A Study On The Teaching Learning Process Of Government And Private Schools At Primary Level In Assam

Sudarshana Phukan , Alumni, Department of Education, Tezpur University, Assam, India Orcid id https://orcid.org/0000-0003-2175-5763 sphukan467@gmail.com

Aishorya Bharati, Student, North East Regional Institute of Education, Meghalaya, India Orcid id- https://orcid.org/0000-0002-8089-4387 aishoryabharati@gmail.com

ABSTRACT

Teaching-Learning is an inevitable part of a formal educational process. Both goes hand in hand and is complementary to each other. They both share a common objective of acquainting learners with knowledge, skills, values, thereby bringing an improvement or modification to the learner's behaviour. There are many aspects related to Teaching-Learning, such as, classroom ambiance, resources used and learner's mental and physical readiness, evaluation of outcome. These components when rightly applied helps in effective Teaching-Learning process. Thus, this study makes an attempt to make a study on the different aspects of Teaching-Learning process between the Government and Private schools. Descriptive survey method is used in the study. The Principal and the teachers of the schools are the respondents of the study.

Keywords: Teaching, Learning, Management, Evaluation

INTRODUCTION

Teaching -Learning is an important and integral part of an education system. It is the crux of the entire process of education. Both share an intimate relationship because of the common goal of bringing the desired modification in the behaviour of the learners. It is worthwhile to understand the meaning of the term Teaching and Learning separately in order to be able to define Teaching-Learning. Teaching is understood as the process which involves an interdependent and interconnected relationship between the teacher and the taught primarily to bring some pre-determined changes or growth among the learners especially in terms of knowledge, skills, values, ideas, and so on. Learning is the acquisition of knowledge, experiences, skills, which helps him or her to make adequate adjustments in one's life or to change the situation to suit one's needs. Thus, Teaching-Learning is the process of carrying out the teaching learning activities right from planning, organizing, transacting to evaluating in such a way which helps in the attainment of pre-determined objectives in the best possible manner.

OBJECTIVES OF THE STUDY

1. To study on the management of Teaching- Learning in Government and Private Schools.
2. To study on the Transaction process in the classroom in Government and Private Schools.
3. To examine the students evaluation process in Government and Private schools.

METHODS

Method used: In the following study, Descriptive Survey is used.

Sample: In this study, a total of 4 schools were selected, out of which 2 were Government schools and the other two were Private schools. The head of the schools that is, the Principal and twenty teachers of the respective schools were the respondents, selected through Purposive Sampling. The below schools were selected as sample for the study

- Tongona School, Tinsukia
- Maharishi VidyaMandir School, Tezpur
- Spring Dale school, Guwahati
- Bhaluki Primary school, Pathshala

Tools used: For the study, the investigators have used the self-designed Questionnaire.

ANALYSIS AND INTERPRETATION

Objective wise analysis:

Objective No. 1: To study on the management of Teaching- Learning in Government and Private Schools.

a. **Management of Teaching-Learning between the Government and Private schools.**

Data Presentation:

Table 1. Table showing the Management of Teaching-Learning

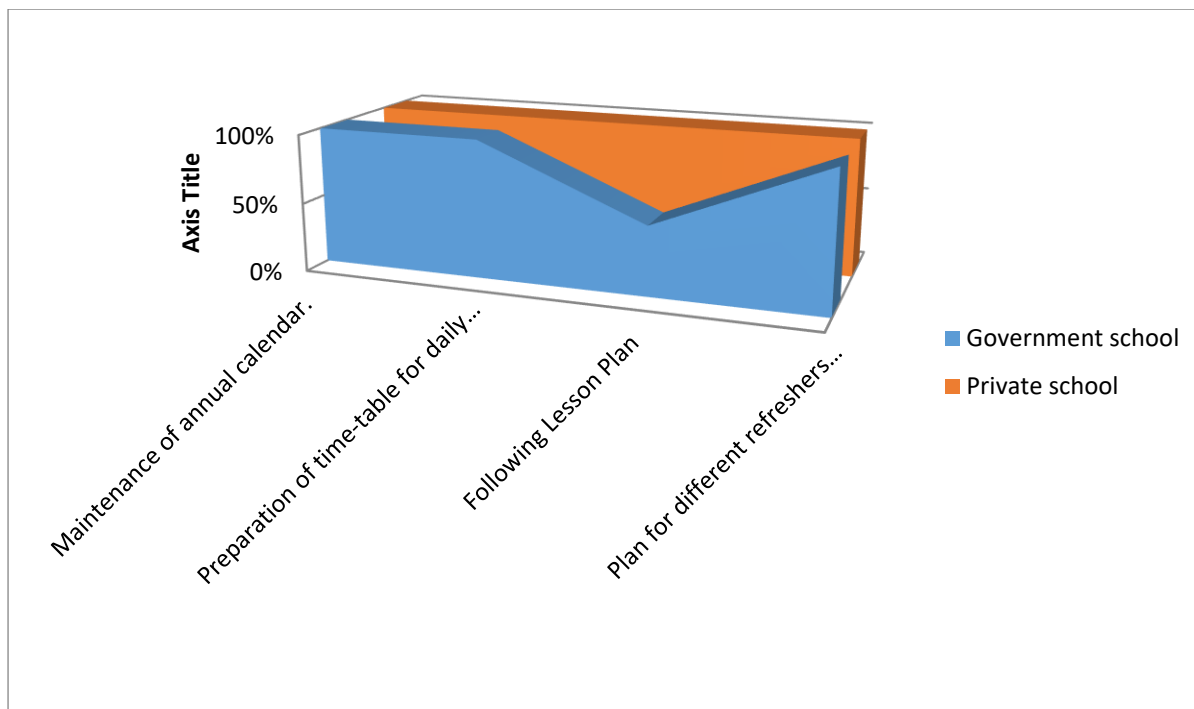| RESPONSE	PERCENTAGE					
	Government school			Private school		
	Yes	No	Undecided	Yes	No	Undecided
Maintenance of annual calendar.	100%	0%	0%	100%	0%	0%
Preparation of time-table for daily classes.	100%	0%	0%	100%	0%	0%
Following Lesson Plan	50%	50%	0%	100%	0%	0%
Plan for different refreshers courses, seminars, workshops and orientation programmes	100%	0%	0%	100%	0%	0%

FIGURE1. The Management of Teaching Learning

Analysis and Interpretation of Table 1 and Figure 1:

The analysis and interpretation of the table is given below:

1. **Maintenance of Annual Calendar:**

   Analysis:
   From the study, we have seen that both government and private schools maintains an annual calendar.
   Interpretation:
   Maintenance of annual calendar by all of these schools is a very good step towards systematic learning. This is because; this calendar will help to keep a month-by-month overview of what's ahead, so that coherence can be maintained. This also helps the parents and students to know regarding the school breaks in between the session and thus, they can plan their studies, tour, and different activities accordingly. It also works as a guideline to teachers who have to plan the lessons, keeping in mind the working days of the school.

2. **Preparation of time-table for daily classes:**

   Analysis:
   From the study, we have seen that both government and private schools prepare time-table for their regular classes.
   Interpretation:
   The time-table maintained by all these schools helps them in a variety of ways. This ensures that no teacher is scheduled for too many back-to-back classes or for two classes at the same time. Teachers are given the opportunity to modify lesson plans during preparation periods and collaborate with the colleagues. The timetable allows students to know exactly when a specific subject is scheduled.

3. Follow Lesson Plan:
Analysis:
From the study, it is observed that in case of Government schools, one school follows Lesson plan. Whereas, both the private schools follow lesson plans.
Interpretation:
As we know that, a lesson plan is a teacher's detailed description of the course of instruction or "learning" for a lesson. Thus, the schools which follows 'lesson plan' helps the teachers in deciding effective ways to transact the content and conducting assessments. A lesson plan makes the teacher more confident in imparting lessons to the students. Thus, the teachers who follow lesson plan, knows exactly what they are about to teach and how would they go about it.

4. **Plan for different refreshers courses, seminars, workshops and orientation programmes:**

Analysis:

All the schools have agreed that various training programmes are organised for the teachers.

Interpretation:

It is an undisputed fact that great teachers help create great students. Researchers show that an inspiring and informed teacher is the most important school-related factor influencing student achievement. Having recognised this crucial element of teacher development, all these schools offer a range of different programmes for teachers under the guidance of experienced facilitators.

Objective No. 2:-To study on the Transaction process in the classroom in Government and Private Schools.

a. **Follow of Maxims of Teaching**

Data Presentation:

Table 2. Table showing the follow of Maxims of Teaching in the classroom

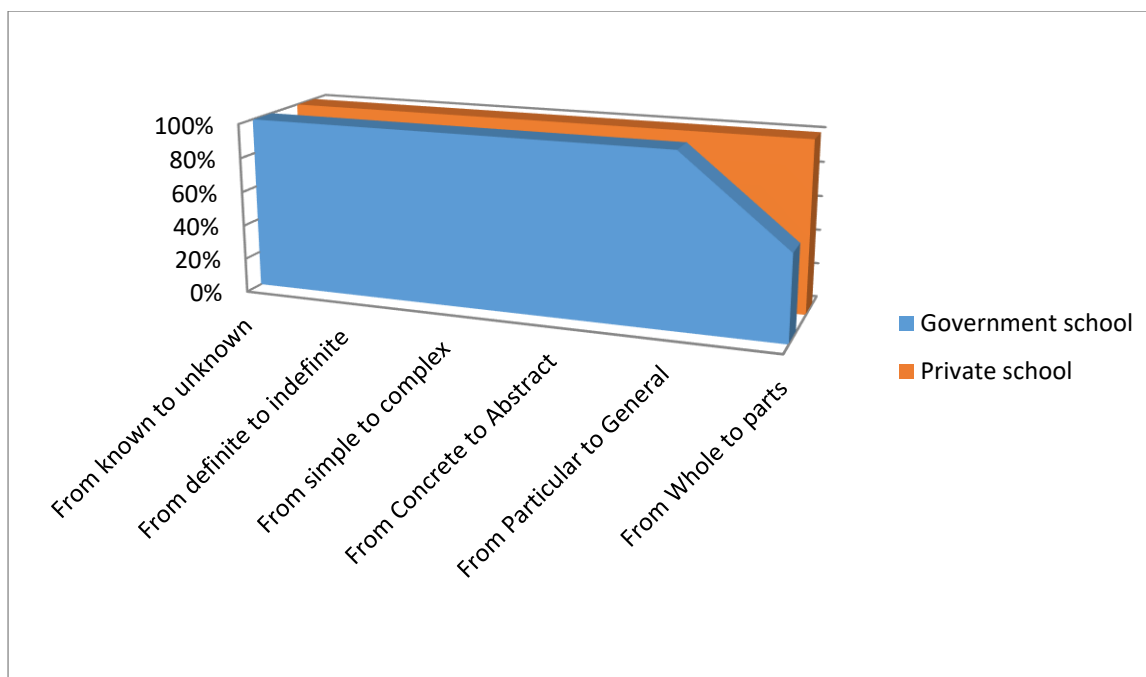| RESPONSE	PERCENTAGE					
	Government school			Private school		
	Yes	No	Undecided	Yes	No	Undecided
From known to unknown	100%	0%	0%	100%	0%	0%
From definite to indefinite	100%	0%	0%	100%	0%	0%
From simple to complex	100%	0%	0%	100%	0%	0%
From Concrete to Abstract	100%	0%	0%	100%	0%	0%
From Particular to General	100%	0%	0%	100%	0%	0%
From Whole to parts	0%	50%	50%	100%	0%	0%

FIGURE 2. The follow of Maxims of Teaching in the classroom

Analysis and Interpretation of Table 2and Figure 2:

The analysis and interpretation of the table is given below:

Analysis

The table shows a comparative data on maxims of teaching in the classroom between the Government and Private schools. From the study, it is observed that one of the Government schools doesn't use one maxim of teaching, that is, from whole to parts while both the Private schools apply all the maxims of teaching in the classroom.

Interpretation

Maxims of Teaching are crucial in presenting or transacting the contents in the class in an organised and systematic way by considering the psychological principles essential enough to meet the needs of the students. By, application of these maxims, the objectives of teaching-learning can be achieved adequately.

 b. **Follow of Psychological Principles of Teaching**

Data Presentation:

Table 3. Table showing the follow of Psychological Principles of Teaching in the classroom

RESPONSE	PERCENTAGE					
	Government school			Private school		
	Yes	No	Undecided	Yes	No	Undecided
Principle of utilizing past experiences	100%	0%	0%	100%	0%	0%
Principle of child centeredness	100%	0%	0%	100%	0%	0%
Principle of individual differences	100%	0%	0%	100%	0%	0%
Principle of linking with actual life	100%	0%	0%	100%	0%	0%
Principle of reinforcement	100%	0%	0%	100%	0%	0%
Principle of feedback	100%	0%	0%	100%	0%	0%

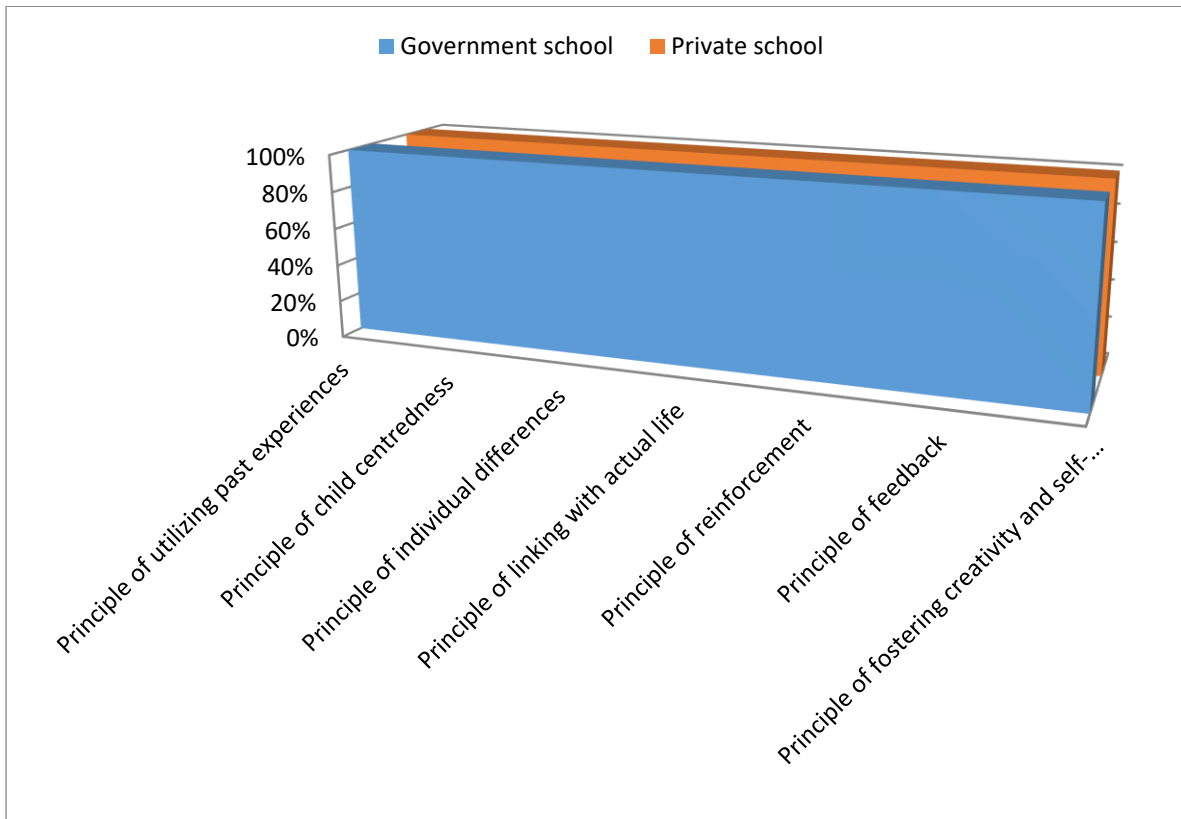| Principle of fostering creativity and self-expression	100%	0%	0%	100%	0%	0%

FIGURE 3. The follow of Psychological Principles of Teaching in the classroom

Analysis and Interpretation of Table 3 and Figure 3:

Analysis

The table shows a comparative data on psychological principles of teaching in the classroom between the Government and Private schools. From the study, it is observed that both the Government schools and Private schools apply the psychological principles of teaching principles, that is, Principle of individual differences, Principle of reinforcement, Principle of feedback and Principle of fostering creativity and self-expression.

Interpretation

The Psychological principles are very important in teaching-learning. These principles are essential to be applied in classroom teaching so as to stimulate and influence the teaching process and make it more effective.

c. **Use of Teaching Aids**

Data presentation:

Table 4. Table showing the use of Teaching-Aids in the classroom

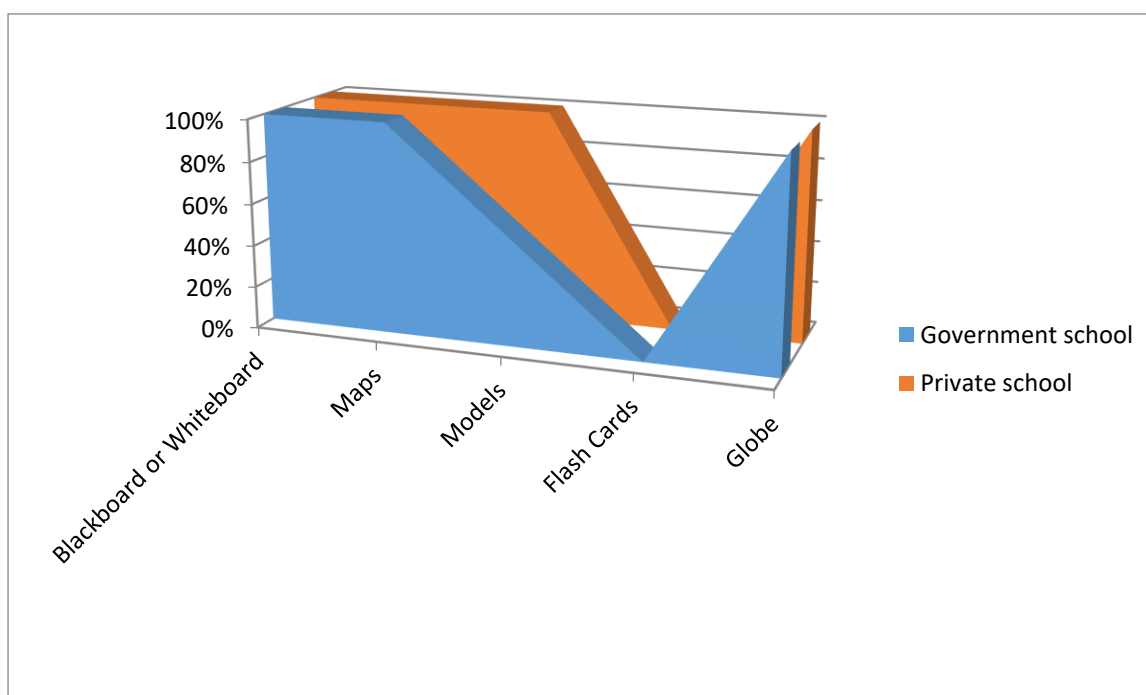| RESPONSE	PERCENTAGE					
	Government school			Private school		
	Yes	No	Undecided	Yes	No	Undecided
Blackboard or Whiteboard	100%	0%	0%	100%	0%	0%
Maps	100%	0%	0%	100%	0%	0%
Models	50%	50%	0%	100%	0%	0%
Flash Cards	0%	0%	0%	0%	100%	0%
Globe	100%	0%	0%	100%	0%	0%

FIGURE 4. Use of Teaching-Aids in the classroom

Analysis and Interpretation of Table 4 and Figure 4:

Analysis

From the study, it is found that all the four schools taken under study makes use of Blackboard or whiteboard, maps and Globes as teaching aids during the classroom learning. With regard to use of models, it is observed that one Government school and both the Private school makes use of it during the classroom learning. Flash cards are not used by any schools.

Interpretation

Teaching aids play a crucial role in making the classroom learning an interesting and appealing one. It helps in arousing interest and sustaining attention among the students towards the classroom learning. The schools with the application of teaching aids help in fulfilling all these aspects.

d. **Use of Constructivist Approach in the classroom**

Data presentation:

Table 5. Table showing the use of Constructivist Approach in the classroom

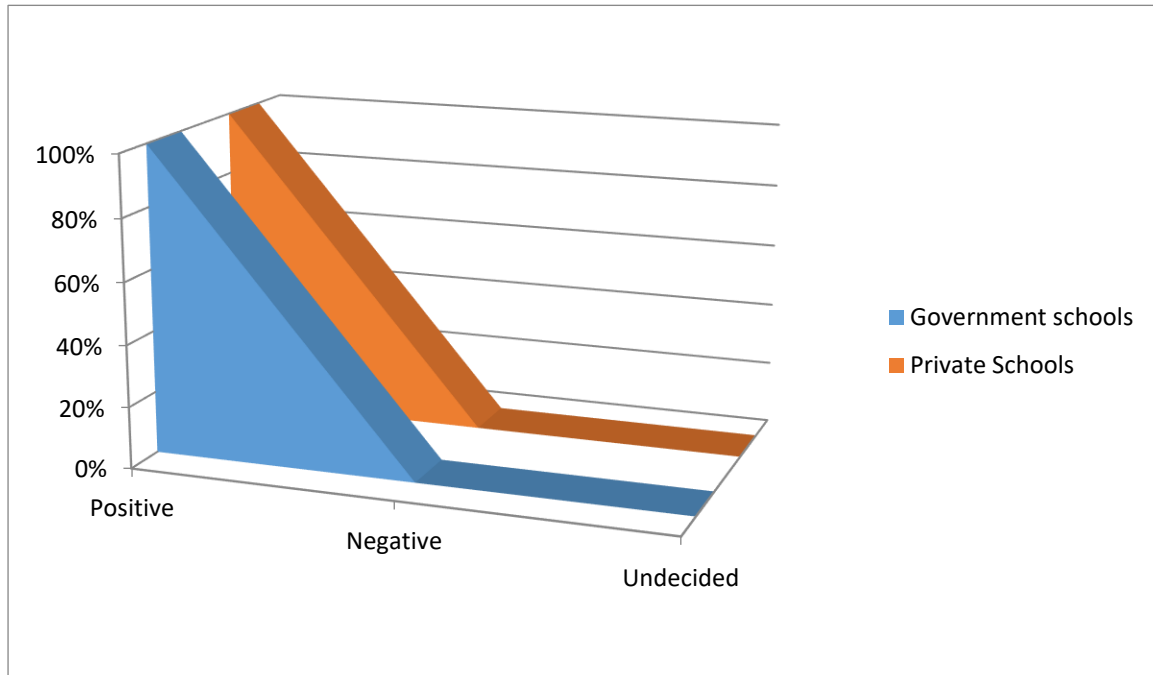| RESPONSE	Government schools	Private Schools
Positive	100%	100%
Negative	0%	0%
Undecided	0%	0%

FIGURE 5. Use of Constructivist Approach in the classroom

Analysis and Interpretation of Table 5 and Figure 5:

Analysis

From the above Table and FIGURE, it is observed that all the schools under study uses Constructivist approach in Teaching- Learning.

Interpretation

The use of Constructivist approach is emphasised by National Education Policy, 2020 and National Curriculum Framework, 2005. The main idea of this approach is to enable the learners to construct their own knowledge so that they can apply their knowledge in real situations. Thus, all the schools taken under study has teacher who play the role of a facilitator and encourages student's critical, creative and constructive thinking.

Objective No. 3: To examine the Evaluation process in Government and Private Schools.

   a.   **Evaluation process in Government and Private Schools**

Data Presentation:

Table 6. Table showing the Evaluation process in Government and Private schools

RESPONSE	PERCENTAGE					
	Government school			Private school		
	Yes	No	Undecided	Yes	No	Undecided
1. Pre planning of conduction of exams	100%	0%	0%	100%	0%	0%
2. Continuous evaluation of students	100%	0%	0%	100%	0%	0%

	Government School	Private School
■ 1. Pre planning of conduction of exams	100%	100%
■ 2. Continuous evaluation of students	100%	100%

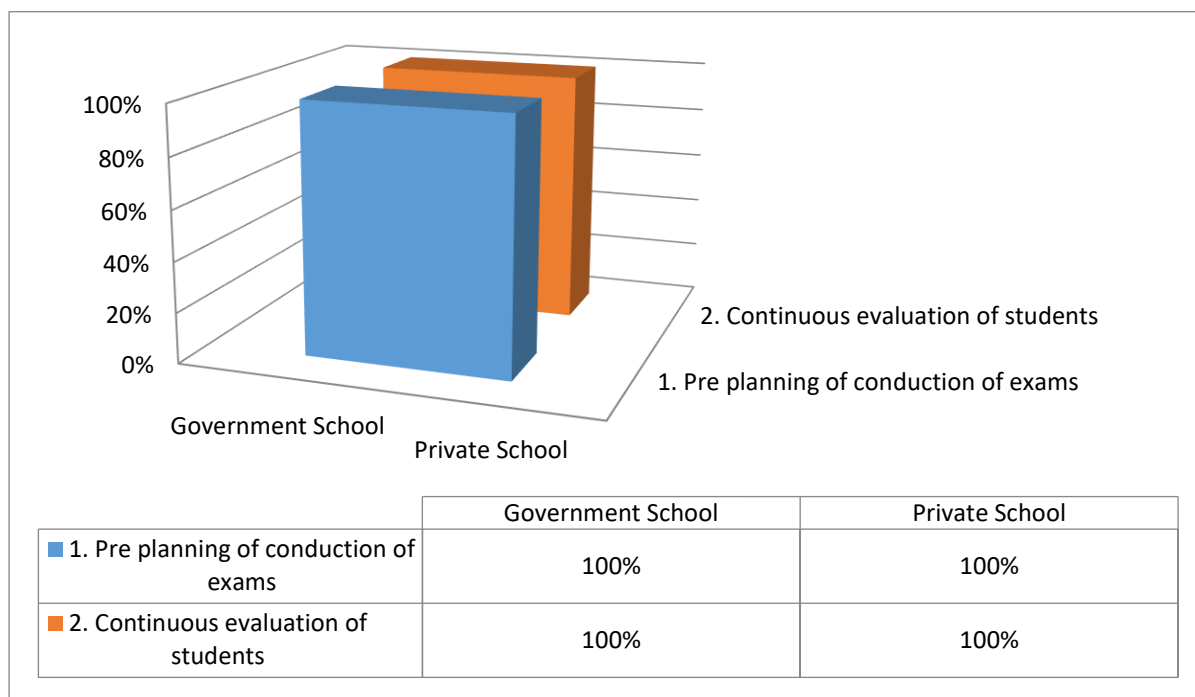**FIGURE 6.** Comparative chart on Evaluation process in Government and Private schools

Analysis and Interpretation of Table 6 and Figure 6:

The Analysis and Interpretation of the given table and figure is mentioned below:

1. **Pre-planning of conduction of exams:**
   Analysis:
   It is seen that both Government and Private schools pre plans properly before the session starts regarding the conduction of exams and other co-curricular activities.
   Interpretation:
   This initiative followed by the schools helps to maintain discipline and conduction of exams and different co-curricular activities in an organised and systematic manner. Pre-planning gives provision for well utilization of time to organise different activities for all round development of the students. Also, it helps the teachers to evaluate the pupils 'progress adequately and give feedback to them.

2. **Continuous Evaluation of students**

   Analysis:

It is seen that 100% of the schools agree that they provide for Continuous Evaluation of students.

Interpretation:

The term Continuous evaluation means that the evaluation of the student's growth and development is a continuous process which spreads over the entire span of academic session. This evaluation will definitely help these schools in providing of feedback to teachers and students for their self-evaluation. It will also help in removing the unnecessary fear among the students with regard to exams and will help both the teachers and students for continuous improvement.

b. Evaluation of three domains of learning

Data Presentation:

Table 7. Table reflecting on evaluation of three domains of learning:

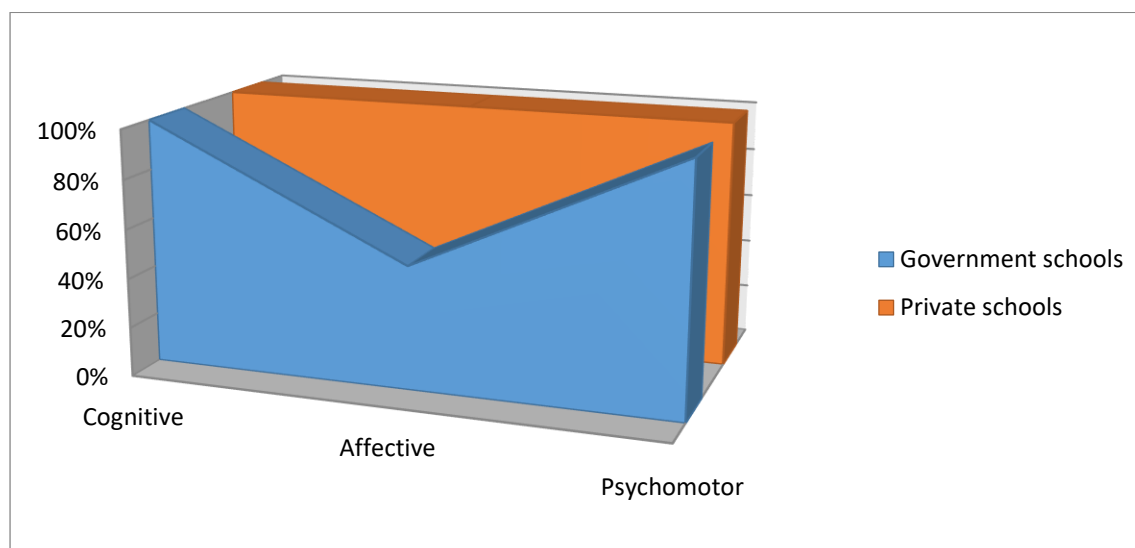| RESPONSE	PERCENTAGE					
Domains of Learning	**Government school**			**Private school**		
	Yes	**No**	**Undecided**	**Yes**	**No**	**Undecided**
Cognitive	100%	0%	0%	100%	0%	0%
Affective	0%	50%	50%	100%	0%	0%
Psychomotor	100%	100%	0%	100%	0%	0%

FIGURE 7. Comparative chart on evaluation of three domains of learning in Government and Private schools

Analysis and Interpretation

The Analysis and Interpretation of the given table and figure is mentioned below:

1. **Cognitive domain of learning:**
   Analysis:
   It is seen that 100% of both the schools agree that they evaluate the cognitive domain of learning of students.
   Interpretation:
   The cognitive domain aims to develop the mental skills and acquisition of knowledge of the students. The emphasis on Cognitive domains of learning will help in enhancing

student's thinking skills such as - memory, understanding, critical and reasoning thinking.

2. **Affective domain of learning:**
   Analysis:
   From the study, it is observed that in case of Government schools, one school is certain of evaluating affective domain of learners. Whereas, both the private schools agree that they evaluate the affective domain of learning of students.
   Interpretation:
   The affective domain involves feelings, attitudes and emotions. Education is not only about imparting knowledge to the students. It is also concerned with making the students appreciate the aesthetic values, have empathy and sympathy for others. Thus, evaluation of affective domain also helps to track their growth in feelings or emotional areas throughout the learning experience.

3. **Psychomotor domain of learning:**
   Analysis:
   From the study, it is revealed that both the Government and Private schools evaluate the psychomotor domain.
   Interpretation:
   The psycho-motor domain of learning deals with the physical ability of the students. Emphasis on evaluation of psychomotor domain will help in student's growth and development both physically and mentally.

c. **Evaluation of different Co-scholastic abilities of students**

Data Presentation:

Table 8: Table reflecting on the evaluation of different Co-scholastic abilities of students

| RESPONSE	PERCENTAGE					
	Government school			Private school		
	Yes	No	Undecided	Yes	No	Undecided
Co-Curricular Activities						
1. Games	100%	0%	0%	100%	0%	0%
2. Art and Craft	100%	0%	0%	100%	0%	0%
3. Music and Dance	50%	50%	0%	100%	0%	0%
Personality development						
1. Leadership	0%	50%	50%	100%	0%	0%
2. Confidence	0%	50%	50%	100%	0%	0%
3. Neatness	100%	0%	0%	100%	0%	0%
4. Punctuality	100%	0%	0%	100%	0%	0%
Health						
1. Body Mass Index (BMI)	100%	0%	0%	100%	0%	0%
2. Vision	50%	50%	0%	100%	0%	0%
3. Dental Hygiene	50%	50%	0%	100%	0%	0%
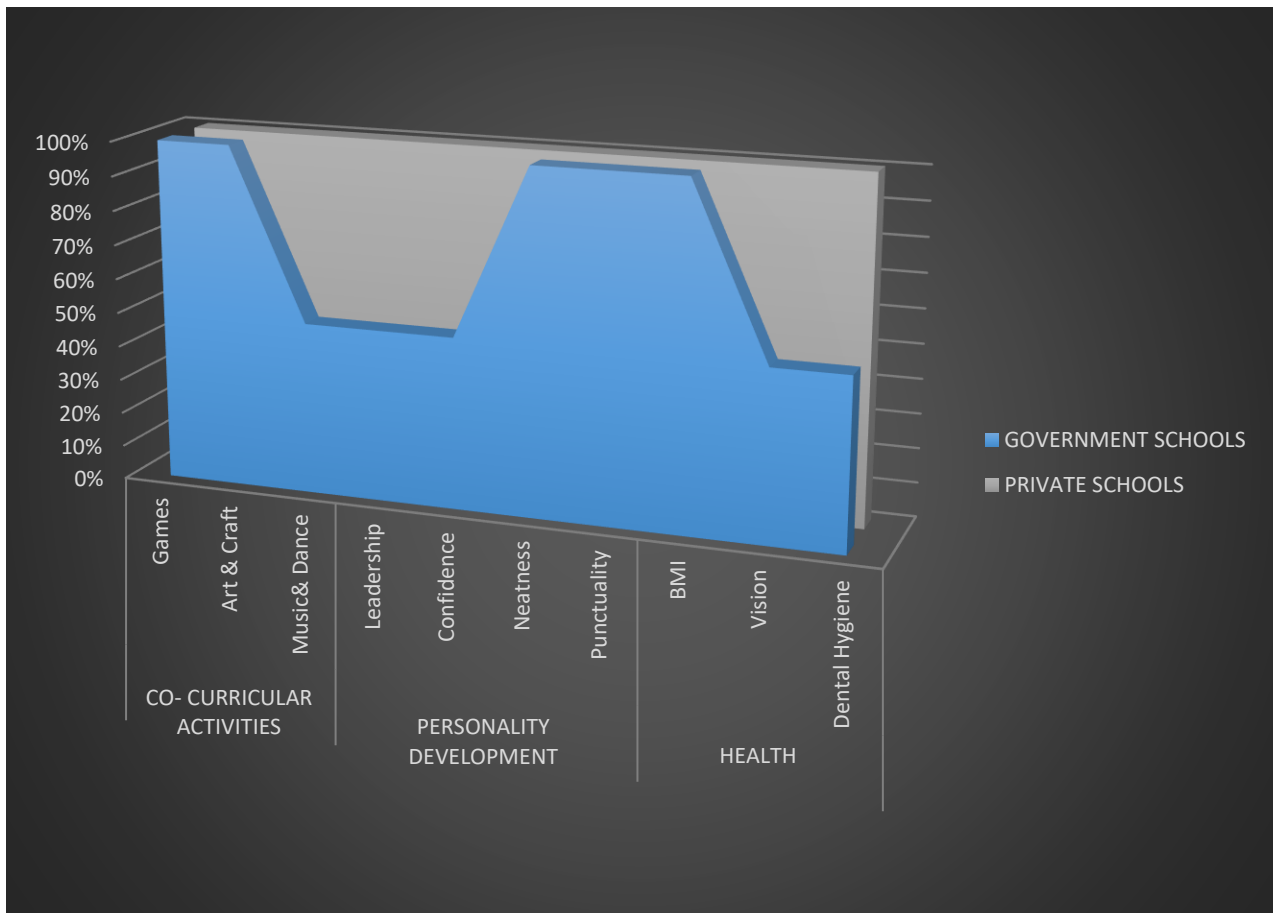
FIGURE 8. Comparative chart on Comprehensive evaluation of students in Government and Private schools

Analysis and Interpretation:

The analysis and interpretation of the above table and figure is mentioned below:

> **Analysis:**

a. **Co-curricular activities:**
From the study, it is evident that both the Private schools provides for assessment of students in Games, Art and Craft, and Music and Dance.
Whereas, only one Government school under the study provides for assessment of the students in all these aspects. The other one do not give importance in evaluating the students' performance in Music and Dance.

b. **Personality Development**:
With regard to Personality Development also, it was seen that, both the Private schools assess the students' **Leadership, Confidence, Neatness, and Punctuality'.**
Whereas, in case of Government schools, both the schools agree that they evaluate the students on the ground of **Neatness and Punctuality**. But with regard to **Leadership and Confidence**, one of the Government school answered as Undecided. And the other responded as 'No'.

c. **Health:**
Again, with regard to Health also it is seen that, 100% of the Private schools assess the students on the ground of Body Mass Index (BMI), Vision and Dental Hygiene.

But, 100% of the Government schools give their agreement to the assessment of the students on the ground of BMI. Vision and Dental Hygiene is assessed by only one of the Government schools.

Interpretation:

Thus, it is evident that it is the Private school which truly fulfils the Government initiative of Comprehensive Evaluation, by assessing the student's development in various areas. This scheme of Government attempts to cover both the scholastic and non-scholastic aspects of students giving way to all-round development of the students. Thus, by giving due emphasis on development of necessary personality attributes and other Co-scholastic areas with desired levels of attainment in the scholastic domain will certainly help the young learners grow into better human beings.

d. **Tools used for evaluating students**

Data presentation:

Table 9. Table on different tools used for evaluating students:-

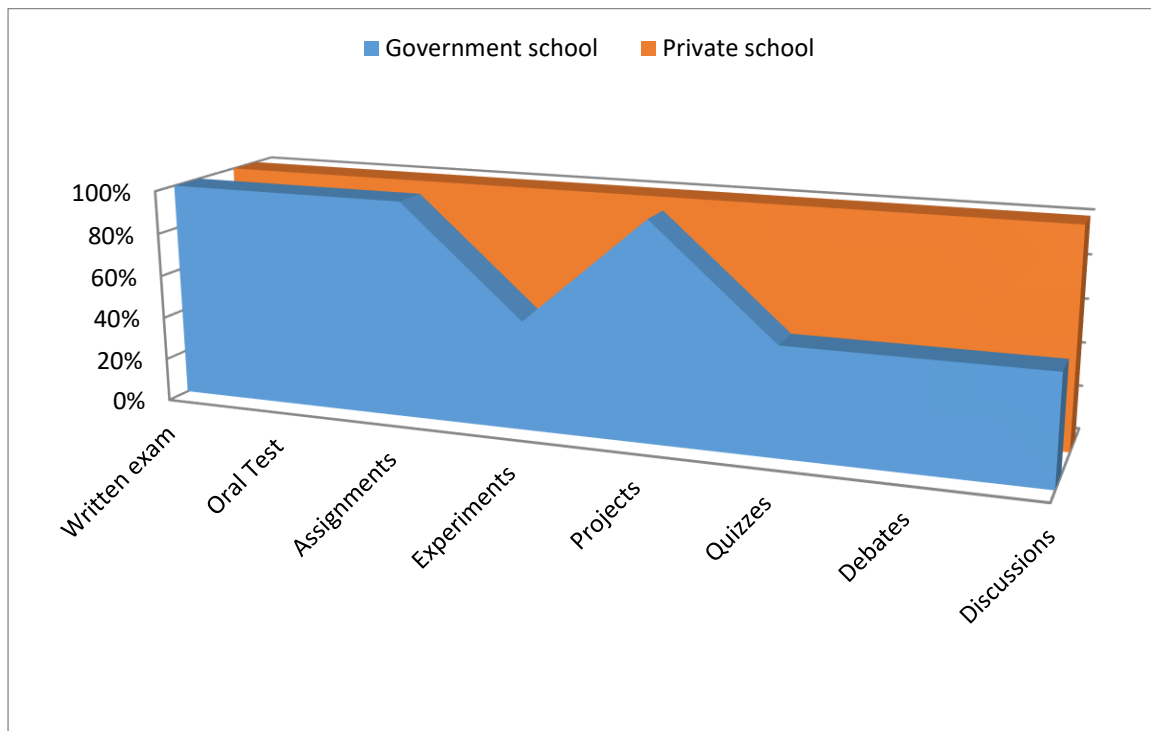| RESPONSE	PERCENTAGE					
	Government school			Private school		
	Yes	No	Undecided	Yes	No	Undecided
Written exam	100%	0%	0%	100%	0%	0%
Oral Test	100%	0%	0%	100%	0%	0%
Assignments	100%	0%	0%	100%	0%	0%
Experiments	50%	50%	0%	100%	0%	0%
Projects	100%	50%	0%	100%	0%	0%
Quizzes	50%	50%	0%	100%	0%	0%
Debates	0%	50%	50%	100%	0%	0%
Discussions	0%	50%	50%	100%	0%	0%

FIGURE 9. Different tools used for evaluating students

<u>**Analysis and Interpretation:**</u>

The analysis and interpretation of the above table is mentioned below:

Analysis

The table shows a comparative data on different tools used for evaluating students between the Government and Private schools. From the study, it is seen that 100% of the Government schools agree that they evaluate student's learning through written exam, oral Test, assignments, projects but they don't use, quizzes, debates and discussions as evaluating tool. Whereas, the Private schools use all these tools for evaluating students.

Interpretation

Different Evaluation tools helps in assessing not only learner's knowledge, but also to assess their interest, aptitude and talents. With the help of such variety of evaluating tools, teacher can help the students to know their areas of interest, talent, aptitude, strengths and weakness and can guide them in choosing the subjects in higher class and in deciding their career prospective. It will also help in making evaluation process interesting and exciting to the learners, thereby reducing fear and anxiety among the learners towards exams.

DISCUSSION

The major findings of the study are:-

1. All the schools under study maintains School calendar, prepares time tables and organises Faculty Development Programmes for effective management of Teaching-Learning. The teachers of the Private schools and one Government school prepares Lesson plan before presenting the content in the class.

2. The Government schools are lagging behind the Private schools in context of application of certain maxims of teaching, and teaching aids. Whereas, the use of Psychological principles and Constructivist approach in classroom learning s emphasised equally by both the Government and Private schools.

3. All the schools do prior planning on conducting exams session wise and provides for continuous and comprehensive evaluation of the learners. Assessment of cognitive and psychomotor domain is emphasised by all the schools. In certain areas of Comprehensive evaluation also, the Private schools gives more emphasis than Government schools. With regard to the use of different tools for evaluation, the Private schools show more variety than Government school.

CONCLUSION

The Government and Private schools holds a noble responsibility of providing education to its social members. In this noble task, the Teaching-Learning process plays an important role. The Teaching Learning process involves different and variety of tasks on the part of both the teachers and learners. Teaching-Learning does not imply only the transaction process in the classroom. The process starts right before the arrival of the teachers in the class. The management of the entire task of teaching-learning, the execution of the planned lesson to evaluation of the teaching-learning process forms the different segments of the whole Teaching-Learning process. While planning, implementation and evaluation of the entire Teaching-

learning process, the teacher also has to take into account the suitability of the teaching-learning as per the needs, interest, capability, and potentiality of the learners for the adequate achievement of the pre-determined goals of the education. Thus, Teaching-learning is a complex and comprehensive process which should be designed with utmost care and dedication for getting effective results.

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