

To study the Academic Performance in Arithmetic of Students Studying in Government and Private Primary Schools

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ABSTRACT

Primary education is typically the first stage of formal education, coming after preschool/kindergarten and before secondary school. Primary education as a single-phase where programmes are typically designed to provide fundamental reading, writing, and mathematics skills and establish a solid foundation for learning. Academic achievement has been one of the most important goals of the educational process. Education in India is provided by the public sector as well as private sector. The contrast between government and private schools' performance is easily visible in every state. Although technology and other facilities vary according to schools, government schools generally have fewer facilities than private schools. The purpose of the study is to examine which type of school is better in the academic performances in mathematics.

INTRODUCTION

Education is one of the most important tools that contribute directly to the achievement of prosperity and progress of a nation, to the success of new generations, and to the abilities and skills of a country's human resources. No nation can prosper without education. The main objective of education is to acquire knowledge. Knowledge removes the darkness of ignorance. The educational structure is the largest structure in India. It recommends a fundamental base for the further schooling, training, self-education or higher education. According to Rabindranath Tagore "The widest road leading to the solution of all our problems is education." Tagore's system of education emphasizes upon the intellectual, physical, social, moral economic and spiritual aspects of human life. Education can develop a new pattern of life. This can culminate in the realization of universal men, by which a man can develop an integrated personality. Primary education is typically the first stage of formal education, coming after preschool/kindergarten and before secondary school. Primary education as a single-phase where programmes are typically designed to provide fundamental reading, writing, and mathematics skills and establish a solid foundation for learning.

Since independence, various efforts have been made by the government to provide free and compulsory education to the children between the age group of 6-14 years. The Right to Early Childhood Education Act and the Right to Education Act (RTE) are the two rules that describe the importance of free and compulsory education under Article 21 of the Constitution of India. India is among one of the 135 countries in the world to make education a basic right of every child.

Many other initiatives have been taken by the government to stimulate the growth of the education system in India. During the period of planning there has been expansion of general education. In 1951, the percentage of literacy was 19.3. In 2001 the literacy percentage increased to 65.4%. The enrolment ratio of children in the age group of 6-11 was 43% in 1951 and in it became 100% in 2001. Midday meal has been started in schools since 1995 to check drop-out rate. The number of primary schools has risen by three times from 2.10 lakh (1950-51) to 6.40 lakhs (2001-02). There were only 27 universities in 1950-51 which increased to 254 in 2000-01.

According to New Education Policy 2020: The new education policy 2020 is a significant shift from the 1986 policy. It was approved under the chairmanship of Mr. Narendra Modi on 29 July, 2020. It is the very first education policy of the 21st century that replaces thirty-four year NPE. It pitches for a "5+3+3+4" structure corresponding to the age groups 3-8 years (foundational stage), 8-11 (preparatory stage), 11-14 (middle stage) and 14-18 (secondary stage). It brings early

childhood education under the scope of formal schooling. Also, the students should be taught in regional language/mother tongue till class 5.

The primary focus is on the development of the education sector at the school level. After this, the focus shifts towards the development of schools be it government or private. For some students, the choice of school does not matter as they are flexible in learning at any environment. But majority of students do a thorough research on both the schools and then decide which one to choose. Although this choice of choosing either government or private school is highly debatable, but through many researches it was found that there lies a huge difference between the two.

Government school: is a type of school which is funded and controlled by the local, state and national government. Education in government schools is offered and mandated to all children without charge.

Private school: is a type of school which is neither funded nor managed by the government. They are controlled and administered by the private body and wholly or partly funded by the student's tuition fee, which is comparatively higher than government school.

Every parent expects that his/her child gets the best education in the best school. Parents value good quality education and are willing to pay for it. Apart from the tuition fee, parents incur considerable expenditure to send their children to a private schools spending money on uniform and text books, which they can otherwise avail for free in a government schools. Parents perceive private schools to be more accountable for imparting quality education in a better way. Enrolment at government schools is down by 1,96 lakh in last five years and the number of students at private institutions is up by over one lakh. In 2002, the strength of the students enrolled in private schools was only 32,528. In over 10 years, it has increased nearly tenfold to 3, 05,420 whereas there are only around 2,900 private schools in the state. On the other hand, there are 10,573 government primary schools and 1056 middle schools and the enrolment in government schools is 6, 83,267. The parents are much concerned about the quality dimensions of learning of their children. Parents have a perception that the flaws of government schools can be overcome by preferring to private schools, so parents send their children to private schools. ASER 2011 illustrates that a child in Standard 3 has to learn to do two digit subtractions, but the proportion of children in government schools who can even recognise numbers up to 100 correctly has dropped from 70% to near 50% over the last four years with the real downward turn noticeably after 2010, the year RTE came into force. Overall, findings indicated that the average private school mean score was higher than the average public school mean score. In view of this, the investigator selected the present problem for research.

Research Question:

In view of the statement of the problem, the present study will attempted to answer the following research question:
Do the students studying in government and private primary schools differ in terms of their achievement level in Arithmetic?

Objective of the Study

The following objective was laid down for the present investigation:
To compare the students studying in government and private primary schools with respect to their level of achievement in Arithmetic.

Hypothesis of the Study

The following hypothesis was formulated which will be tested in the present study: The students studying in government and private primary schools differ significantly with respect to their level of achievement in Arithmetic.

Delimitation of the Study

The present study was restricted in the following aspect:
The study will be delimited to comparison the students studying in Government and Private primary school located in territorial jurisdiction of Himachal Pradesh.

Operational Definitions of Terms Used

Certain terms were used in the present study quite frequently. The operational meanings of such terms are given below.

Government Primary School: Government school is a type of school which is funded and controlled by the local, state and national government.

Private Primary School: Private school is a type of school which is neither funded nor managed by the government. They are controlled and administered by the private body and wholly or partly funded by the student's tuition fee.

Method:

The objective of the study was to study the Academic Achievement in Arithmetic of Students Studying in Government and Private Primary Schools. The objective laid down for the present study confirms, descriptive method of research was used in the present study.

Sample:

The sample for the present study was drawn from 85 primary and middle schools situated in eight districts of Himachal Pradesh i.e. Kangra, Bilaspur, Hamirpur, Kullu, Shimla, Solan, Mandi and Lahul & Spiti. The eight districts were selected on the basis of random sampling. The data for the present study was collected personally by the researcher. The investigator collected data from students immediately after they passed class I, II, III, IV, V. so realistically data was collected from classes II, III, IV, V, VI and was practically considered for classes I, II, III, IV, V. The schools were selected on the basis of convenience, though it was observed that they were spread over a wider area in the district. If the number of students in a class was five or less than five, all the students of that class were included in the sample. If the number of students in any class was more than five, then five students were selected randomly from the class. In all 250 students were taken from each of the eight selected districts out of which 125 students were from private schools and 125 were from government primary schools. Finally the total sample comprised of 2000 students, 1000 from private and 1000 from government primary schools.

Tool Used

Academic Performance Tests In order to assess the level of academic performance of the students studying in government and private primary schools in Arithmetic, the methodology adopted by Annual Status of Education Report (2015) facilitated by Pratham with some modifications was used.

Arithmetic Test

The Arithmetic Test consisted of five sections—single digit recognition from 1 to 9, double digit recognition from 10 to 99, addition, subtraction and multiplication which was meant for students of classes I to V.

Single Digit Recognition from 1 to 9: This section consists of a set of 8 digits from 1 to 9.

Double Digit Recognition from 10 to 99: This section consists of a set of 10 digits from 10 to 99.

Addition: This section consists of four addition sums consisting of two and three digit numbers without and with carry.

Subtraction: This section consists of four subtraction sums consisting of two and three digit numbers without and with borrowing.

Multiplication: This section consists of four multiplication sums consisting of two and three digit numbers. The preliminary drafts of five sections of Arithmetic Test prepared by adopting the concept of minimum level of academic attainment in Pratham's ASER (2015) with necessary modifications were shown to some primary school teachers. The teachers were made acquainted with the purpose of test and were requested to give suggestions with respect to the choice of words, sentences and difficulty level of the content. This also ensured the content validity of the test. The final draft of four sections of the Arithmetic Test is given below.

Number Recognition 1-9	
4	6
9	2
5	8
1	3

Number Recognition 10-99	
50	26
35	48
15	59
82	12
78	67

Addition

$\begin{array}{r} 8 \\ +4 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 24 \\ +35 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 25 \\ +56 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 243 \\ +194 \\ \hline \\ \hline \end{array}$
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Substraction

$\begin{array}{r} 9 \\ -3 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 28 \\ -5 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 92 \\ -67 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 495 \\ -397 \\ \hline \\ \hline \end{array}$
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Multiplication

$\begin{array}{r} 3 \\ \times 4 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 45 \\ \times 7 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 21 \\ \times 9 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 13 \\ \times 10 \\ \hline \\ \hline \end{array}$
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Administration of Arithmetic Test

The investigator will ask the students individually to identify and read out single and double digit numbers written on a sheet of paper and note down the outcome. After this, the investigator will present the addition, subtraction and multiplication sums written on a sheet of paper to the students with adequate space for writing answers. The investigator will ask the students to solve the sums and write their answers in the given space.

Scoring of Arithmetic Test

A. Single Digit Recognition

1. If the child is able to recognize and read all the eight single digit numbers, he/she is placed at Level-II.
2. If the child is able to recognize and read six out of eight single digit numbers, he/she is placed at Level-II.
3. If the child is able to recognize and read four out of eight single digit numbers, he/she is placed at Level-I.
4. If the child is able to recognize and read less than four out of eight single digit numbers, he/she is not considered worthy to be placed even at Level-I.

B. Double Digit Recognition

5. If the child is able to recognize and read all the ten double digit numbers, he/she is placed at Level-III.
6. If the child is able to recognize and read eight out of ten double digit numbers, he/she is placed at Level-III.
7. If the child is able to recognize and read six out of ten double digit numbers, he/she is placed at Level-I.
8. If the child is able to recognize and read less than six out of ten double digit numbers, he/she is not considered worthy to be placed even at Level-I.

C. Addition, Subtraction and Multiplication

9. If the child is able to solve correctly 3 or 4 sums out of 4 then he/she is placed at Level-III each for Addition, Subtraction and Multiplication.
10. If the child is able to solve correctly 2 out of 4 sums then he/she is placed at Level-II each for Addition, Subtraction and Multiplication.
11. If the child is able to solve correctly 1 out of 4 sums then he/she is placed at Level-II each for Addition, Subtraction and Multiplication.

The Procedure

The data for the present study was collected personally by the researcher in accordance with the Academic Performance Test.

Analysis and Interpretation of Data:

The objective of the present study was to study the, level of academic performance of students studying in government and private school students of Himachal Pradesh. The data for the study was collected from 2000 students studying in government and private primary schools using relevant tools. The data thus collected was tabulated variable wise and analyzed and interpreted using appropriate statistical techniques.

The details of analysis and interpretation of data are discussed in the following pages.

The students studying in government and private primary schools were compared with respect to their academic performance in Arithmetic. In order to assess the level of academic performance of the students studying in government and private primary schools in Arithmetic, the methodology adopted by Annual Status of Education Report (2015) facilitated by Pratham with some modification was used. The details of these comparisons are presented below.

Number Recognition (1 to 9)

The Number Recognition (1 to 9) Test was administered and scored according to the procedure described earlier. The number of total students (irrespective of class) studying in government and private primary schools reaching different levels for Number Recognition (1 to 9) are shown in Table 1.

Table 1: Number of students studying in government and private primary schools reaching different levels for Number Recognition (1-9)

Types of School	Number of Students Reaching Different Levels for Number Recognition (1-9)			Total
	I	II	III	
Government	0 (00.00%)	0 (00.00%)	1000 (100.00%)	1000 (100.00%)
Private	0 (00.00%)	0 (00.00%)	1000 (100.00%)	1000 (100.00%)
Total	0 (00.00%)	0 (00.00%)	2000 (100.00%)	2000 (100.00%)

It is indicated from Table 1 that all the sampled students of all the classes identified and read out all the eight single digit numbers shown to them.

Number Recognition (10 to 99)

The Number Recognition (10 to 99) Test was administered and scored according to the procedure described earlier. The number of total students (irrespective of class) as well as class-wise studying in government and private primary schools reaching different levels for Number Recognition (1 to 9) are shown in Table 2 and 3.

Table 2: Number of students studying in government and private primary schools reaching different levels for Number Recognition (10-99)

Type of School	Number of Students Reaching Different Levels for Number Recognition (10-99)			Total
	I	II	III	
Government	2 (00.20%)	19 (01.90%)	979 (97.90%)	1000 (100.00%)
Private	0 (00.00%)	0 (00.00%)	1000 (100.00%)	1000 (100.00%)
Total	2 (00.10%)	19 (00.95%)	1979 (98.95%)	2000 (100.00%)

Table 3. Number of class-wise students studying in government and private primary schools reaching different levels for Number Recognition (10-99)

Class	School Type	Class-Wise Number Recognition (10-99) Level			Total
		I	II	III	
I	Government	1 (00.50%)	11 (05.50%)	188 (94.00%)	200 (100.00%)
	Private	0 (0.00%)	00 0 (0.00%)	200 (100.00%)	200 (100.00%)
	Total	1 (00.25%)	11 (02.75%)	388 (97.00%)	400 (100.00%)
II	Government	1 (00.50%)	06 (03.00%)	193 (96.50%)	200 (100.00%)
	Private	00 (0.00%)	00 (0.00%)	200 (100.00%)	200 (100.00%)
	Total	1(00.25%)	06 (01.50%)	393 (98.25%)	400 (100.00%)
III	Government	00 (0.00%)	01 (00.50%)	199 (99.50%)	200 (100.00%)
	Private	00 (0.00%)	000 (0.00%)	200 (100.00%)	200 (100.00%)
	Total	00 (0.00%)	01(00.25%)	399 (99.75%)	400 (100.00%)
IV	Government	00 (0.00%)	01 (00.50%)	199 (99.50%)	200 (100.00%)
	Private	00 (0.00%)	000 (0.00%)	200 (100.00%)	200 (100.00%)
	Total	00 (0.00%)	01(00.25%)	399 (99.75%)	400 (100.00%)
V	Government	00 (0.00%)	000 (0.00%)	200 (100.00%)	200 (100.00%)
	Private	00 (0.00%)	000 (0.00%)	200 (100.00%)	200 (100.00%)
	Total	00 (0.00%)	000 (0.00%)	400 100.00%	400 (100.00%)
		02	19	1979	2000

Table 2 and 3 disclose that 21 students out of 2000 have failed to reach level III for Number Recognition (10 to 99). Out of these 21 students 2 remained at level I and 17 failed to go beyond level II. All these 19 students belonged to government primary schools. Since it is mandatory for government primary schools to enroll each and every student irrespective of his/her mental level or other physical condition, the low performance of the above mentioned 21 students may be attributed to this factor. The rest 1979 out of 2000 students attained level III in Number Recognition (10 to 99).

Addition

The Addition Test was administered and scored according to the procedure described in earlier. The number of total students (irrespective of class) as well as class-wise studying in government and private primary schools reaching different levels for competence in addition are shown in Table 4 and 5.

Table 4: Number of students studying in government and private primary schools reaching different levels in Addition

Type of School	Number of Students Reaching Different Levels of Achievement in Addition	Total
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	I	II	III	
Government	26 (02.60%)	70 (07.00%)	904 (90.40%)	1000 (100.00%)
Private	11 (01.10%)	46 (04.60%)	943 (94.30%)	1000 (100.00%)
Total	37 (01.85%)	116 (05.80%)	1847	2000

Table 5. Number of class-wise students studying in government and private primary schools reaching different levels in Addition

Class	School Type	Class-Wise Achievement Level in Addition			Total
		I	II	III	
I	Government	20 (10.00%)	38 (19.00%)	142 (71.00%)	200 (100.00%)
	Private	09 (04.50%)	29 (14.50%)	162 (81.00%)	200 (100.00%)
	Total	29 (07.25%)	67 (16.75%)	304 (76.00%)	400 (100.00%)
II	Government	04 (02.00%)	18 (09.00%)	178 (89.00%)	200 (100.00%)
	Private	01 (00.50%)	08 (04.00%)	191 (95.50%)	200 (100.00%)
	Total	05 (01.25%)	26 (06.50%)	369 (92.25%)	400 (100.00%)
III	Government	01 (00.50%)	07 (03.50%)	192 (96.00%)	200 (100.00%)
	Private	01 (00.50%)	07 (03.50%)	192 (96.00%)	200 (100.00%)
	Total	02 (00.50%)	14 (03.50%)	384 (96.00%)	400 (100.00%)
IV	Government	01 (00.50%)	01 (00.50%)	198 (99.00%)	200 (100.00%)
	Private	00 (00.00%)	02 (01.00%)	198 (99.00%)	200 (100.00%)
	Total	01 (00.25%)	03 (00.75%)	396 (99.00%)	400 (100.00%)
V	Government	00 (00.00%)	06 (03.00%)	194 (97.00%)	200 (100.00%)
	Private	00 (00.00%)	00 (00.00%)	200 (100.00%)	200 (100.00%)
	Total	00 (00.00%)	06 (01.50%)	394 (98.50%)	400 (100.00%)
		37	116	1847	2000

Table 4 reveals that performance of students studying in private primary schools appears to be slightly better in Addition ability in comparison to those studying in government primary schools for levels I, II and III when all the classes are taken together.

When the level of performance in Addition is analyzed class-wise, it is found that performance of students studying in private primary schools is slightly better for classes I and II in comparison to those studying in government primary schools. But quite interestingly, the gap in performance of two types of schools in Addition capability starts reducing from class II and at class III, IV and V the level of performance of students of both types of schools is nearly the same.

Apart from comparison of students of two types of schools, it may be said that in view of the level of Addition Test it was expected that all the students irrespective of class should have been able to reach level III. However, in the light of the obtained results it may be said that the performance of students studying in government as well as private primary schools in Addition is not up to the mark.

Subtraction

The Subtraction Test was administered and scored according to the procedure described in earlier. The number of total students (irrespective of class) as well as class-wise studying in government and private primary schools reaching different levels for competence in subtraction are shown in Table 6 and 7.

Table 6: Number of students studying in government and private primary schools reaching different levels in Subtraction

Type of School	Number of Students Reaching Different Levels of Achievement in Subtraction			Total
	I	II	III	
Government	089 (08.90%)	148 (14.80%)	763 (76.30%)	1000 (100.00%)
Private	040 (04.00%)	099 (09.90%)	861 (86.10%)	1000 (100.00%)
Total	129 (06.45%)	247 (12.35%)	1624 (81.20%)	2000 (100.00%)

Table 7: Number of class-wise students studying in government and private primary schools reaching different levels in Subtraction

Class	School Type	Class-Wise Achievement Level in Subtraction			Total
		I	II	III	
I	Government	47 (23.50%)	59 (29.50%)	094 (47.00%)	200 (100.00%)
	Private	30 (15.00%)	61 (30.50%)	109 (54.50%)	200 (100.00%)
	Total	77 (19.25%)	120 (30.00%)	203 (50.75%)	400 (100.00%)
II	Government	25 (12.50%)	39 (19.50%)	136 (68.00%)	200 (100.00%)
	Private	09 (04.50%)	20 (10.00%)	171 (85.50%)	200 (100.00%)
	Total	34 (08.50%)	59 (14.75%)	307 (76.75%)	400 (100.00%)
III	Government	11 (05.50%)	27 (13.50%)	162 (81.00%)	200 (100.00%)
	Private	01 (00.50%)	10 (05.00%)	189 (94.50%)	200 (100.00%)
	Total	12 (03.00%)	37 (09.25%)	351 (87.75%)	400 (100.00%)
IV	Government	04 (02.00%)	16 (08.00%)	180 (90.00%)	200 (100.00%)
	Private	00 (00.00%)	07 (03.50%)	193 (96.50%)	200 (100.00%)
	Total	04 (01.00%)	23 (05.75%)	373 (93.25%)	400 (100.00%)
V	Government	02 (01.00%)	07 (03.50%)	191 (95.50%)	200 (100.00%)
	Private	00 (00.00%)	01 (00.50%)	199 (99.50%)	200 (100.00%)
	Total	02	08	390	400 (100.00%)
		129	247	1624	2000

Table 6 reveals that performance of students studying in private schools appears to be quite better in Subtraction in comparison to those studying in government schools at levels I, II and III when all the classes are taken together.

When the level of performance in Subtraction is analyzed class-wise, it is found that performance of students studying in private primary schools is slightly better for classes I, II and III in comparison to those studying in government primary schools. But quite interestingly, the gap in performance of two types of schools in Subtraction capability starts reducing from class III and at class IV and V the level of performance of students of both types of schools is nearly the same.

Apart from comparison of students of two types of schools, it may be said that in view of the level of Subtraction Test it was expected that all the students irrespective of class should have been able to reach level III. However, in the light of the obtained results it may be said that the performance of students studying in government as well as private primary schools in Subtraction is not up to the mark.

Multiplication

The Multiplication Test was administered and scored according to the procedure described in earlier. The number of total students (irrespective of class) as well as class-wise studying in government and private primary schools reaching different levels for competence in Multiplication are shown in Table 8 and 9.

Table 8: Number of students studying in government and private primary schools reaching different levels in Multiplication

Type of School	Number of Students Reaching Different Levels of Achievement in Multiplication			Total
	I	II	III	
Government	099 (09.90%)	103 (10.30%)	798 (79.80%)	1000 (100.00%)
Private	058 (05.80%)	101 (10.10%)	841 (84.10%)	1000 (100.00%)
Total	157 (07.85%)	204 (10.20%)	1639 (81.95%)	2000 (100.00%)

Table 9: Number of class-wise students studying in government and private primary schools reaching different levels in Multiplication

Class	School Type	Class-Wise Achievement Level in Multiplication			Total
		I	II	III	

I	Government	63 (31.50%)	43 (21.50%)	094 (47.00%)	200 (100.00%)
	Private	41 (20.50%)	50 (25.00%)	109 (54.50%)	200 (100.00%)
	Total	104 (26.00%)	93 (23.25%)	203 (50.75%)	400(100.00%)
II	Government	24 (12.00%)	32 (16.00%)	144 (72.00%)	200 (100.00%)
	Private	07 (03.50%)	32 (16.00%)	161 (80.50%)	200 (100.00%)
	Total	31 (07.75%)	64 (16.00%)	305 (76.25%)	400 (100.00%)
III	Government	07 (03.50%)	23 (11.50%)	170 (85.00%)	200 (100.00%)
	Private	06 (03.00%)	14 (07.00%)	180 (90.00%)	200 (100.00%)
	Total	13 (03.25%)	37 (09.25%)	350 (87.50%)	400 (100.00%)
IV	Government	04 (02.00%)	03 (01.50%)	193 (96.50%)	200 (100.00%)
	Private	01 (00.50%)	03 (01.50%)	196 (98.00%)	200 (100.00%)
	Total	05 (01.25%)	06 (01.50%)	389 (97.25%)	400 (100.00%)
V	Government	01 (00.50%)	01 (00.50%)	198 (99.00%)	200 (100.00%)
	Private	03 (01.50%)	03 (01.50%)	194 (97.00%)	200 (100.00%)
	Total	04 (01.00%)	04 (01.00%)	392 (98.00%)	400 (100.00%)
		157	204	1639	2000

Table 8 reveals that performance of students studying in private schools appears to be slightly better in Multiplication in comparison to those studying in government schools at levels I and III when all the classes are taken together.

When the level of performance in Multiplication is analyzed class-wise, it is found that performance of students studying in private primary schools is slightly better for classes I, II and III in comparison to those studying in government primary schools. But quite interestingly, the gap in performance of two types of schools in Multiplication capability starts reducing from class III and at class IV and V the level of performance of students of both types of schools is nearly the same.

Apart from comparison of students of two types of schools, it may be said that in view of the level of Multiplication Test it was expected that at least the students of classes III, IV and V should have been able to reach level III. However, in the light of the obtained results it may be said that the performance of students studying in government as well as private primary schools in Multiplication is not up to the mark.

In view of the results discussed above in respect of performance of students studying in government and private primary schools in respect of Arithmetic, the hypothesis that “*The students studying in government and private primary schools differ significantly with respect to their level of achievement in Arithmetic*” is partially accepted.

DISCUSSION OF RESULT

On the basis of general conclusion drawn, the following educational implications may be stated for the following study. The results further indicate that academic performance in Arithmetic, as measured by tests constructed by the investigator, of the students studying in private primary schools appears to be better in classes I, II and III in comparison to those studying in government primary schools. The difference seems to narrow down after class III and the students of two groups exhibit more or less similar level of performance on tests in classes IV and V. This may be attributed to the fact that private schools provide facility of pre-nursery and nursery level education. The children admitted in class I in private schools already have knowledge of counting and some other aspects. The students admitted in class I in government schools, especially in rural areas, lack facility of nursery education and thus join school without any initial behaviour.

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