

A comparative study of academic quality in govt. and private school at primary level

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Abstract

The word education has a very wide connotation. It is difficult to define. There is no single objective, which can cover the whole of life with its various manifestations. Philosophers and thinkers from Socrates to Dewey have defined education in accordance with their philosophy of life with the result that there emerged divergent concepts and definitions of education. The concept of education is like a diamond, which appears to be of different colours when seen from different angles. Primary education holds a key position and is the terminal stage for the majority of students. The largest number of educated manpower in Haryana is available at this stage. The economists consider the Primary education as a backbone of the nation. It can be said that Primary education is closely related with the economic development and social welfare of the country. Primary education occupies the most crucial position in any system of education.

Keywords: academic, education, philosophy, primary

Introduction

In any country the position of Primary education is generally paradoxical. It is expected to play a transitional role between basic education and further higher education, as well as to play a terminal role by providing necessary manpower for the development of the country. The output of the Primary schools in developing countries primarily comprises those who want to enter life and thus queue up for already restricted employment opportunities. They have abandoned traditional and agricultural vocations and obviously dream for a white collar job in a nearby city, hence migration. This creates immense disparity between supply and demand, resulting in a stock of manpower that are virtually left with no choice but to revert to petty jobs least related to their 'subject cluster' at Primary stage.

Education is the best investment in the national development. The return in this investment is to produce the human capital suited to the needs of society, which is acquired after a long time. Primary education is considered necessary for the developing countries of the world. The endeavors to make it compulsory helps in increasing the literacy rate, the Primary education is, in a way, a terminal stage at which the economy starts getting its consumptions in many sectors.

Primary education is an important sub sector of the entire education system. On the one hand, it provides a middle level of work force for the economy and on the other hand it acts as a feeder for higher education. The quality of higher education, which is expected to produce high quality professionals in different fields of social, economic and political life of country, depends upon the quality of Primary education. This level of education therefore, needs to be organized in such a way that it should prepare young men and women for the pursuit of higher education, as well as make them able to adjust with their practical lives meaningfully and productively. Primary education is an important stage in the educational ladder. It has well defined objectives and a structure of its own. Its contribution is twofold: (i) The overall development of the individual, (ii) The balanced development of a region. It

is to be seen whether the present system of Primary education is performing these two functions. Some regional disparities may exist in the performance of the system. If so, it is imperative to explore the ways and means by which the regional disparities in Primary education can be overcome and also to find out factors which facilitate or inhibit the performance of the Primary school system. Such discussions will provide light for future policies in establishment and management of Primary schools. They will enable the planner to reduce and obviate the sick and the chronically sick schools as well as strengthen the number of good schools.

Quality

The concept of quality is very evasive. It is perplexing to define and often difficult to come by an agreed formal definition for the term. One person's idea of quality often conflicts with another and, as we are all too aware, no two experts ever come to the same conclusions when discussing what makes an excellent school, college or university.

Needs of the study

The system of school education in India is one of the largest in the world. In just four years, the number of school without quality was established annually. Since India's independence in 1947, student registration in school education has grown to 29 times the original figure. It is expected that this percentage will drop considerably if education in the public sector does not continue its rapid growth in the next decade.

Private institutions are not completely without criticism. The danger with private institutions lies in the very characteristic that distinguishes them from public institutions. Since they are not dependent on the state for funding, they are not subject to the same regulations regarding use of resources and quality of education. Professional institutions promise potential students lucrative positions in their field of choice upon graduation, but there is no guarantee that they can make good on their claims. While some of them make significant contributions to the need

for a highly skilled work force, others merely capitalize on trends like management and computer education in order to make a profit. Indeed, all of the private institutions collect fees from their students, but too many of them are run for the sole purpose of exploiting teachers and students alike without delivering quality.

Both the Govt. and private sectors are under scrutiny when it comes to quality. The issue has come to the forefront of discussions on school education in India, particularly in the past decade. National authority is responsible for determining and maintaining educational standards for Primary Schools.

Objectives of the Study

The objectives of the proposed study are as follows:

1. To compare the academic quality of. Primary level in Govt. and private schools in Distt. Bhiwani
2. To analyze the quality of teachers in Primary Govt. schools in Distt. Bhiwani
3. To analyze quality of students in Primary level in Govt. and private schools in Distt. Bhiwani
4. To examine the quality of management in Primary private schools in Haryana.
5. To study about the quality of infrastructure of Primary level in Govt. and private schools in Distt. Bhiwani

Hypothesis

1. The academic quality of Primary level in Govt. and private schools in Bhiwani district is not significant.

Sample

Table 1

S. No.	Name Of The School	Teachers	Students
1.	D.D.K, Shishu Mandir, Ch. Dadri	5	10
2.	Shiv Primary School, Ch. Dadri	5	10
3.	Vaish Primary School, Ch. Dadri	5	10
4.	Aryavart Primary, Adampura	5	10
5.	D.V. Primary School, Achina	5	10
6.	Govt. Primary School, Ch. Dadri	5	10
7.	Govt. Primary School Makrana	5	10
8.	Govt. Primary School Ram Nagar	5	10
9.	Govt. Primary Schoo Rly. Gate Dadri	5	10
10.	Govt. Primary School Samspur	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 school teachers, 100 questionnaires among school students. After three or four attempts it was possible to collect the required number of filled questionnaires from the respective respondent.

2. There is no significant academic quality of teachers in Primary level in Govt. and private schools in Bhiwani district.
3. There is no significant quality of students in Primary level in Govt. and private schools in Bhiwani district.
4. The significance of quality of management of Primary private schools in Haryana is not up to the mark.
5. The infrastructure quality of Primary level in Govt. and private schools in Bhiwani is not significant

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 Govt. and Private Primary level schools in Bhiwani district.

Research Methodology

The study was focused on “A Comparative study of academic quality of education in Govt. and Private Schools at Primary level in Bhiwani district.” The study was survey type. The following procedure was adopted for the study:

Population

There are more than 500 hundreds Primary level Govt. and Private Schools in Bhiwani. All school teachers’ and students who were readily involved in teacher education institutions in Primary level in Govt. and Private Schools were the population of study.

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 scale.

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 was applied using the following formula-

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

Findings

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 Primary private and Govt. Schools in Haryana.

- The role of learning by doing had not always been fully explored.
- Strategies for classroom observation within quality improvement made no references.
- The educational qualification of the staff was not up to the mark. There was no wider allocation of staff responsibilities across the school to cover, for instance, staff development, quality improvement and guidance.
- Only a few schools had created opportunities for students to get the quality education.
- Only a few plans incorporated the desirable features of :
 - a. Initial screening and assessment.
 - b. Individual reviews and progress monitoring through guidance.
- Students received learning support in response to needs which they or their tutors had identified.
- More than half of the schools in the overall sample had audited current curricula to identify where there was a need to build a good student. However, overall there was insufficient progress in ensuring quality.
- Schools had provided a little use of well-equipped laboratory and updated library.
- Most of the schools visited had a developed system for evaluation of students and met the full range of needs and regular review through guidance.
- Maximum students in the schools visited had positive views of learning towards the attitude of teachers, teaching methods and their co-operative nature.
- In almost all schools there had been minimal attention towards building and other physical facilities and staff development programs.
- The interaction between the teachers and students, teachers and principal was at par.

At last it was concluded that for helping students to get quality 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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