SUMMARY

The word education has a Latin derivation. Latin dictionary gives the meaning of the word ‘educare’ as bringing up children physically and mentally. In common parlance education is regarded as synonymous with school instruction. But it is not true. Schooling is just one part of the whole process of education, the aim of which is to prepare the child for future life so that he may acquire the necessary equipment to discharge his responsibilities successfully. The conception of education as a necessity of life has great significance for us as it meets the actual demands of life.

According to Sydeny Hook, “Education is the one that plays a certain integrated role with in its culture and in this sense a good education will formally be the same in every culture”.

Mahatma Gandhi also emphasized the same fact. He declared “By education I mean an all round drawing out of the best in the child and man in body mind and sprit”. Education is a lifelong process and individual goes on increasing his store of experiences through contact with the environment. He receives some education from each other. Education is the process providing an individual the facility for the development of his native powers and the capacity to grow physically, intellectually and spiritually.

JUSTIFICATION OF THE STUDY

It hardly requires any justification that education needs to be planned rigorously in order to achieve the results expected of it. The colleges of education need special attention today since these are not providing qualitative education, education colleges are the centers of creating trained manpower and their development rests on the availability of resources for undertaking new educational programmes as well as for
maintaining and undertaking of the supporting infrastructure facility. So, It is essential to see that what is the standard of education colleges in Haryana and follow-up of norms and standards of education colleges to decide the act of maintenance of teacher education.

The present study makes an attempt to analyze the comparative study of two types of education colleges i.e. aided and self financing. The study is unique in its nature as it deals with quality of teacher education like infrastructure facility qualification of teacher educators, Students teachers ratio library facility, management attitude towards quality education etc. It also concern with mushrooming growth of self financing education colleges in Haryana.

Teachers are undoubtedly the most important component of our educational system but the way they are being trained and educated today it leaves much more to be desired and achieved.

In post Independence era there was an unprecedented quantitative growth in teacher education in India. But the recent period the report of Education commission (1964-66) and NCTE on "Teacher Education curriculum" A frame work (1978, 88) have highlighted the shortcomings of teacher education, suggesting means to change and innovate. The challenge of education 1986 has realized that teacher performance is the most crucial input in the field of education for social transformation. Educational reforms depend largely on the quality of teachers, which in turn, depends on the quality of teacher education.

The present system of teacher education in India has come under adverse influences in recent years, even though it has seldom been subjected to critical analysis as a separate and important sector of education. This is so because it did not receive the due priority at the hands of policy planners before and after the independence of our country and the unfortunate carelessness still continues.
Since no system of education can rise higher than the level of teachers, our whole system of education has continued to suffer because of lack of competent & professionally dedicated teachers.

It has been observed in the programme of action Ministry of Human Resource Development (MHRD) 1992 document that "the quality of pre-service teacher education instead of improving with recent developments in pedagogical science has shown signs of deterioration, as professional commitment and overall competencies of teachers leave much to be desired achieved.

Teacher's education is necessary for efficient work in a particular job. If a person is trained before being employed in a job, the programme is called pre-service training. Without pre-service training it is as risky as a gun in monkey’s hand who does not have any knowledge about it. When he fails in a job, he develops a negative attitude towards it and thinks that he is not competent for it. By having qualitative pre-service training he will get success, full satisfaction in his job, and the same he will depart to the students.

For upholding the quality of pre-service teacher education programme, the NCTE has formulated norms and standards for teacher education course and developed the 'curriculum framework for quality teacher Education.'

**STATEMENT OF THE PROBLEM**

"A COMPARATIVE STUDY OF QUALITATIVE EDUCATION IN SELF-FINANCING AND AIDED COLLEGES OF EDUCATION IN HARYANA”.

**OPERATIONAL DEFINATION OF THE TERM USED**

**UGC:** University Grants Commission was established by center Government in 1956 under the supervision of HRD Ministry (Human Resource Development).
**NAAC:** National Assessment and Accreditation Council was set up by UGC at Bangalore as a registered autonomous body on 16 Sept. 1994 under the society registration act 1860.

**NCTE:** The National Council for Teacher Education was set up by an act of parliament No. 73 of 1993 and came in existence with effect from 17th August 1995.

**Education Colleges:** Education colleges are the educational institutions which have been providing training in pedagogy and allied subjects to prospective teachers of secondary schools.

**Aided Colleges:** The aided colleges are the educational institutions, which are receiving financial help from the state govt. and other public bodies in a substantial part to meet their expenditure and administered by registered private governing bodies.

**Self – Financing Colleges:** Self financing colleges are the educational institutions which are both managed and financial supported by Non – Governmental trust and organizations.

**Quality:** Dictionary meaning of ‘Quality’ indicating the “Degree of Goodness or Worth” In other words it concern examinations of multilevel and mutually interacting variables. In the present study the quality is concerned with Physical resources and Human resources in self financing and aided colleges of education in Haryana.

**Qualitative Education:** Qualitative Education is that education which will prepare the knowledgeably prospective teachers so that they can face the challenges in the field of education and contribute in the progress of the nation.

**OBJECTIVES OF THE STUDY**

Aims and Objectives provide direction, motivate our actions and
evaluate our results. Aimless investigation is like radar less ship in a vast ocean and it may be drifted away in the sea at any moment. Therefore, aims and objectives of study are very essential and valuable. The main focus of the study is to compare the quality between difference between self financing and aided colleges of education. The objectives of the present study were following:

1. To compare the Infra-structure of Self-Financing and Aided colleges of Education.
2. To compare the teaching technology used in Self-financing and Aided Colleges of Education.
3. To compare the Library Facility of Self-financing and Aided Colleges of Education.
4. To access the implementation of co-curricular activities by Self financing and Aided Colleges of Education.
5. To compare the views of the principals of Self-Financing and Aided Colleges of Education regarding students’ satisfaction, society involvement, community participation, educational involvement, parents’ involvement, quality education, community linkage and management.
6. To compare the attitude of teacher educators of Self-Financing and Aided Colleges of Education towards teaching profession, classrooms teaching, child-centered practices, educational process, pupil teachers and mutual understanding.
7. To compare the educational satisfaction of Pupil teachers of Self-financing and Aided Colleges of Education.

HYPOTHESES

The null hypotheses were formulated as under:

1. There is no significant difference between views of principals of
self-financing and aided colleges of education regarding students’ satisfaction.

2. There is no significant difference between views of principals of self-financing and aided colleges of education regarding society involvement.

3. There is no significant difference between views of principals of self-financing and aided colleges of education regarding community participation.

4. There is no significant difference between views of principals of self-financing and aided colleges of education regarding educational innovation.

5. There is no significant difference between views of principals of self-financing and aided colleges of education regarding parents’ involvement.

6. There is no significant difference between views of principals of self-financing and aided colleges of education regarding quality education.

7. There is no significant difference between views of principals of self-financing and aided colleges of education regarding community linkage.

8. There is no significant difference between views of principals of self-financing and aided colleges of education regarding management.

9. There is no significance difference between the attitude of teacher educators of self-financing and aided colleges of education towards teaching profession.

10. There is no significance difference between the attitude of teacher educators of self-financing and aided colleges of education towards classroom teaching.
11. There is no significance difference between the attitude of teacher educators of self-financing and aided colleges of education towards child centered practices.

12. There is no significance difference between the attitude of teacher educators of self-financing and aided colleges of education towards educational process.

13. There is no significance difference between the attitude of teacher educators of self-financing and aided colleges of education towards pupil teachers.

14. There is no significance difference between the attitude of teacher educators of self-financing and aided colleges of education towards mutual understanding.

DELIMITATIONS OF THE STUDY

1. The study delimited in Haryana state only.

2. The study delimited two types (Self Financing & Aided) colleges of education only.

3. The study delimited about 16 Self- Financing and 8 Aided colleges of education only.

4. The study delimited about 400 pupil teachers of Self- Financing and 200 pupil teachers of Aided colleges of education only.

5. The study delimited about 80 teacher educators of Self- Financing and 40 teacher educators of Aided colleges of education only.

POPULATION AND SAMPLE

The present study is being carried out to compare the present status of Aided and Self-Financing colleges of education in Haryana. Therefore, all the colleges of education in Haryana state constituted the population of the present study. The investigator randomly selected eight Aided and
sixteen Self-Financing colleges of education, in each selected college, information were collected from the Principal/ Incharge, Teacher Educators, Pupils Teachers and other supporting staff.

The investigator randomly selected 400 pupil teachers from Self-Financing colleges (25 Pupil Teachers from each college), 200 Pupil Teacher from aided colleges (25 Pupil Teachers from each college) and 80 teacher educators from self financing colleges and 40 from aided colleges of education. The Purpose of the sample was collecting information regarding admission fee, library facility, Principal’s views towards teacher educators and pupil teachers and teacher educator's attitude towards their profession etc. The population and sample has been shown in the following table.

**Population and Sample**

<table>
<thead>
<tr>
<th>Type of College</th>
<th>Total No. of Colleges of Education in Haryana</th>
<th>No. of selected Colleges of Education</th>
<th>No of selected Principals</th>
<th>No. of Selected Teacher Educators</th>
<th>No. of Selected Pupil Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aided</td>
<td>14</td>
<td>8</td>
<td>8</td>
<td>40</td>
<td>200</td>
</tr>
<tr>
<td>Self Financing</td>
<td>465</td>
<td>16</td>
<td>16</td>
<td>80</td>
<td>400</td>
</tr>
</tbody>
</table>

**TOOLS USED**

In order to study the qualitative education, the researcher had under gone through various researcher studies, literature and documents like norms and standards of NCTE, guidelines of UGC and recommendation of various commissions and committees regarding qualitative education.

Following are the main tools for collection of data which have proved to be useful in the educational research work. Questionnaires,
opinionative, psychological test and inventories, observation, checklist, rating scale, score cards, interviews and socio grams etc.

There are two types of tools used for collection of data:-

1. Standardized tool
2. Non-Standardized tool

The researcher used one standardized tools for teacher educators (TAI) teacher attitude inventory by S.P. Ahluwalia, Sagar. Reliability was estimated by the split-half method and found to be .79 and the test-retest reliability coefficients was .59.and content validity was discussed. Three tools were prepared by the investigator with the help of educational experts. After that questionnaires were given to some more experts to check any type of irrelevancy in the questionnaires and some items were modified. Along with these modifications questionnaires were finalized for the purpose of data collection. The final draft included following items in each questionnaires.

**Questionnaires / Tools**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Questionnaires</th>
<th>No. of Items</th>
<th>Nature of Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Information schedule for colleges of education</td>
<td>Open ended</td>
<td>Self-Made</td>
</tr>
<tr>
<td>2</td>
<td>Principals</td>
<td>40</td>
<td>Self-Made</td>
</tr>
<tr>
<td>3</td>
<td>Pupil teachers</td>
<td>20</td>
<td>Self-Made</td>
</tr>
<tr>
<td>4</td>
<td>Teacher Educators</td>
<td>90</td>
<td>Standardized</td>
</tr>
</tbody>
</table>

The schedule included different number of items. In order to construct the schedule, the investigator conducted a pilot study on each type of the colleges of education, on the basis of the observation and interviews with the principals, teachers and students of the institutions and
after having go through the norms of NCTE for colleges of education and literature related to the concerned field, the investigator prepared this schedule. This schedule consists of three parts. Part – A deals with the Physical Resources of the Institutions like information about the institution and the organizational set-up. Part – B concerns with Human Resources of the instructions like the enrollment and position of teaching and non-teaching staff and students, Part – C Concern with Achievements of the institutions academic, co-curricular Activities and any outstanding achievement (Curricular/ Co-curricular) about last three years of the institutions and order of the appendix was following :-

1- Information Schedule for colleges of education. (Appendix – I)
2- Questionnaires for Principal. (Appendix – II)
3- Questionnaires for Pupil Teacher. (Appendix – III)
4- Questionnaire for teacher educator. (Appendix – IV)

SCORING OF DATA

The response of respondents collected through questionnaire were recorded in ‘yes’ and ‘no’ and counted in frequencies. There were some institutional data about facility available in institution. Those were scored accordingly. Teacher Attitude Inventory (TAI) scored according to the guidelines of manual.

STATISTICAL TECHNIQUES USED

Analysis of the data for the present study was made on conformity with the objectives as laid down earlier. After collection of data, the same was put into the tabular form to make the process of analysis easier and accurate. Keeping in view the nature of data, the following statistical techniques were used:

iv. Percentage

v. Mean
vi. S. D. and t-ratio

\[ \text{Mean} = \frac{\sum X}{N} \]

S.D. = Standard Deviations

\[ t = \frac{|M_1 - M_2|}{S_{\text{Ed}}} \]

- \( M_1 \) - Mean of the 1st group
- \( M_2 \) - Mean of the IIInd group
- \( | | \) - It is known as modules which neglects sign.
- \( S_{\text{Ed}} \) - Standard error of difference

MAIN FINDINGS

SECTION - I

FINDINGS REGARDING PHYSICAL RESOURCES, HUMAN RESOURCES AND ACHIEVEMENTS OF THE COLLEGES OF EDUCATION

1. It was found that all the aided colleges had total area according to NCTE norms and 87.5 per cent self-financing colleges had total area according to NCTE norms and 12.5 per cent self-financing colleges had not total area according to NCTE norms.

2. It was found that all the aided colleges of education had covered area according to NCTE norms and 68.8 per cent self-financing college of education had covered area according to NCTE norms and 31.2 per cent self-financing colleges had not covered area according to NCTE norms.

3. It was found that labs (language, science, psychology, educational technology, social studies) of aided colleges were in good condition but labs of self-financing colleges were in poor condition as compared to aided college of education.
4. All the aided colleges of education had the filtered drinking water facility but in case of self-financing colleges were not able in providing the filtered drinking water facility.

5. All the aided colleges had separate toilet facility for staff, boys and girls. In case of self-financing colleges also found that all the colleges provide separate toilet facility for staff, boys and girls.

6. Maximum (87.5 %) aided colleges had hostel facility but in case of self-financing colleges few (25%) colleges had hostel facility. Most of the self-financing colleges were not able in providing hostel facility.

7. It was found that all the aided colleges had proper canteen facility but in case of self-financing colleges 87.5 per cent colleges had proper canteen facility.

8. It was found that maximum (87.5%) aided colleges had ICT lab in working condition but in case of self-financing colleges 43.8 per cent colleges had ICT lab in working condition.

9. It was found that all the aided colleges had proper playground facility but in case of self-financing colleges 75 per cent colleges had proper playground facility.

10. The study showed that all the Aided and Self-Financing colleges had internet facility in their respective premises but self-financing colleges had low connectivity due to rural area.

11. The study showed that all the aided colleges had above 6000 books each in their respective libraries but in case of self-financing colleges 50 per cent colleges had above 6000 books and 37.5 per cent colleges had between 3000 to 6000 and 12.5 per cent colleges had below 3000 books each in their respective libraries.
12. The study showed that all the aided colleges had above 600 reference books in their respective libraries but in case of self-financing colleges 43.8 per cent colleges had above 600 reference books and 25.0 per cent colleges had between 300 to 600 reference books and 31.2 per cent colleges had below 300 reference books each in their respective libraries.

13. The study showed that all the aided colleges had above 5000 text books in their respective libraries but in case of self-financing colleges 31.25 per cent colleges had above 5000 text books and 50.0 per cent colleges had between 2500 to 5000 text books and 18.75 per cent colleges had below 2500 text books each in their respective libraries.

14. All the aided colleges had above 10 journals in their respective libraries but in case of self-financing colleges 56.2 per cent colleges had above 10 journals and 43.8 per cent colleges had below 10 journals in their respective libraries.

15. The study showed that all the aided colleges had above 5 magazines in their respective libraries but in case of self-financing colleges 37.5 per cent colleges had above 5 magazines and 62.5 per cent colleges had below 5 magazines in their respective libraries.

16. The study showed that all the aided colleges had above 4 newspapers in their respective libraries but in case of self-financing colleges 68.8 per cent colleges had above 4 newspapers and 31.2 per cent colleges had below 4 newspapers in their respective libraries.

17. It was found that 37.5 per cent aided colleges had faculty according to NCTE norms but in case of self-financing colleges 62.5 per cent colleges had faculty according to NCTE norms. In this regard self-
finance colleges were better than aided colleges of education.

18. It was found that pupil teacher ratio of 37.5 per cent aided colleges was according to NCTE norms. In case of self-financing colleges 62.5 per cent colleges had pupil teacher ratio according to NCTE norms.

19. It was found that 12.5 per cent aided colleges had total faculty members Ph.D holder. In case of self-financing colleges no college was found where total faculty members were Ph.D holder. Some faculty members were Ph.D holder in both type of colleges.

20. It was found that more than 75 per cent pupil teachers of 87.5 per cent Aided colleges got first division and 50% to 75% pupil teachers of 12.5 per cent aided colleges got first division. In case of self financing colleges, more than 75 per cent pupil teachers of 25 per cent colleges got first division, 50% to 75 % pupil teachers of 31.2 per cent colleges got first division, 25% to 50 % pupil teachers of 25 per cent colleges and up to 25 per cent pupil teachers of 18.8 per cent colleges got first division.

21. It was found that 25 per cent pupil teachers of 87.5 per cent Aided colleges got second division and 25% to 50% pupil teachers of 12.5 per cent aided colleges got second division. In case of self financing colleges, more than 75 per cent pupil teachers of 12.5 per cent colleges got second division, 50% to 75% pupil teachers of 12.5 per cent colleges got second division, 25% to 50% pupil teachers of 37.5 per cent colleges and up to 25 per cent pupil teachers of 37.5 per cent colleges got second division.
SECTION II
FINDINGS REGARDING VIEWS OF PRINCIPALS ABOUT STUDENT’S SATISFACTION, SOCIETY INVOLVEMENT, COMMUNITY PARTICIPATION, EDUCATIONAL INNOVATION, PARENT’S INVOLVEMENT, QUALITY EDUCATION, COMMUNITY LINKAGE AND MANAGEMENT.

1. It was found that there exists no significant difference between the views of principals of Aided and Self-Financing colleges regarding students at 0.05 level of significance. It means that principals of both type of colleges had same views regarding student’s satisfaction.

2. It was found that there exists significant difference between the views of principals of Aided and Self-Financing colleges regarding society involvement at 0.05 level of significance. It means that principals of aided colleges were more social than the principals of self-financing colleges.

3. It was found that there exists significant difference between the views of principals of Aided and Self-Financing colleges regarding community participation at 0.05 level of significance. It means that principals of aided colleges were more interested in community participation than the principals of self-financing.

4. It was found that there exists significant difference between the views of principals of Aided and Self-Financing colleges regarding educational innovation at 0.05 level of significance. It means that principals of Aided colleges were more qualified than the principals of Self-Financing colleges. Hence they implemented more and more innovative practices.

5. It was found that there exists significant difference between the views of principals of Aided and Self-Financing colleges regarding parent’s involvement at 0.05 level of significance. It means that principals of Aided colleges were more accountable regarding parent’s complaints and suggestions than the principals of Self-Financing colleges.
6. It was found that there exists significant difference between the views of principals of Aided and Self-Financing colleges regarding quality education at 0.05 level of significance. It means that principals of Aided colleges were more interested in quality education than the principals of Self-Financing colleges.

7. It was found that there exists significant difference between the views of principals of Aided and Self-Financing colleges regarding community linkage at 0.05 level of significance. It means that principals of Aided colleges were more interested in community linkage than the principals of Self-Financing colleges.

8. It was found that there exists significant difference between the views of principals of Aided and Self-Financing colleges regarding thinking of management at 0.05 level of significance. It means that principals of Aided colleges had different views regarding thinking of management than the principals of Self-Financing colleges.

SECTION III

FINDINGS REGARDING ATTITUDE OF TEACHER EDUCATORS TOWARDS TEACHING PROFESSION, CLASS-ROOM TEACHING, CHILD- CENTRED PRACTICES, EDUCATIONAL PROCESS, PUPIL TEACHERS AND MUTUAL UNDERSTANDING.

1. It was found that there exists no significant difference between the attitude of teacher educators of Aided and Self-Financing colleges towards teaching profession at 0.05 level of significance. It was concluded that both type of teacher educators had same attitude towards teaching profession.

2. It was found that there exists no significant difference between the attitude of teacher educators of Aided and Self-Financing colleges towards class-room teaching at 0.05 level of significance. It was concluded that both type of teacher educators had same attitude towards class-room teaching.
3. It was found that there exists no significant difference between the attitude of teacher educators of Aided and Self-Financing colleges towards child-centered practices at 0.05 level of significance. It was concluded that both type of teacher educators had same attitude towards child-centered practices.

4. It was found that there exists significant difference between the attitude of teacher educators of Aided and Self-Financing colleges towards educational process at 0.05 level of significance. It was concluded that teacher educators of aided colleges had positive attitude towards educational process than the teacher educators of Self-Financing colleges.

5. It was found that there exists significant difference between the attitude of teacher educators of Aided and Self-Financing colleges towards pupil teachers at 0.05 level of significance. It was concluded that teacher educators of Aided colleges were more accountable than the teacher educators of Self-Financing colleges.

6. It was found that there exists no significant difference between mutual understandings of teacher educators of Aided and Self-Financing colleges at 0.05 level of significance. It was concluded that both type of teacher educators had same attitude regarding mutual understanding.

SECTION IV
FINDINGS REGARDING VIEWS OF PUPIL TEACHERS ABOUT FINANCIAL MATTERS, INFRASTRUCTURAL FACILITIES, CLASS-ROOM BEHAVIOUR, CO-CURRICULAR ACTIVITIES AND ADMINISTRATION & MANagements IN THE COLLEGES OF EDUCATION

1. It was found that 85.0 per cent pupil teachers of aided colleges were satisfied with the fee structure adopted by the institution but in case of self-financing colleges 34.5 per cent pupil teachers were satisfied with the fee structure.
2. It was found that 96.0 per cent pupil teachers of aided colleges responded that principal was ready to listen their problems but in case of self-financing colleges 97.5 per cent pupil teachers responded that principal was ready to listen their problems. It was clear that principals of self-financing colleges were more sincere regarding solution of the problem due to pressure of management.

3. Majority (87.0%) of pupil teachers of aided colleges were satisfied by the library facility but in case of self-financing colleges majority (88.5%) of pupil teachers were satisfied by library facility. It was observed that pupil teachers of both type of colleges had almost same satisfaction in this regard.

4. It was observed that 21.5 per cent of pupil teachers of aided colleges opined that institution try to collect money on little issues. In case of self-financing colleges 36.2 per cent pupil teachers responded that institution try to collect money on little issues. It was clear that self-financing colleges were more trifle than aided colleges in this regard.

5. Maximum (99.0%) pupil teachers of aided colleges were satisfied with the dutifulness of teacher educators towards teaching process in the classroom. In case of self-financing colleges 65.2 per cent pupil teachers were satisfied with the dutifulness of teacher educators towards teaching process in the classroom.

6. It was found that 33.5 per cent pupil teachers of aided colleges stated that teacher educator used audio-visual aids in the classroom. In case of self-financing colleges 38.8 per cent pupil teachers responded that teacher educator used audio-visual aids in the classroom. It was clear that teacher educators of self-financing colleges were more equipped than teacher educators of aided colleges of education.
7. It was observed that maximum (96.5%) pupil teachers of aided colleges were satisfied with overall behaviour of their teacher educators. In case of self-financing colleges 72.8 per cent pupil teachers were satisfied with overall behaviour of their teacher educators. It was clear that pupil teacher of aided colleges were more satisfied than pupil teachers of self-financing colleges in regarding overall behaviour of their teacher educators.

8. It was found that 66.5 per cent pupil teachers of aided colleges stated that principal was ready to follow the decision of management. In case of self-financing colleges 97.5 per cent pupil teachers stated that principal was ready to follow the decision of management. It was clear that principals of aided colleges were more liberal than the principals of self-financing colleges in this regard.

9. It was found that maximum (99.0%) pupil teachers of aided colleges stated that colleges carried out co-curricular activities timely. In case of self-financing colleges 25.0 per cent pupil teachers stated that college carried out co-curricular activities timely. It was clear that majority of self-financing colleges were not sincere in this regard.

10. It was found that maximum (99.5%) pupil teachers of aided colleges stated that attendance was taken regularly. In case of self-financing colleges 55.5 per cent pupil teachers stated that attendance was taken regularly. It was clear that majority of aided colleges were more sincere than self-financing colleges in this regard.

11. It was found that 87.0 per cent pupil teachers of aided colleges stated that emphasis was given on the development of teaching skill. In case of self-financing colleges 52.2 per cent pupil teachers stated that emphasis was given on the development of teaching skill. It was clear that aided colleges were more sincere than self-financing
colleges of education in the development of teaching skill.

12. Majority (82.5%) pupil teacher of aided colleges stated that unit test was conducted by the teacher educators. In case of self-financing colleges 52.3 per cent pupil teachers stated that unit test was conducted by teacher-educators. It was clear that teacher educators of aided colleges were more aware than the teacher educators of self-financing colleges in this regard.

13. It was found that 65.5 per cent pupil teachers of aided colleges opined that college provides them all modern teaching learning equipments. In case of self-financing colleges 26.5 per cent pupil teachers opined that college provides them all modern teaching learning equipment. It was clear that mostly self-financing colleges were in unsatisfactory condition than aided colleges in this regard.

14. It was found that 74.0 per cent pupil teachers of aided colleges stated that internet facility available in the college. In case of self-financing 29.0 per cent pupil teachers stated that internet facility available in college. It was clear that mostly self-financing colleges do not had proper internet facility due to rural areas.

15. It was found that 68.5 per cent pupil teachers of aided colleges stated that educational tours and trips organized by college. In case of self-financing colleges 36.8 per cent pupil teachers stated that educational tours and trips organized by college. It was clear that aided colleges were more interested than self-financing colleges in such activities.

16. Maximum (99.0%) pupil teachers of aided colleges stated that sufficient time was given for teaching practice in school by college. In case of self-financing college 45 per cent pupil teachers stated
that sufficient time was given for teaching practice in school by college. It was clear that maximum self-financing colleges were not giving sufficient time for teaching practice in school.

17. It was clear that 69.5 per cent pupil teachers of aided colleges stated that college organized morning assembly to promote moral and spiritual values. In case of self-financing colleges majority (90.5%) of pupil teachers stated that college organized morning assembly to promote moral and spiritual values. Self-financing colleges were more sincere than aided colleges regarding morning assembly.

18. It was found that 29.5 per cent pupil teachers of aided colleges stated that college has language lab facility to improve their pronunciation. In case of self-financing colleges 60.5 per cent pupil teachers stated that college has language lab facility to improve their pronunciation.

19. Majority (88.5%) of pupil teachers opined that their teacher educators had full command on their concerned subjects. In case of self-financing colleges 63.2 per cent pupil teachers opined that their teacher educators had full command on their concerned subjects. It was clear that teacher educators of aided colleges had full command in their concerned subjects as compared to teacher educators of self-financing colleges.

20. It was found that 84.5 per cent pupil teachers of aided colleges viewed that national functions were celebrated in the institution with special preparation. In case of self-financing colleges 84.8 per cent pupil teachers viewed that national functions were celebrated in the institution with special preparation. It was clear that both type of colleges had almost same status regarding celebration of national functions with special preparation.
DISCUSSION OF THE RESULT

The present study was conducted to compare the qualitative education in self-financing and aided colleges of education in Haryana. It was found that both type of colleges were running under NCTE, state government and concerned university and also known as B.Ed colleges. These colleges are basically a part of higher education and running the various teacher training courses like D.Ed, B.Ed, M.Ed. During investigation, it was found that majority of self-financing colleges running D.Ed, B.Ed courses without proper training. In other words we can say that due to mushrooming growth of education colleges it was seen that required physical resources and human resources were not available in majority of self-financing colleges of education.

It was also found that a large number of self-financing colleges of education had two or more than two units of B.Ed course with single unit of D.Ed but these colleges were having neither infrastructure nor teaching faculty according to NCTE norms. As a result qualitative education is not being imparting by these institutions. Some colleges had managed to get approval of staff from the affiliated university and NCTE but hard reality is this, that faculty members were not present in the institution. Pupil teachers were not attending classes regularly and extra charges are imposed on the pupil teachers beyond prescribed fees and funds by the self-financing colleges of education. It was observed that concept of non attending was created by the self financing colleges of education.

Findings regarding the physical resources of aided colleges and self-financing colleges. Most of the aided colleges had covered area according to NCTE norms whereas more than 50 per cent self-financing colleges had not covered area according to NCTE norms and it was also observed that labs (language, science, psychology, educational technology, social studies) of aided colleges were in better condition than self-financing
colleges and internet connectivity was low due to rural areas in self-financing colleges of education.

Results showed that all selected two type of colleges had separate toilet facility for staff, boys and girls and maximum aided colleges had hostel facility with their sister institution whereas 25.0 per cent self-financing colleges had hostel facility and all the aided colleges had proper canteen facility whereas 87.5 per cent self-financing colleges had proper canteen facility, all the aided colleges had proper playground facility whereas 75.0 per cent self-financing colleges had proper playground facility.

Findings regarding library facility of Aided and Self-Financing colleges showed that all the selected aided colleges had above 6000 books and in case of self-financing colleges 50.0 per cent colleges had above 6000 books and 37.5 per cent colleges had between 3000 to 6000 books and 12.5 per cent colleges had below 3000 books each in their respective libraries, and all the selected aided colleges had above 600 reference books and in case of selected self-financing colleges 43.8 per cent colleges had above 600 reference books and 25.0 per cent colleges had between 300 to 600 references books and 31.2 per cent colleges had below 300 reference books each in their respective libraries, and all the selected aided colleges had above 5000 text books and in case of self-financing colleges 31.2 per cent colleges had above 5000 text books and 50.0 per cent colleges had between 2500 to 5000 text books and 18.8 per cent colleges had below 2500 text books each in their respective libraries. It was found that all the selected aided colleges had above 10 journals and in case of self-financing colleges 56.2 per cent colleges had above 10 journals and 43.8 per cent colleges had below 10 journals each in their respective libraries, but all the selected aided colleges had above 5 magazines and in case of self-financing colleges 62.5 per cent colleges had above 5 magazines and 37.5
per cent colleges had below 5 magazines each in their respective libraries, and all the selected aided colleges had above 4 newspapers and in case of self-financing colleges 68.8 per cent colleges had above 4 newspapers and 31.2 per cent colleges had below 4 newspapers each in their respective libraries.

The results were supported by the study of Sanjeev (2008) who had conducted a study to compare and find out the strength and weakness of financial management pattern in Government, Aided, Self-Financing colleges of education in Haryana. The investigator found that some general characteristics in all the three type of colleges of education have some similarities and differences. These colleges are running the same courses for the prospective teachers of secondary schools and teacher educators, so these are subject to NCTE norms and standards, and regulations. The admission and examination process in all these colleges of education are the same. Majors differences in these colleges are the sources of funding, recruitment faculty position, and level of autonomy.

Findings regarding human resources of the Aided and Self-Financing colleges was found that 37.5 per cent aided colleges had faculty according to NCTE norms 62.5 per cent self-financing colleges had faculty according NCTE norms.

The results were supported by the study of Jai Dayal (2002) who conducted a study on the conformity of govt. and non-govt. teacher training institutions of Rajasthan to the NCTE norms and found that teacher training institutions in the state do not have enough scope for preparing expert teachers for craft, arts, music etc. for disadvantaged group. The management of the majority of the teacher training institutions of the state are not interested to confirm the teacher educators without any pressure of higher authorities. Many teacher education institutions are being conducted like a shop. They are not concerned to cater the quality
teacher education. They do not feel any pressure from the side of NCTE and state Government.

The results regarding the views of principals of Aided and Self-Financing colleges of education showed that there exists a significant difference between the views of principals regarding society, community participation, innovation, parents, quality, community linkage and management. There exists no significant difference between the views of principals regarding students.

Findings regarding the attitude of teacher educators of Aided and Self-Financing colleges of education showed that there exists no significant difference between the attitude of teacher educators towards teaching profession, class-room teaching and child-centred practices. There exists significant difference between the attitude of teacher educators towards educational process, pupil teachers and mutual understanding.

Findings regarding the views of pupil teachers of Aided and Self-Financing colleges of education showed that 85.0 per cent pupil teachers of aided colleges were satisfied with the fee structure adopted by the institution whereas 34.5 per cent pupil teachers of self-financing colleges were satisfied with the fee structure adopted by the institution. According to the views of pupil teachers majority of the principals of aided colleges were ready to listen the problems of pupil teachers as compared to principals of self-financing colleges of education.

Findings regarding the views of pupil teachers of aided colleges were satisfied with the library facility and dutifulness of their teacher educators as compared to self-financing colleges of education and it was observed that maximum self-financing colleges tried to get money on little issues as compared to aided colleges.

Most of the pupil teachers of aided colleges showed that they were
satisfied with overall behaviour of their teachers as compared to the pupil teachers of self-financing colleges and it was observed that teacher educators of aided colleges were more equipped than teacher educators of self-financing colleges regarding use of audio-visual aids.

Findings regarding the decision of management followed by the principal found that management of self-financing colleges keep the principal under pressure as compared to management of aided colleges.

Findings regarding co-curricular activities majority of (99.0%) pupil teachers of aided colleges stated that institution carried out co-curricular activities timely whereas in case of self-financing colleges 25 per cent pupil teachers stated that institution carried out co-curricular activities timely and 99.5 per cent pupil teachers of aided colleges stated that attendance was taken regularly whereas 55.5 per cent pupil teachers of self-financing colleges stated that attendance was taken regularly. It was also observed that 82.5 per cent pupil teachers of aided colleges stated that unit tests conducted by the institution whereas in case of self-financing colleges 52.2 per cent pupil teachers stated that unit tests were conducted by the institution.

Results showed that 61.5 per cent pupil teachers of aided colleges stated that educational tours and trips were organized by the college whereas in case of self-financing colleges 36.8 per cent pupil teachers stated that educational tours and trips were organized by the college. It was also observed that maximum (99.0%) pupil teachers of aided colleges stated that sufficient time was given for teaching practice in school by college whereas 45 per cent pupil teachers of self-financing colleges stated that sufficient time was given for teaching practice in school by the college.

National council of teacher education was established in 1973 and in 1978 national council of teacher education released a framework of teacher
education that was not only for particular area but also for all over India. National council for teacher education came into existence in 1995 and a special curriculum was framed for teacher education. Approval was given to the self-financing colleges by NCTE. Mashrooming growth of self-financing colleges keep the training programme away from quality. Self-financing colleges are busy to earn more and more money. Degrees are distributed without imparting proper training. The controlling agencies are not taking action against these institutions. No special guidelines are provided by the government like other vocational colleges. These institutions are exploiting teaching faculty and non teaching faculty by under grade salary and extra load of work. Thus the level of training is going to downfall continuously. The causes for downfall are given as under:

1. INFRASTRUCTURE

As per NCTE norms college should have 2500 sq meters land, 1500 sq meters covered area and 1000 sq meters playground area. A college should also had two classrooms, a multipurpose hall, library, and common room for girls, Principal office, canteen, separate toilet for girls and boys, parking facility and two store rooms. At the time of inspection for approval, the college arranges all type of facility. These facility are available only for particular time but after seeking approval, all things are removed from the particular place. Furniture is arranged only for the inspection.

2. TEACHING AND NON-TEACHING STAFF

As per norms of NCTE an institution shall appoint 1 principal and 7 lecturer. For additional intake it will be in the multiple of one hundred and the number of full time teacher educators shall be increased by seven for each for additional intake. Single principal will work for all units. The institution must be possessed a instructor in the Health and Physical
Education, a librarian and six supporting staff members. All the appointments to these positions should be made on the basis of recommendations of the selection committee constituted as per the policy of the UGC and affiliating body. Most of the self-financing colleges had only two or three teacher educators. Some of the institutions had not a single approved faculty. In some of institutions untrained teachers taught to B.Ed classes. In some of the institution there is no teacher, no class and no student.

3. QUALIFICATION, ELIGIBILITY AND FUNCTIONS OF TEACHERS

As per norms of NCTE, A teacher educators should had 50per cent marks in school subject of post graduation and 55per cent marks in post graduation of education. 10 years teaching experience is essential is for the post of Principal. All the appointment should be on the basis of recommendations of the selection committee constituted as per the policy of UGC/ affiliating body and NCTE. NET/SLET is mandatory for the post of lecturer and salary should be drawn through bank account.

There shall be at least two hundred working days in each academic session exclusive of the period of examination and admission. The institution shall work for a minimum of thirty six hours in a week during which physical presence of the pupil teachers and teacher educators is essential. The association of management of self-financing colleges of education get the relaxation in the minimum qualification of lecturers by pressurising the affiliating body and state government. All the appointments, attendance and grade of salary are found only in documents.

4. TUITION FEE

State govt. has decided to charge Rs 44000/- from each student: In addition to this, the self-financing colleges are used to more and more charge more and in the form of prospectus, uniform and practical books teaching practice files ,absentee, house term examination, migration,
character certificate and facility funds.

The state government and the controlling agencies are full responsible for the pitiable conditions of students and their parents in self-financing colleges those are not working as per norms and standard prescribed by affiliating bodies. If the controlling agencies try to control such pitiable conditions unnecessary political pressure and corruption became main root cause in implementation of the policies. Therefore quality of education in these institutions is decreasing day by day. We should control the present scenario of self-financing colleges of education in Haryana. Otherwise recommendations of various commissions and committees will remain in paper only

**SUGGESTIONS AND RECOMMENDATIONS**

In order to maintain the quality of education in colleges of education in Haryana, Some certain important recommendations are briefed in the following headings:

1. Permission to run an education college should be provided after only the inspection of basic infrastructural facility as; building, library, labs, playground etc. So that these institutions cannot use the physical resources for another courses.

2. Inspection should be done minutely and with the help of photography and videography.

3. Rich library should be mandatory to get approval to run a education college.

4. Teaching programme should be conducted by only approved staff and sudden inspection should be done quarterly and half yearly.

5. Unique and identity number should be provided to the approved faculty so that a teacher cannot work more than one college.

6. Only approved teacher educators should be taught B.Ed classes.
Separate teaching faculty should be approved for separate courses i.e. D.Ed. and M.Ed.

7. Allocation of budget should be properly. Prescribed fee should be collected by the agency and all expenses and salaries should be released to appointee teachers and balanced amount should handover to the college.

8. Salary should be given to the teaching and non-teaching staff by the state government. Government can transfer this salary to the employees for each month. It saves the employees of self-financings from exploitation.

9. Eligibility and Qualifications for the appointment should be same in each state as per norms of NCTE and UGC. And their should be no exemption for M.Phil. holder from NET in case of eligibility criterion of selection.

10. After finding any serious complaint of the students, college’s affiliation should be withdrawn by affiliating Body or State Government.

11. Strict actions should be taken against careless institutions where there is no building, no teacher and no class.

12. Accreditation of NAAC at least grade B level should be essential to continue the ongoing courses in any institution.

13. Affidavit should be inked from the management of each college. In case of any serious irregularity, the affiliation of the college may be withdrawn.

14. Provision of direct admission should be stopped immediately.

15. Monitoring by internal quality assurance cell (IQAC) of concerned university should be imposed.

16. Students and their parents are the buyer who can question the quality
of education that these institutions are providing. They must stand against the institution if they are not getting the worth of time, money, energy and future expectations. This may improve the quality of education.

17. NCTE may get a clear picture about the institution by setting a panel of teachers to visit the concerned colleges and give report about functioning of the colleges periodically and not only of physical resources at the time of approval only.

Above cited analysis clearly indicated that our government should take serious consideration regarding admission process, tuition fee, and infrastructural facility, teaching faculty and additional fees and funds charged from the students. Strict actions should be taken against such colleges those are not providing qualitative education. If above suggestions come into implementation then these will be helpful to maintain the quality of teacher education.

EDUCATIONAL IMPLICATIONS OF THE STUDY

Every research activity has its own implications with its relevant field. This research has its wider implications and significant attempt in the field of teacher education. It has its implications for educational planners, administrators, principals and concerned policy making bodies.

The present study made a unique attempt to compare the qualitative education of Aided and Self-Financing colleges of education. Serious attempt has been made in this study that indicates the difference of physical resources, human resources and different achievements between Aided and Self-Financing colleges. Therefore, the present one is a genuine attempt to raise certain questions like whether mushrooming growth of self-financing are responsible for the degradation in teacher education, how governing bodies for maintaining quality are a total failure in their policy formation and implementation, why excessive political interference has polluted the pious nature of teacher and teacher education, why social
responsibility is no more concern of big business man running these colleges but money making is their sole purpose and how the well qualified unemployed youth is misused by these money making agencies.

All these serious loopholes sprouting out of self-financing institutions have set alarming bells for our state as well as country in this global throat cut competition for quality. Even the negative practices of self-financing colleges have given certain imprints in aided colleges as well. And whether physical and human resources available to such colleges are efficiently used? Is there a genuine need to improve the quality of education provided by these institutions?

Of course, the state government, NCTE and concerned universities are making norms and standards for the improvement of quality of education. Teacher education institutions are trying to convert the untrained man power into trained and working man power but due to lack of sufficient infrastructural set-up and qualified and dedicated faculties these institutions are not able to achieve their goals. So what is necessary, proper utilisation of available resources and good implementation of prescribed norms and standards for colleges of education?

Therefore, the present study has its implications for educational planners, policy makers, administrators, teachers, students. The present investigation has emphasised the need for quality of education in Aided and Self-Financing colleges of education which significantly contribute to the elementary and higher education which further leads to national development.

SUGGESTIONS FOR FURTHER STUDIES

1. A similar study can be conducted by drawing a larger sample from all type of institutions of higher educations
2. A similar study can be conducted at school level also.
3. The present study can be replicated in other institutions of higher education such as medical, engineering and degree colleges.
4. Such type of study can be taken in comparison of Aided colleges of two states.

5. Such type of study can be conducted in respect of Self-Financing colleges of two states to find out difference between policies, structure, functions and results of the institutions.

The researcher studied the problem related to college education in Haryana as given before and found a lot of information related to qualitative education though the researcher has taken all the precautions regarding selection of the problem and sampling, tools used in collection of data, necessary statistics used for analysis of data and study of latest related literature etc. Even then no research in any area is perfect and absolute in itself due to delimitations, time and facility for researcher. Every research leaves new scope and open new vistas for further study in that field gradually reaching the maximum of that field. On the whole researcher is confident that the findings will be useful for the academics working in field of teacher education.