

A comparative study of physical facilities and academic activities of self-financing colleges and Govt. Aided colleges of education in Haryana

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Abstract

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped and molded by the human personality called the teacher, who plays a pivotal role in any system of education. The preparation of such an important functionary must conceivably get the highest priority. His is a challenging profession and only those teachers can shoulder the heavy responsibilities of nation building, who are adequately prepared and have sound professional attitude. This adequacy of preparation, of course, signifies development of adequate skills, dedication to teaching and a determination for continuous growth and learning.

Keywords: physical facilities, academic activities, Haryana

Introduction

Teaching all over the world is considered as a profession and teachers are given a professional status. Being professional, teachers are expected to use the best practices and strategies to meet challenging demand of their career, which involves imparting knowledge and developing essential skills and attitude in the students. The accomplishment of these goals in teaching is demanding. They have to use the best of their abilities to achieve these outcomes and use those practices and strategies that have been found more efficient and effective.

A good teacher is expected to be committed to his work, would have the ability to take the initiative (Sparks, 1979). Smith (1990) has claimed that teacher's personality in the attitudinal sense is a significant factor in teacher's behaviour and it has great impact on student's achievement. The teacher as a professional must know the art of communication, understanding others and ability to learn from the experiences. They should be able to facilitate learning effectively.

The teachers who possess professional and interpersonal skills are more effective in their classrooms in terms of student's behaviour, attitude and achievement. Every individual has a variety of attitudes, which might be positive or negative and can vary according to their favorability and un-favourability for various attitudinal objects. Professional attitude serves in many valuable ways and knowing these attitudes can also serve a lot.

Professional attitude of teachers largely depends upon their personal characteristics and disposition. Both seems to be highly interlinked, as the teaching profession requires certain dominant behaviours which show his intellect, desire to excel, extended professionalism and teaching as a life concern. This is a profession, which exalts service above the personal gains. The teaching profession demands a clear set of goals, love for profession and obviously the more favourable attitude towards the profession. If the teachers are well trained and highly motivated, learning will be enhanced.

Improvement of the profession of education lies in the hands of teacher education. The enhancement of positive professional

attitude of teachers not only promotes the teachers' efficiency but also helps in making the school attractive for students and teachers. Haryana needs well-trained and professionally sound teachers and a lot of responsibility falls on teacher training institutions in this perspective. These institutions should make pain-taking efforts to equip the prospective teachers not only with the teaching skills but also try to promote the positive professional attitude. The effectiveness of teacher in the classroom depends on the effectiveness of teacher training.

Needs of the Study

It is expected that this study have paved the way for measuring the academic quality of the colleges of Education in Haryana. The system of higher education in India is one of the largest in the world. Last ten years more than 500 new Educational Colleges has been established in Haryana. Both the govt. aided and private sectors are under scrutiny when it comes to quality. The issue has come to the forefront of discussions on higher education in India, particularly in the past decade. The University Grants Commission (UGC), established in 1956, is the national authority responsible for determining and maintaining educational standards for colleges and universities. Thus for getting standards for quality the present study was done. Thus the purpose of this study is to examine:

Objectives of the Study

- To know about the quality of self- financing colleges of education in Haryana.
- To know about the quality of Govt.aided colleges of education in Haryana.
- To compare the quality of teachers in self-financing and govt.aided colleges of education in Haryana.
- To analyze academic quality of students in self –financing and govt. aided colleges of education in Haryana.
- To examine the quality of management in self-financing and govt.aided colleges of education in Haryana.
- To study about the quality of infrastructure of self-financing and govt.aided colleges of education in Haryana.

Hypothesis

- There is no significant difference between academic quality of self-financing and govt.aided colleges of education in Haryana.
- There is no significant difference between quality of teachers in self-financing and govt.aided colleges of education in Haryana.
- There is no significant difference between quality of students in self-financing and govt.aided colleges of education in Haryana.
- There is no significant difference between quality of management in self-financing and govt.aided colleges of education in Haryana.
- There is no significant difference between quality of infrastructure in self-financing and govt.aided colleges of education in Haryana.

Delimitation of Study

The time factor, practicability and resources make it more necessary that the study be delimited in its scope. Due to administrative and time constraints the present study has been delimited to ten selected self –financing and Govt.aided colleges of education in Haryana.

Research Methodology

The study was focused on “the comparative study of physical facilities and academic activities of self-financing colleges and govt. aided colleges of education in Haryana. The study was survey type. The following procedure was adopted for the study:

Population

There are more than 500 self- financing and Govt. aided colleges of education in Haryana. All college teachers’ and students who were readily involved in teacher education institutions in self- financing and govt. aided colleges of education, were the population of study.

SAMPLE

S. No.	Name of the College	Teachers	Students
1.	J. K. M. College of Education, Barsana.	5	10
2.	Aryavarat College of Education, Adampur.	5	10
3.	Hitkari College of Education, Mandola.	5	10
4.	Haryana College of Education, Mahrana.	5	10
5.	Green Meadows College of Education, Charkhi	5	10
6.	M.L.R.S.College of Education (govt.aided) CH.Dadri	5	10
7.	K.M.College of Education(govt.aided) Bhiwani	5	10
8.	G.B.College of Education (govt.aided) Rohtak	5	10
9.	S.P.College of Education (govt.aided) Rewari	5	10
10.	R.B.S.College of Education (govt.aided) Rewari	5	10

Research Instruments

After going through the related literature, consisting of books, official documents, reports, plans and proceedings, the researcher prepared questionnaire with the help of supervisor. Two questionnaires were used for qualitative data-

1. One questionnaire for teachers
2. One questionnaire for students

Data Collection

The data collection stage was very difficult for the researcher. He had to personally visit most of the sample colleges again and again. The data collection was a very difficult job. So the

researcher took help from five people for data collection. The researcher distributed 50 questionnaires among the college teachers, 100 questionnaires among college students. After three or four attempts it was possible to collect the required number of filled questionnaires from the respective respondent.

Data Analysis

Data collected through the above mentioned research instruments were tabulated, analyzed and discussed with college teachers and experts. All the questions were developed on likert five point scales. The weight age was given as below-

- Strongly agreed (SA) = 5
- Agree (A) = 4
- Undecided (UN) = 3
- Disagree (DA) = 2
- Strongly disagree = 1

For statistical treatments two ways Chi square contingency test was applied using the following formula-

$$= \frac{\sum (Fo - Fe)^2}{fe}$$

Findings, Conclusions and Suggestions

The primary data collected from the students and the teachers was analyzed extensively so as to provide a meaningful insight into the level of awareness and to get the viewpoint on quality of education in self- financing and govt. aided colleges of Education in Haryana.

The application of Chi- square contingency test to the data of present research inevitably leads to the following conclusions. The important findings of the study are interpreted below:

Infrastructure

- In govt. aided college buildings are well maintained. All types of physical facilities are available. But in self-financing colleges such facilities are not well maintained.
- Library and computer labs are fully equipped and modernized in govt. aided college than in self-financing colleges.
- Common rooms are available and class rooms are well maintained in in govt. aided college than in self-financing colleges.

Faculty

Faculty is the central and the unique element of the overall educational setup. A well-motivated and skillful teacher can change the fate of a student and nation. No doubt, impact of teacher’s personality directly effects the students. Good teachers and his teaching methods provide greater learning opportunities of his students. The study shows that the teachers in govt. aided college are more confident and competent. They are more encouraging in student questioning and creative thinking and active participation than self-financing colleges.

- On the basis of data Principal and teaching staff are well qualified in govt. aided college than in self-financing college. And to run a college effectively it is very important to have qualified Principal and good teaching staff.

- The educational qualification of staff of self-financing colleges was not up to the mark. There was no wider allocation of staff responsibilities across the college to cover, for instance, staff development, quality improvement and guidance.
- Only a govt. aided college had created opportunities for students to get the quality education.
- There is coordination among the teaching staff in govt. aided college than in self-financing college.
- In govt. aided college teacher's attitude towards students is positive. And they provide proper feedback after checking the assignment of the student. Teachers give and check homework regularly in govt. aided college than in self-financing colleges.

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Co Curriculum and Academic Activities

Academic activities are the backbone to a focused approach towards educational wants and needs. It guides the educational system to achieve the objectives. This study differentiates this important area of concern as it declares that in govt. aided colleges whereas the self-financing colleges does not give appropriate value in academic activities.

1. Co- curricular and academic activities are organized in govt. aided college than in the self-financing colleges.
2. In service training is also provided to the teachers in govt. aided colleges than in the self-financing colleges.
3. Latest books/journals are available in the library in govt. aided college while in self-financing colleges academic material is not available.
4. Discipline is strictly observed in the institution in govt. aided college than in self-financing colleges.
5. Lecture method is used more effectively in govt. aided college than in self-financing colleges.

At last it was concluded that for helping students to get quality education in Self-financing colleges of Education the teacher should encourage the students through group- centered and co-curricular activities, be impartial, provide and encourage practical knowledge of the subject, provide feedback and remedial teaching, provide comfortable physical conditions in the classroom with use of modern and well equipped laboratories and updated library.

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