary teachers, it has been analysed that 90.3% Teachers are overloaded with social work . 74.8% teachers facing Lack of cooperation from parents . 5.7% teachers feels Political interference in posting of teacher . 25.1% is the Isolation of village. teachers admits that 68.4% Carelessness of parents about children . 80.4% teachers opine that after admission parents shrink to their responsibilities .

3. With special reference to economic problems as Perceived by private primary teachers, it has been analyzed that Lack of school fund is 38.5% .87.9% teachers feels Irregular payments of salary . Lack of financial incentive is 88.9%. Lack of over time allowance is 95.3%. Lack of medical insurance is 95.8 % . Less fixation of salary gains 79.4 %

4. With special reference to problem of facilities as Perceived by private primary teachers, it has been analyzed that 86.4% schools have Absence of accommodation . 24.3% school lack in transportation facility.44.7% schools found in Unhealthy condition. 10.5% schools Lack in proper roads.

Recommendations

1. The system should reward those who deserves highest academic honor. The crammers should not be rewarded.
2. Our testing and marking systems need to be built to recognize original contributions, creativity, problem solving and innovation. Ranks should be awarded accordingly.
3. Indian education system is built on the assumption that if a thing is good for one child, it is good for all. But, one massive education system cannot be suitable to all.
4. A teacher is an entrepreneur and creator. The performance of a teacher should not be restricted to classroom. It needs to be opened up for the world to see with internet.
5. Teaching jobs are widely regarded as safe, well-paid and risk-free jobs. Most of the teachers do not want to change. As they become experienced, they get septic, and not even think of the nature and need of the students.

6. Education without character is abortion and will create divisions in the society. A country that lowers the quality of education and allows score competition in exams will collapse.
7. Corrupt politicians supported by corrupt followers and corrupt police force are increasing. Frauds, burglaries, rape and sexual harassment cases are rising.
8. If we have to see our country as a knowledge economy, we need to offer quality education to all and not rationing of education. Admissions in educational institutions should not be on caste or religion basis.
9. Education in India has been regulated on a not-for profit basis. This encourages corrupt people, money launderers and politicians to use education institutions to hide their black money, and earn heavy income from education business through clever structuring.

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