

Teaching Methods of Private And Government School and Its Impact on Students

Krishna Kumar Upadhyay
Research Scholar, Department of Management
Bhagwant University
Ajmer, Rajasthan, India

Dr. Sri Prakash
Department of Management
Bhagwant University
Ajmer, Rajasthan, India

Abstract— The main purpose of the research is to study the differences in the services of private and government school in term of teaching learning process, their contribution to the present education system in Muzaffarnagar district and draw a comparison of Government and Private schools in Muzaffarnagar.

Muzaffarnagar is a district in the Uttar Pradesh State of India. Total area of Muzaffarnagar is 4,008 km² including 3,867.59 km² rural area and 140.41 km² urban area. Muzaffarnagar has a population of 41,43,512 peoples. There are 6,76,642 houses in the district.

The Muzaffarnagar district is further divided in to Tehsils / Blocks / Community Development Blocks (C.D.Blocks) for administrative purposes. In India, the Block or C.D.Block is often the next level of administrative division after the tehsil. It is important to note that, In some states of India C.D.Blocks are equal to tehsils.

For those who don't know, the C.D.Block is a rural area earmarked for administration and development in India. The area is administered by a BDO (Block Development Officer). A C.D.Block covers several gram panchayats, local administrative unit at the village level.

Muzaffarnagar District is one of the 75 districts of Indian state of Uttar Pradesh. This District is formed by dividing Muzaffarnagar in rural district. It may be mentioned constituencies of Barla, Chhappar, Tajpur, Simarhi constituency Muzaffarnagar District. As per Indian census 2011-2019, the newly formed Muzaffarnagar district had a population of 392,768. Muzaffarnagar has six tehsils. They are- Budhana , Jansath , Kairana , Khatauli, Muzaffarnagar , Shamli , Due to limited time and resources, the study was delimited to the one tehsil Muzaffarnagar, Muzaffarnagar where the researcher was born and brought up in that particular place. Most of the villages of this tehsil are dependent on these two types of school for basic education which is largely crucial for the contribution in promotion, growth and development of the society. Every school should give Quality Education to their students. Quality Education refers to the standard management, quality environment, good educational facility, standard curriculum, methods of teaching, examination system, marking system. The researcher is mainly focusing on these factors of these two types of school by comparing. The Researcher used both Quantitative and Qualitative data to analyze and find out the differences between the Private and Government school.

Keywords— Study; Analyze; Private; Government; data

I. INTRODUCTION

Even though Government is providing many facilities to the schools, but now days most of the parents are sending their children to private schools where the quality of education is arguably better. The researcher wants to find out the reason

behind it and also find out the differences of the teaching methods and other services which make the both school differ from each other in terms of giving quality education.

Muzaffarnagar is a district in the Uttar Pradesh State of India. Total area of Muzaffarnagar is 4,008 km² including 3,867.59 km² rural area and 140.41 km² urban area. Muzaffarnagar has a population of 41,43,512 peoples. There are 6,76,642 houses in the district.

The Muzaffarnagar district is further divided in to Tehsils / Blocks / Community Development Blocks (C.D.Blocks) for administrative purposes. In India, the Block or C.D.Block is often the next level of administrative division after the tehsil. It is important to note that, In some states of India C.D.Blocks are equal to tehsils.

For those who don't know, the C.D.Block is a rural area earmarked for administration and development in India. The area is administered by a BDO (Block Development Officer). A C.D.Block covers several gram panchayats, local administrative unit at the village level.

Muzaffarnagar District is one of the 75 districts of Indian state of Uttar Pradesh. This District is formed by dividing Muzaffarnagar in rural district. It may be mentioned constituencies of Barla, Chhappar, Tajpur, Simarhi constituency Muzaffarnagar District. where the researcher was born and brought up in that particular place. Most of the villages of this tehsil are dependent on these two types of school for basic education which is largely crucial for the contribution in promotion, growth and development of the society.

Agriculture, Daily wage, Tailoring, Priest hood, Carpenter, government Service and Private Service are the main Occupation of Muzaffarnagar District. The Muzaffarnagar District has no class system in terms of high-low, pure and untouchables, rich or poor. Most of the families were nuclear family. The Muzaffarnagar family life is patriarchal in nature. The Father is the head of the family and he not only represents the family in all matters but is also the bread earner of the family. The mother's duty is to raise the children properly and to look after household. But now days it is seen that women are also come out for earning. The Muzaffarnagar People had usually three heavy meals a day. Most of the people are Hindus and Muslims.

In the light of above discussion, the researcher found that some pertinent questions need to be solved. Such as-

1. What are the differences in services in providing quality education of private and government schools in terms of teaching learning process?
2. What are the factors or the services of the schools needed to add for providing quality education
3. What are the different methods, techniques used by both school teachers?
4. What is the overall impact on the students?

II. TEACHING METHODS OF PRIVATE AND GOVERNMENT SCHOOL

Education is one of the most powerful agencies in moulding the character and personality of the individual and determining the future of individuals and nations. The concept of education has varied from time to time due to the frequent social changes and it is not possible to give a concept of education which is static and suitable for all ages and countries. The word "Education" has a Latin derivation. In Latin word Education means "to draw out", "to bring up" and so on. Education is the process of drawing out of the dormant qualities from within rather than imposition of some qualities from without.

The most general and common meaning of education is schooling. In common parlance, people regard this concept of education to be synonymous with formal education imparted at a specific place, by a specific set of teachers and at a specific time. In wider and less definite sense education implies the influence of whole environment upon the individual.

According to Mahatma Gandhi education means to an all around drawing out of best in child and man- body and spirit. Education, to Gandhi, was a means to achieve perfection of individuality on the one hand and an instrument of service to the nation on the other.

"The most important and urgent reform needed in education is to transform it to endeavor to relate it to the life, needs and aspirations of the people and thereby make it powerful instrument of social, economic and cultural transformation necessary for realization of the national goal"- (Kothari Commission 1964-66)

According to Rabindra Nath Tagore education is self realization. Self education is based on self realization and the process of self realization is as permanent as that of education. Students must have faith in him and in the individual self-underlying own individual soul.

According to Swami Bibekananda Education that of process by which character is formed, strength, of mind is increased, and intellect is sharpened, as a result of which one can stand on one's feet.

Teaching is an important part of process of education. Its special part of function is to impart knowledge, develop understanding skills. Teaching is usually associated with 3 R's for example Reading, Writing and Arithmetic- imparting knowledge of school subject. Teaching is a relationship which is established with three focal points in education – the teacher, the student and the subject matter. Teaching is a process by which the teacher brings the student and the subject matter together. Modern teaching is not a mechanical process. It is exacting and intricate as well. Teaching is not "telling and testing". Teaching is the art of guiding students through a variety of selected experiences towards the attainment of appropriate teaching- learning goals.

Teaching methods should be done through arts and crafts, work and play, voluntary activity and self-chosen activity. Gandhiji said that the method of teaching should be such as it provides to the child freedom, a chance to come into closer contact with the teacher, a chance to be an active investigator, observer and experimenter. Teaching methods should include Activity, play, experimentation and own experience as the strategies of education.

III. OPERATIONAL DEFINITION OF THE KEY TERM

Comparative Study: In this study comparative study aims to make comparisons on teaching methods of quality education of government and Private Schools.

Teaching Methods: In this study Teaching Methods refer to the general principles, strategy, approaches, pedagogy and

techniques of teaching which are being used by a teacher while teaching.

Government school: In this study government school refers to a school which is taken Care of by government and giving lots of facilities to the students and teachers.

Private School: In this study private school refers a form of school receive no money from government and where the education of the students is paid by parents.

Student: In this study a student is considered to any school going children ages between 12-16 age, appearing class IX and X.

Population

In this study the population of the student is 323 and the population of the teacher is 96. Population of parents is

Sampling

The researcher used Stratified Random Sampling method. In this study sample size for the students, each school 15 students (20% of 323 respondents) and for the teachers each school 5 teachers (20% of 96 respondents)

Tools for Data Collection

In this research the tools were the questionnaire, interview schedule and observation guide line.

Nature of tools

The researcher used both open ended and close ended questions.

Sources of Data

The primary source of data was directly collected from the respondents using the interview schedule and FGD Questions and Secondary data were collected from the books, articles, journals.

IV. IMPACT ON STUDENTS

According to most of the parents government school means lack of guidance, improper education, lack of discipline, not maintained school infrastructure and poor result of the students and private school means good education, good marks in the examination, and proper guidance to the students. Even though the government school teachers are more qualified and better trained but they were not competent in performing their task. However the private school teachers are not highly qualified but they are regular on performing their work well. It is may be because of the financial security and satisfaction that leads to lazy to the government school teachers and on the other hand the teacher of private school they have the fear that if they will not perform well then they will be fired from the job.

Another side of financial security among teachers is that the private school teacher, if they get better chance and better salary from another school then they will leave the current job. The parents also expressed that admission standard in the government school must accept all the students where as some of the private school usually conduct some of the criteria to be followed like entrance test to be done before admitted to the school. It is the point to discuss that if the school providing quality education to the students then why they need tuition for better understanding. It is also a matter that should be concerned that if the government school provide good and quality education, proper infrastructure, facilities then there is no reason to rise up the private school, because no one like to waste money in hopelessly. Parents are going for private education because they are not satisfying with the service of government. It is high time for the government to think reflectively on the issue of quality education.

Education is a process of training and instruction. It is a process which promotes intelligence, enables an individual to be industrious and ensures progress. The concept of education is dynamic and so its meaning also changes according to the need of time and situation.

Derivative meaning of education- The word "Education" has been derived from the Latin word "Educatum" which means to draw out, to lead or to bring out. Etymologically, education has means a process of drawing out from within. Other two Latin words "Educare" and "Educere" also have the same meaning- to bring out, to develop, to foster, to lead out etc. so education can be termed as a process of drawing out inner capacities and potentialities of pupils rather than putting something in. (Foundations of Education, Mahanta.dr.N.N; Kalita Indrani; Adhikary Archana. First addition 2013)

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life. Education in the broadest sense of the term is meant to aid the human being in his/her pursuit of wholeness.

It is not easy to define the term 'Education' because education is related to life and its scope is very vast. So there are divergent views regarding the meaning of education. Different educationists and educational thinkers have tried to define education according to their philosophy of life and standpoint.

According to Oxford Dictionary, "Education is a process of teaching, training and learning especially in schools and colleges, to improve knowledge and develop skill".

According to Webster Dictionary: "The action or process of teaching someone especially in a school, college, or university: the knowledge, skill, and understanding that you get from attending a school, college, or university: a field of study that deals with the methods and problems of teaching."

V. CONCLUSION

In India, private schools are called independent schools, but since some private schools receive financial aid from the government, it can be an aided or an unaided school. So, in a strict sense, a private school is an unaided independent school. Examination Boards that are present in multiple states are the CBSE and the CISCE, NENBSE. Legally, only non-profit trusts and societies can run schools in India. They will have to satisfy a number of infrastructure and human resource related criteria to get Recognition (a form of license) from the government. The Annual Status of Education Report (ASER), which evaluates learning levels in rural India, has been reporting poorer academic achievement in government schools than in private schools. A key difference between the government and private schools is that the medium of education in private schools is English while it is the local language in government schools.

Education is one of the most powerful agencies in moulding the character and personality of the individual and determining the future of individuals and nations. The concept of education has varied from time to time due to the frequent social changes and it is not possible to give a concept of education which is static and suitable for all ages and countries. The word "Education" has a Latin derivation. In Latin word Education means "to draw out", "to bring up" and so on. Education is the process of drawing out of the dormant qualities from within rather than imposition of some qualities from without.

Teaching is an important part of process of education. Its special part of function is to impart knowledge, develop understanding skills. Teaching is usually associated with 3 R's for example Reading, Writing and Arithmetic- imparting knowledge of school subject. Teaching is a relationship which is established with three focal points in education – the teacher, the student and the subject matter. Teaching is a process by which the teacher brings the student and the subject matter together. Modern teaching is not a mechanical process.

It is exacting and intricate as well. Teaching is not "telling and testing". Teaching is the art of guiding students through a variety of selected experiences towards the attainment of appropriate teaching- learning goals.

VI. REFERENCES

- [1]. Maganta. N. N. Dr, Kalita Indrani, Adhikary Archana (2013) Foundation of Education
- [2]. GuptajinPathak, Deka Aditi (2013) Contemporary Concepts and Issues in Education
- [3]. Meaning of Education retrieved from <https://johnparankimalil.wordpress.com/.../meaning-nature-and-aims-of-...> (11.36 am) 8 Oct 2016
- [4]. Definition of Education by Oxford dictionary <https://en.oxforddictionaries.com/definition/education> Types of Educational System Retrieved from (www.infed.org/foundations/informal_nonformal.htm 10.46pm)
- [5]. Definition of Education by Webster Dictionary www.merriam-webster.com/dictionary/education 7.20 am 20th Oct 2016
- [6]. Uddin salim (2009) Shiksha Tatwa aru Niti
- [7]. Private school 2016 is retrieved from https://en.wikipedia.org/wiki/Private_school, 11.15pm 8th oct 2016
- [8]. Types of Education Retrieved from www.infed.org/foundations/informal_nonformal.htm 10.46pm)
- [9]. Education System in India, GNU project retrieved from <https://www.gnu.org/education/edu-system-india.en.html> 8th Oct 2016 12.pm
- [10]. Education in India Ancient and modern <https://latasinha.wordpress.com/2010/06/20/ancient-and-modern-education-system-in-india/> 8th Oct 2016 1.46 pm
- [11]. Importance of education www.importantindia.com/10509/importance-of-education/ 10th Oct 2016 9.12pm Education in Assam – KKHSOU www.kkhsou.in>main>second>education
- [12]. Muzaffarnagar Government schemes for Education Retrieved from government-education-schemes.html (12.27 pm 24th Oct 2016)
- [13]. Mahanta Narayan Nara Dr, Das Dipika (2013) Teaching Approaches and Strategies Medhi Das Pallabi (2013) Teaching Approaches and Strategies Ahuja ram 2016 society in India
- [14]. Times of India Times of India.india times .com>city>Guwahati (24th Oct 11.48 am) Mzaffarnagar government Schemes for Education Retrieved from Assams.info>Assam 12.39 pm 24th Oct Muzaffarnagar Budget Indian express.com>india news (12.16 24th oct)
- [15]. Teaching Methods –Tech-com <http://teach.com>what>teachers-teach>.
- [16]. Uttar Pradesh government education scheme retrieved from government-education-schemes.html 12.27 pm 24th Oct 2016
- [17]. Ethical Responses and Teaching Profession https://www.utdanningsforbundet.no/upload/1/L%C3%A6rerprof_etiske_plattform_a4_engelsk_31.10.12.pdf 7.11AM 26TH OCT
- [18]. Agarwal.C.J, (2009), Essentials of Educational Technology <https://books.google.co.in/books>
- [19]. Morrisson. H.E (1934) Mastery of Teaching Skills, Page no 30 Five year Plan on Education https://en.wikipedia.org/wiki/Five-Year_Plans_of_India (6.38 am, 24/10/16)

- [20]. *Right to children to free and compulsory education, Act-2009* eoc.du.ac.in/RTE%20-%20notified.pdf
- [21]. Secondary Education Board of Uttar Pradesh ,1961 https://en.wikipedia.org/wiki/Secondary_Education_Board_of_Uttar_Pradesh
- [22]. Literacy Rate in India. (2011). Retrieved from www.indiaonlinepages.com/populationliteracy-rate-in-india.html
- [23]. AHSEC,1984 Retrieved from https://en.wikipedia.org/wiki/Assam_Higher_Secondary_Education_Council
- [24]. Secondary Education Board of Uttar Pradesh, 1961 Retrieved from https://en.wikipedia.org/wiki/Secondary_Education_Board_of_Uttar_Pradesh
- [25]. Awartani M, Gray MW. Cultural influences on sex differentials in Mathematics aptitude and achievement. *International Journal of Mathematical Journal in Science and Technology*. 1989; 20(2):317-320.
- [26]. Beaton AE, Martin MO, Mullis IVS, Gonzales EJ, Smith TA, Kelly DL. Science achievement in middle school years: IEA's Third International Mathematics and Science Study (TIMSS). Boston: Boston College, 1996.
- [27]. Bronholt LJ, Goodraw J, Conney GH. Influences of gender stereotypes on adolescents perceptions of their own achievement. *American Educational Research Journal*. 1994; 31:675-692.

