

## **Teaching in Government and Private Colleges: A Comparative Study on DM College, Imphal and DON BOSCO College, MARAM, Manipur**

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**Abstract:** Teaching is systems of actions intended to active induce learning. In simple words, teaching is to communicate between two or more persons who influence each other by their ideas and learn something in the process of interaction. Teaching is to fill in the mind of the learners by informing knowledge facts for future use. Teaching is a process in which learner, teacher, curriculum and other variables are organized in a systematic way to attain some pre-determined goal. In order words, teaching is a process of helping students acquired knowledge, skills, attitudes or appreciation by mean of systematic method of instruction. It is a process that aims to increase or improved knowledge, skill, attitudes and behaviour in person to accomplish a verity of goals. "Quality teaching is its fitness for the purpose of promoting learning" (Ellis 1993, P-4). Quality teaching is doing whatever it takes, ethically and responsibly to ensure that your students learn that they leave your unit with passion for learning. It is tri-polar process which involves active participation of the teacher, the learner and the teaching learning situation leading to the modification in the behaviour of the learner. Quality teaching impart knowledge and guiding the pupils to learn through their own activities, training their emotions and developing their powers and capacities so that they are able to their environment and are better prepared for successful social participation.

This study is conducted to compared Government and Private Colleges in Manipur and also to investigate quality of a University. This study focuses on the context where teaching and satisfaction of students are the primary topic. The sample of population was from two districts of Manipur. Total number of four colleges was selected for the survey. The study focuses on undergraduate students in 3<sup>rd</sup> of study. The finding highlights the variable which affects government and private colleges and quality of university. It is from the study that there are indeed certain factors that differ between Government and Private Colleges. It also revealed that owing to geographical condition, socio cultural, economic, attitudinal differences at the different environment create the differences among the result of the Government and Private Colleges.

**Keywords:** Government and Private College, Teaching in higher education, Undergraduate Students

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### **I. INTRODUCTION**

The abbreviation of TEACHING stands for Transfer of knowledge (T), Enlighten with the present living conditions (E), Aligning with portion and real life (A), Healing touch offer (H), Involvement with the students (I), Nurturing the thoughts into reality (N), Gave a final shape (G). Teaching is referred to as occupation or profession of a community known as teacher. Teaching is helpful for an individual to learn some knowledge, skills, attitudes etc. Teaching is highly skilled job and therefore requires adequate training and preparation on the part of teachers. According to the H.C Morrison (1943), "Teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of later". N.L Gage (1978) has said that teaching as a science and as an art describes the elements of predicting in teaching and constitutes good teaching. The good teaching implies its attainments or outcomes of child development. It yields high predictability and control. Teaching is more than science, he observes, because it also involves artistic judgment about the best ways to teach. Teacher employs his atheistic sense in his teaching. The expression of art departs from the rules and principles of science. Flanders (1976) defines as "reciprocal contact" between students and teacher whereas Haugh and Ducan (1970) remarked the teaching is a complex process which includes four phases (a) curriculum planning phase, (b) an instructing phase, (c) a measuring phase and (d) an evaluation phase. For curriculum planning phase teacher should know the goals of education and specific objectives to achieve those goals should be formulated. Second phase instructing involves the creating, using and modifying instructional strategies which help the students to learn. Measuring, the third phase of the teaching process dealt with the ability to develop measuring devices, organize and analyze the result. Evaluation

of teaching outcomes requires the help of data obtain from measuring devices. This evaluation is very much in terms of judgment about instructional objectives and subject matter. Joyce and Well (1985) defined teaching as a process which teacher and students creates a share environment including gets of values and beliefs which is turns colour their views of reality.

**Objective of the study:**

1. To compare the teacher's performance in government and private colleges in higher education.
2. To compare the outcome of the government and private colleges.
3. To examine the overall outcome in Higher Education in Manipur

**II. REVIEW ON LITERATURE**

Mukhtar Admed, Tariq M., Ghuman M.A. & Parveen S. (2013) studied the growing trend of private education system to use English teaching and English language as the medium of instruction in Pakistan. He found that majority of the public sector school teacher do not encourage students to read English news paper and rarely or never arrange speech competition among students while private schools arrange such competitions. Attitude of teachers with students in private schools is better than public schools teachers.

Singh, T. Surendra (2014) reveals that the formal system of education in India is to achieve academic achievement by the students in the result of public examination as Indian schooling system is mainly examination based education. The paper found that most of people like to send their children to the schools, where more academic achievements found. It is because the students having high division with high percentage of marks has a lot of opportunity at the time of admission, training and vocational purposes. So, the present study is trying to check the position of academic achievement at government and private high schools in the state as a whole and to bring the academic achievement is the need of hour.

In the article "Comparative study of EFL Teachers performance at higher secondary level in Pakistan" by Abdssalam, Hassan, Yasir and Irfan (2015) revealed that owing to socio cultural, socio economic, attitudinal differences and the difference of environment create the differences among the result of the government and private higher secondary institutions. So, at that stage English subject plays a vital role in the career of the student. Therefore, it is very much important to analyze the students and teachers achievements in English subject at higher secondary level in Pakistan.

Annu and Gunadhar (2015) studied the methods of teaching and teaching evaluation of trained and untrained teachers in Imphal East District in Manipur. They found out the difference in the methods of teaching and techniques of evaluation adopted by trained and untrained teachers. The study was observed that the trained teachers were doing better than the untrained teachers, especially in the methods of teaching and performance evaluation. The study suggested that the teacher who was very methods by which ideas and skills are presented. The skillful and trained teachers were used several methods of teaching for the same lesson and avoid monotony. The quality and effectiveness of the educational experience can make wider personal development of learning of the learners drawing on effective practice.

Prashalini Naidu & Derani (2016) analyses a comparative study on quality of education in public and private universities in Malaysia. The study found that there are indeed certain elements or factors that differ between public and private university. They focus on the context where education and the satisfaction of students of 2<sup>nd</sup> year of study. It highlights the dimension or variable which affect private and public university. The paper attempts to develop an insightful comparative evaluation of both public and private universities from student's perspective that they received satisfaction from teaching.

Weber Nasif (2017) examines a comparative study of government aided college teachers and private college teachers in Turkey. He mainly focuses on job satisfaction of the teachers. He found that teachers in government aid educational institution have higher satisfaction than private educational institutions. The study also indicates that job satisfaction of higher education teacher play great role to improve social development.

**III. RESEARCH METHODOLOGY**

The analysis is base on both primary and secondary data. The methodological discipline will start with the existing secondary data like summaries, journals, different research papers, bibliographical works, general works, specialized works and reports from government sources, diaries, manuscripts and through direct personal interview with the various departments in both the colleges. The collected material will be examined and presented with an analytical outlook of the objectives, approach and contents of this proposed research study, with a view to deriving the basic framework of hypothesis and reference. A method of analytical and formulative-research is applied in the present study. The objective is to gain familiarity with a phenomenon or to achieve new insights into it. In this type of research the emphasis is not on finding exactly the cause – effect relationship but mainly on the analysis of the impact, contribution and transformation aspects with the help of relevant indicators especially formulated for this purpose by the researcher.

**Government and private colleges in Manipur:**

Higher education in government and private colleges has become an important socio-economic issue in Manipur at present. In the state, 81 Colleges are affiliated to Manipur University. As of now, there are 35 government colleges and 46 private and government added colleges in Manipur. Among these D.M College, Imphal and Don Bosco College, Maram can be mention in its academic excellence. D. M college was established in 1946 and Don Bosco college, Maram in 2000. In general education, D. M college is separated into three main division i.e. D. M. college of Arts, D.M. College of Science and D. M. College of Commerce. They are well endowed premier government colleges. These three colleges were upgraded to D. M University status. The teaching faculties in government colleges have comparatively high salary and less number of classes then the private and added colleges. Most of the private colleges have less number of Staffs and comparatively less salary from the government colleges. Heavy work load becomes natural phenomena due to the profit consideration of the privately managed system. Profit, salary, no of student and performance are found directly related in most of the private colleges. There are some government colleges, where less numbers of students was found and irregularity of class is usually common.

**Don Bosco College vs. D. M. College:**

Don Bosco College, Maram is a co-educational higher Institute run by catholic missionary in Manipur. It offer three streams in general education i.e. Science, Arts and Commerce in Bachelors degree and recently initiated Masters in Sociology and English. Besides, it has two professional courses of BSW and BCA. It is accredited by NACC with A grade and UGC centre for potential excellence. Presently, it has 15 departments in undergraduate studies and two departments in post graduate. It secured 50 rank holders in academic year 2017-18.

D.M. College is a premier and oldest college in Manipur. There are 14 departments in D. M. College of Science, 11 departments in D. M. college of Arts, two department in Commerce and BBA in D. M. College of Commerce. So, the D.M. University offers the courses of 28 departments in under-graduate study. Altogether it produces 69 ranks in Manipur University Exam 2017-18 sessions. Besides the rank, it had been contributing and producing excellence students in various sectors for employment. Many past students are placed in reputed institutions and working in government and private institutions. It does prolong dominant in higher education in Manipur.

**Table 1: Ranks in Academic Session 2017-18**

Don Bosco College, Maram		D.M. College of Arts & Commerce		D. M college of Science	
Subject	Rank	Subject	Rank	Subject	Rank
1. English	04	English	6 (Including Ist Rank)	Chemistry	2
2. Pol.SC.	07	Pol.SC.	1	Physics	4 (1 <sup>st</sup> R)
3. Sociology	10(including 1 <sup>st</sup> )	Sociology	nil	Maths	02 (1 <sup>st</sup> R)
4. Education	02	Education	05	Zoology	NIL
5. Economics	01	Economics	08 (Ind: 1 <sup>st</sup> )	Botany	2
6. History	05	History	03 (Ind: 1 <sup>st</sup> )	EV. Sc	2
7. B. Com	07	Philosophy	8 (Incl 1 <sup>st</sup> )	Geology	2 (1 <sup>st</sup> R)
8. BSW	10	Manipuri	04 (1 <sup>st</sup> )	Statistics	1 st rank
9. BCA	05	Hindi	1 <sup>st</sup> Rank	Phy Edu	7 (1 <sup>st</sup> R)
10. Maths	NIL	Geography	NIL	Electronics	2 (1 <sup>st</sup> R)
11. Physics	02	B. Com	2	Defence S	1 <sup>st</sup> rank
12. Chemistry	01			Computer	3 (1 <sup>st</sup> R)
13. Zoology	NIL			Anthropology	1 <sup>st</sup> rank
14. Botany	NIL				
15. Biochemistry	xxxx				
TOTAL	50	Total	40	Total	29

Source: Interview Schedule and Result of MU Exam 2017-18

**Teaching in Don Bosco College, Maram:**

Don Bosco College, Maram is known for its academic performance in higher education in Manipur. More than 2,000 students are undergoing undergraduate studies and 82 teaching staffs have engaged in 15 departments. 10 of them are having 10 years of teaching experience in the college. Due to low paid privately

managed institute Faculties want to move high paid government institute. That will be the main reason for fresh and frequent appointment of new staffs in the college. Recently, we conducted a survey based on direct personal investigation to the head of 15 departments and found that teachers are engaging on an average of 20 classes in a week. In teaching, faculties are using smart board, giving notes, student's assignment and seminar besides the normal lecture. The college conducts weekly test, mid-term and selection examination for the students. For that internal preparation, it is expected that the students of the college got many ranks in the university examination.

#### **Teaching in D.M. College:**

D. M. College is famous in its academic excellence in higher education in Manipur. There are 135 teaching faculties in DM college of Science managing the 14 department and about 2000 students. In an interview with Dr. S. Surchandra Head Department of Mathematics, the department has 10 faculty members and out of these 7 faculties is Ph. D. degree holders and 2 NET qualified. Likewise, in the botany department 13 faculties are Ph. D holders, one qualified NET; altogether 18 faculties were employed in the department. All of them are getting above 60 thousands salary per month. 10 faculties have the teaching experience of above 15 years in the department. In D. M College of science, 65 percent of the teaching faculties are Ph. D holders i.e. more than 75.

#### **IV. FINDINGS AND SUGGESTIONS:**

1. Wages and workloads are found different in private colleges.
2. It is suggested to increase the salary of the Faculty and to reduce the workload so that faculties can sacrifice more time in research and extension.
3. Above 90 percent Regularity of teachers and students was found in the study in Don Bosco College, Maram
4. Faculties are delivered more than 100 classes per semester in Don Bosco College, Maram
5. In D. M College regularity of class is comparatively very low
6. Faculties are delivered about 50-60 per Semester in D. M. College, Imphal
7. It is suggested a routine interfere by the education department/ministry to the affairs of the management of the government colleges about their regularity and discipline.
8. Overall quality of teaching in higher education in both the private and government colleges depends on strict regulation of the updated education policy which is coherent with the changing world.

#### **V. CONCLUSION**

Teaching can shape and change the State or nation. It is the method of teaching, policy in higher education and the quality of teaching and learning that direct the growth and development of a society. Teaching and learning in higher education is seems to be dim and confused in India in general and in Manipur in particular. Unemployment, corruption, crime, inequality and other social problems are related with education. Our education is not job oriented; there are many masters and degree holders that can treat same with an ordinary person. It is just losing the time, energy and money and a very little contribution to our society. Higher education should be quality based and not quantity. A few master and degree holders will be enough for running the society. In Manipur, thousands and thousands of B.A. and Masters are producing every year. But, we need a few quality intellectuals for serving the state and nation. Don Bosco College as a private/government added college and D.M. College as a Government College providing higher education for B.A and M.A need to reexamine the crisis of quality and quantity. If we cannot change the present trend of educating the youth, a qualification clash may arise in near future. Therefore, it is the need of the hour to produce a few quality intellectuals' instead an unmanageable quantity of intellectual cum non-intellecutals.

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