



AN ATTEMPT TO COMPARING THE PROFILE OF DIET AND SELF-FINANCED EDUCATION INSTITUTIONS

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ABSTRACT

Education is a procedure of development. The school as the most crucial agency of the education, directs the pupil's tasks via the teacher of its. Probably the most crucial demand are proficient teachers that are keen on the welfare of the pupils. A questionnaire was created as a research instrument for the compilation of information. Following evaluation of data, the scientists arrived at outcomes that person financed programme works one and it meets the requirements as well as demands of the potential teachers though it's several week points i.e. it doesn't inculcate Islamic ideology, distribution among concept as well as practice isn't acceptable, it doesn't provide adequate base for study and cause contemporary instructional strategies.

Keywords: Education, self-finance, courses, institutions.

I. INTRODUCTION

Self-financing institution

According to L.C. Singh and Sudarshan Mishra (2008), self-financing institution implies those institutions that are managed by private funds and private management without an apparent motive of commercialization. A self-financed college in India is one which does not receive any financial aid from the Central Government or from the State Government. They also do not get any financial grant from the UGC nor do they get any benefits from the UGC. Such an institute finances itself through the fees paid by the students who enroll for the courses and may get private financing from other sources, such as a corporate house.

With the emergence of self-financing institutions in higher education the

governmental control and public spending are declining. The model thus allows the so-called non-profit institutions to work for, and actually make, profits. As a result, the model, which claims that it is not for privatization, and that it will not allow the profit motive to enter the field of education, will promote the opposite: privatization and, in practice, a high degree of commercialization.

The management of self-financing colleges takes little care about quality. They don't bother to ensure quality students are admitted to the institution. In several self-financing colleges there is a dearth of qualified and experienced faculties. Quality is comprised mainly to assure profit for the management.



Naturally, the profit-hungry managements will appoint teaching staff having poor quality anticipating that latter would be satisfied with less salary.

Self-financing courses

According to S. Bhushan, self-financing programmes are the programmes which are financed by charging user fees from students. There is almost no government subsidy for such self-financing programmes. The nature of self-financing programmes depends on the institutional mode under which it is delivered.

The growth of self financing professional colleges involves many a negative social impact. The engineering education is gaining wider currency because of the growth of Information Technology. But since the market laws dictate the demand for professionals, engineering graduates also face the problems of unemployment and under employment. The market economy promotes the growth of self-financing education because it will ensure cheap labour through increasing the number of job seekers. Preponderance shown to the professional education also affects other streams of higher education for example, social sciences and basic sciences.

II. REVIEW OF RELATED LITERATURE

Aldabbus et al., (2019) The teacher training course should be of supreme importance to build a solid educational system which offers the goals of the country's educational policy. Bachelor of

Education program (B.ED) in Bahrain Teachers College (BTC) at Faculty of Bahrain is especially created to prepare an effective teacher capable of applying & attaining the academic goals ready by the Ministry of Education. This particular analysis is designed to take a look at the BTC graduates as well as school principals' views of the B.ED software of BTC, as well as to what extent it prepared as well as trained BTC pupils to place theories into practice. Information was collected by way of a questionnaire. The sample is actually consisted of 183 participants (eighty three graduates as well as eighty two principals). The results revealed that the system was good at helping coaches to get the needed skills of instructional approaches, use of effective communication and technology. On the other hand, several of the participants' responses demonstrated that some graduates are actually poor in articles knowledge. Thus, they recommend even more focus on articles expertise for the specialization they've to teach.

Natarajan, Anandakumar (2018) Quality is the essential factor in the educational framework. Many District Institute of Education and Training (DIET) have been built up under the plan of Program of Action (PoA) in 1986. Overhauled Policy Formulation and Education (1992) has plainly made all impacts to improve the quality for elementary teachers. We need a quality educator, not a data distributor. Learners are going to meet the difficult errand later on discernment on quality education. An investigation was led in DIET of



Tamilnadu. Examinations were made by level of impression of instructor students on quality training showed through physical foundation, learning materials, course content, value-based strategy, teachers, organization, temporary position, co-curricular exercises, issues and issues and advantages from the establishment.

Kumar, Amit & Singh, S.K. & Kumar, G. (2017) Assessment and adequacy of In-house training is the estimation of progress in the representative's information, expertise and standard of conduct inside the association because of the training program. This estimation assists with planning training program for future related advantages of modern workers. Hence, it shows whether the program has had the option to convey its planned objectives and targets. The motivation behind this examination is to review the training model and to discover the adequacy of led in-house trainings via training division of our association as Biotech industry.

Medha Gupte (2015) discussed financing of Indian higher education with special reference to 5 year plans. She's talked about in detail the privatisation of advanced schooling and suggested measures which may lighten the economic burden down the road in this present era of globalization. Scarcity of fiscal information is a significant concern confronting the higher education system of ours. As a result there's an importance to look for innovative sources and explore brand new avenues that will augment energy and reinforce the ca of education.

J.B.G. Tilak (2014) examined the progress of private higher education as a crucial aspect of the really tall development of advanced schooling encountered in India. The scale of the private sector is approximately two times as in comparison to public sector in phrases of the variety of institutions plus pupils enrolments. Apart from refuting a number of claimed benefits of private higher education, this report draws attention to the risks involved in a significant level of dependence on the private sector for the improvement of advanced schooling in a nation as India.

Anju Ailsinghani and Neelam Wadhvani (2013) outline the existing context of improving commercialisation of advanced schooling in India. They look at education a lot more as commodity offered in market, the colleges & colleges where pupils serve as educators and buyers as service providers. The paper highlights much more on commercialisation of advanced schooling in today's global industry with special reference to classes provided by colleges and universities in cooperation with international colleges and giving much better job opportunities to its student

III. MATERIALS AND METHODS

For investigation and collection of the data descriptive overview method used. To find out the difference between the profile of DIET and self-financed teacher – educators and trainees to find out any significant difference between the mean scores of profile of the teacher-educators

and trainees working areas government – aided and self-financed teacher-educator, trainees institutions. For the collection of data researcher surveyed the DIET and self-financed colleges of education. Survey method was utilized to gather data for this examination.

Test for the Government-aided and self-financed teacher-educators were collected from regions of U.P. After the selection of various teachers-educators, institutions from urban and rural region and the total test of 200 student teachers are randomly selected.

IV. RESULT AND DISCUSSION

Area covered by Self-Financing And Diet Of Education

Table 1 Covered area of the self-financing and DIET of education

Status	Type of Colleges		
	DIET (District Institute for Education and Training)	Self-financing College	Total
	N	N	N
According to NCTE Norms	100	80	180
Not According to NCTE Norms	0	20	20
Total	100	100	200

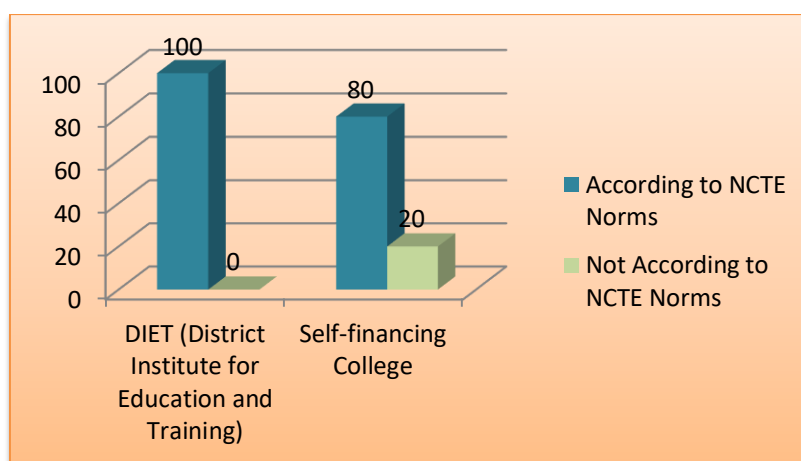


Figure 1: Covered area of the self-financing and DIET of education

The table demonstrated that 100 percent DIET had covered territory according to

NCTE standards however if there should be an occurrence of self-financing colleges 80 colleges had not covered region according to NCTE standards. It was

Availability of Faculty

concluded that 20 self-financing colleges had not covered zone according to NCTE standards.

Table 2: Faculty available in institutions of the self- financing and DIET of education

Status	Type of Colleges		Total
	DIET (District Institute for Education and Training)	Self-financing College	
	N	N	
According to NCTE Norms	20	75	95
Not According to NCTE Norms	80	25	105
Total	100	100	200

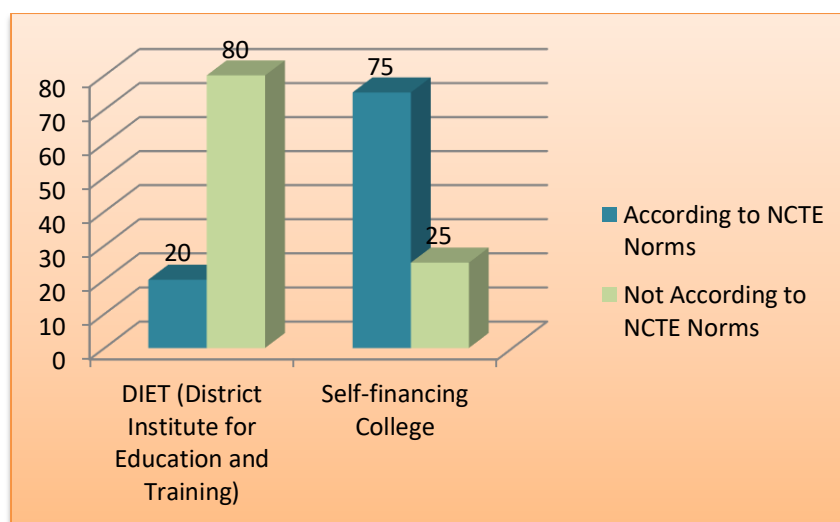


Figure 2: Faculty available in institutions of the self- financing and DIET of education



The table demonstrated that out of chosen DIET (District Institute for Education and Training) colleges 20 colleges had number of teachers according to NCTE standards yet 80 colleges had number of teachers not according to NCTE standards. In the event of self-financing colleges 75 colleges had number of teachers according to NCTE

Academic achievement

standards however 25 colleges had number of teachers not according to NCTE standards. It was concluded that self-financing colleges had progressively number of teachers according to NCTE standards as compared to DIET of education.

Table 3: Academic achievement for first division of the self-financing and DIET of education

Status	Type of Colleges		Total
	DIET (District Institute for Education and Training)	Self-financing College	
	N	N	
Up to 25%	0	15	15
25% to 50%	0	22	22
75% and Above	17	30	47
75% and Above	83	28	111
Total	100	100	200

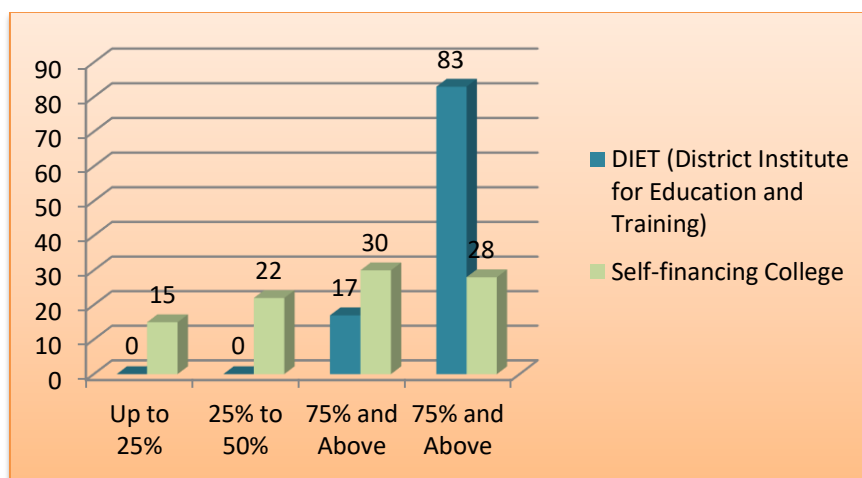


Figure 3: Academic achievement for first division of the self-financing and DIET of education

The table demonstrated that more than 83 pupil teachers of 100 DIET got first division and half to 75 % pupil teachers of 17 DIET got first division. In the event of self financing colleges, more than 75 percent pupil teachers of 25 colleges got first division, 75% and Above pupil teachers of 28 colleges got first division, 25 % to 50 % pupil teachers 22 colleges and up to 25 percent pupil teachers of 15 colleges got first division.

V. CONCLUSION

As training had emerged as one of the relative factor of teaching competency. Therefore, it is essential to recruit only trained teachers in the schools. The teacher's training should be more effective. In the training (Pre-service and in-service) programmes priorities for teaching competency should be given. The pre-service training should acquaint the trainees with problems related students, school and society and prepare them to deal with problems effectively.

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