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Comparison between private and public D.El.Ed colleges of Delhi

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Abstract - The Education Commission of 1964-66 and the National Policy on Education of 1986 have both prioritised the persistent matter of improving education. Consequently, measures have been implemented to address this matter in an efficient manner.

The study comprised a sample size of 72 participants, which consisted of 36 lecturers/assistant professors from DIETs (District Institutes of Education and Training) and an additional 36 lecturers/assistant professors from private institutes. Interviews were conducted with all participant groups. There is a total of 81 students and 81 parents, with 9 students and 9 parents each representing 9 District Institutes of Education and Training (DIETs), in addition to 9 private institutes located in Delhi. The Cronbach's alpha test is initially utilised to evaluate the reliability of the variable.

The study utilises descriptive statistical tools to analyse the scaled variable, while natural language processing is employed to evaluate the responses obtained from the open-ended questionnaire. Based on the analysis conducted, it is evident that a comprehensive range of facilities is consistently available at a 100% rate across all institutions. Nevertheless, there are certain areas where specific facilities are deficient.

Keywords - education quality, comparison of infrastructure and improvement of education.

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INTRODUCTION

Both the Education Commission of 1964–1966 and the National Policy on Education of 1986 have been dedicated to the cause of bettering the educational system. Consequently, suitable actions have been made to resolve this situation. Improving the quality of public school education relies heavily on strengthening the teacher education system. The quality of instruction depends on the competence of the teacher. An in-depth investigation of a real-world topic is at the heart of project-based learning. In 1988, the National Council for Teacher Education (NCTE) created a curricular framework for excellent teacher education. This framework provides suggestions on how to organise coursework at different points in the training of future educators. Our group is dedicated to realising our goal of spreading education. We aim towards a system in which educational theory and practise are inextricably intertwined, and we provide teachers with a wide variety of materials designed with their professional requirements in mind. In order to better equip teachers with the information and skills they need to react to emergent curricular changes, there has been a heavy focus on educating teachers while they are already in the classroom.

The primary and adult education systems had already developed greatly by the time the NPE (National Policy on Education) was implemented, making it difficult for national and state authorities to give appropriate assistance on their own. The NPE is actively working to improve the quality of its support services, in addition to implementing their growth goals. Because of this, a move towards decentralisation became necessary. Third-level assistance in the form of district institutes of education and training (DIETs) has been recommended as part of both the National Policy on Education (NPE) and the Programme of Action (POA). Since these institutions would be physically located nearer to the field, they would be more sensitive to its issues and needs, which should result in better qualitative support and increased quantitative coverage. Studies in the classroom, in the community, on the computer, in health and physical education, in the arts, and in the workplace are all part of the D.El.Ed. programme. The purpose of this research is to learn more about the difficulties student teachers have while trying to finish their assignments on time and to specifications. The results of this research would help improve the D.El.Ed. (Diploma in Elementary Education) curriculum by shedding light on the obstacles that students face when completing their projects.

DIET SITUATION ANALYSIS

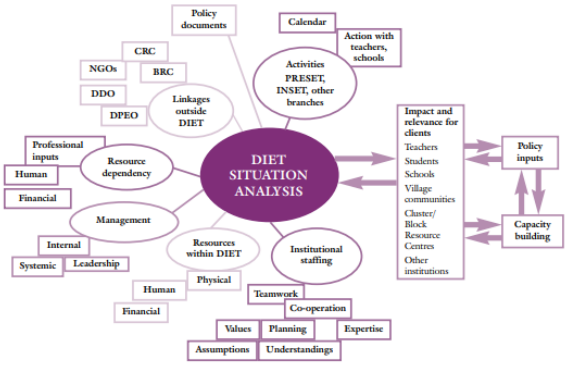

Figure 1: Situation analysis framework

The professional development of educators

During the decades following Independence, there were numerous challenges encountered in the expansion of elementary schooling, particularly in balancing the objectives of increasing access to education and ensuring its quality. The aforementioned initiatives resulted in the creation of an extensive network of educational institutions. However, it is worth noting that these schools often faced challenges in terms of operational efficiency and did not consistently achieve satisfactory outcomes for learners (refer to Annex 1 for further details). For an extended period, individuals who pursued training in the field of education were almost certain to secure a teaching position. This position would provide the individual with long-term job stability as a civil servant, in exchange for a relatively brief and cost-effective training programme. In contrast to secondary educators, elementary teachers do not possess a graduate degree. During the post-Independence era, it was widely accepted that a combination of seven years of elementary schooling and one year of professional training was deemed sufficient for adequate preparation. During the 1970s, the educational system in India included a Secondary School Certificate (+10) and later a Higher Secondary Certificate (+12). It is worth noting that Gujarat was the final state to adopt the +12 requirement, which occurred in 1998.

The national survey conducted in 1970 expressed concerns regarding the state of elementary teacher education. It is disheartening to observe that the quality of teacher education has been compromised due to a focus on quantitative expansion. The significance of qualitative improvement was not given the appropriate consideration by educational planners and administrators, as stated in the NCERT report of 1970 (p. 114).

According to the revised pre-service syllabus of 1991, it was observed that the current state of teacher education in our country, particularly at the elementary level, is not up to the desired standards (NCERT 1991: 1). Training has been facilitated by a diverse range of training institutions or colleges, with the assistance of dispersed resources. Additionally, there has been a notable and expeditious expansion of correspondence courses. During the late 1990s, a prominent national organisation issued the following verdict regarding pre-service teacher education:

The current system continues to produce teachers who may not achieve the desired level of professional competence and commitment upon completing their initial teacher preparation programmes (NCTE 1998a: 5).

The importance of in-service education was highlighted in the 1944 Sargeant report. However, despite some efforts, the provision of in-service training has not been consistently integrated into the career development of all teachers.

The structure and administration of teacher education:

National and state-level apex bodies refer to the governing bodies at the highest level of authority in a country or state. These bodies are responsible for making important decisions and setting policies that impact the entire nation or

There are two prominent national organisations responsible for teacher education in India: the well-established National Council for Educational Research and Training Teacher Education (NCERT) and the relatively newer National Council for Teacher Education (NCTE). The National Council of Educational Research and Training (NCERT) is actively engaged in various activities. These activities encompass the development of national school and pre-service teacher education curricula, which are subject to modification by individual States. Additionally, NCERT is responsible for creating in-service teacher education packages, which are then implemented by the respective States in their training institutions. Furthermore, NCERT conducts specialised training courses like the National Council for Teacher Education (NCTE) has thus far assumed a regulatory role and has primarily addressed quality issues through its legislative functions. However, it intends to broaden its scope under the Sarva Shiksha Abhiyan initiative (personal communication, Director of NCTE, October 2002). At the State level, there exists a State Council for Educational Research and Training (SCERT) or a comparable organisation, which is modelled after the National Council of Educational Research and Training (NCERT) and operates with a similar purpose. The State Council of Educational Research and Training (SCERT) provides guidance and assistance in the professional growth of teachers. However, it is important to acknowledge certain weaknesses, which will be discussed in the following section. In contrast to the other two Councils mentioned in the project sample, the Gujarat State Council stands out as one of the limited number of autonomous State Councils in the country. This has

provided the organisation with increased flexibility to effectively respond and take proactive measures, surpassing the limitations of the past (personal communication, January 2001).

OBJECTIVE OF THE STUDY

1- To make a comparative analysis to get the picture of private and public institution.
2- To suggest further inclusion of the research to attain the better quality of research.

RESEARCH METHODOLOGY

This research is descriptive and comparative in nature. There are interview schedule (questionnaire) which gathered data to make comparison between private and public colleges. Sample area is DELHI and 9 private and 9 public colleges are being selected to get the information about infrastructure of the campus and teaching facilities at the college campus.

LITERATURE REVIEW

Panda and Nayak (2014) undertook a cross-sectional investigation spanning a duration of three years, with the aim of discerning the challenges encountered by student teachers during their internships across three consecutive academic sessions. The data revealed that the most prominent challenges encountered during the internship in the academic years of 2011-12, 2012-13, and 2013-14 were centred around the development of instructional activities, the administration of student affairs, and the resolution of disciplinary issues, respectively. The study also brought to light significant concerns surrounding language barriers. Aniruddhan (2005) conducted an inquiry into the challenges encountered by student teachers specialising in the field of natural science during their practise teaching programme. The study unveiled significant issues, namely that student teachers in the field of natural science expressed dissatisfaction with the current framework of the practise teaching programme. (ii) The utilisation of resources at the cooperating school was not permitted for student teachers. (iii) The efficacy of employing the activity method was hindered by the presence of overcrowded classrooms for student teachers. In his seminal study, Tok (2010) unearthed a plethora of challenges that beset educators in their noble pursuit of imparting knowledge. Amongst the myriad of obstacles encountered, planning, subject matter expertise, utilisation of instructional materials, motivation, communication, and time management skills emerged as the preeminent concerns. Alkhwaldeh (2011) shed light upon several issues that emerged from the collaboration between school staff, namely the exploitation thereof, the dichotomy between theoretical and practical aspects, the perception among students that student teachers bear no accountability for actual instruction, and the hindrance imposed upon assessment procedures by school regulations. In the scholarly work conducted by Azeem (2011), an in-depth exploration was undertaken to examine the challenges encountered by a cohort of one hundred Bachelor of Education student teachers hailing from Lahore, Pakistan, specifically during their teaching practise. The primary discoveries suggest a conspicuous absence of a meticulously devised schedule for the student teachers, coupled with a notable dearth of information imparted to them regarding the established protocols and regulations governing the co-operating educational institutions. In their study on student teachers in Zimbabwe, Mapfumo, Chitsiko, and Chireshe (2012) identified finances, workload, scarcity of resources, and insufficiency of teaching learning material as the stressors observed. The temporal framework allocated for the facilitation of pedagogical instruction appears to be insufficient in its current state. The findings of the Committee for Review of National Policy on Education 1986, led by the esteemed Acharya Ramamurti, as documented in the RCRNPE report of 1990, pages 266-267, highlighted a notable inadequacy in the duration and experiential value of the allocated practise teaching period. (as referenced in the scholarly work of Srinivas, K. in 2015). According to Yadav's (2011) comparative analysis of pre-service teacher education programmes at the secondary level in Bangladesh, India, Pakistan, and Sri Lanka, it was observed that teacher educators expressed concerns regarding the insufficient duration allocated for practise teaching. Aniruddhan (2005) conducted an inquiry into the challenges encountered by student teachers specialising in the field of natural sciences during their practical teaching programme. He discovered that the duration allocated for practise teaching was insufficient and proposed a period of three months, interspersed with a one-month interval. In a comparative study conducted by Arya (2004), the educational programmes offered by the Regional Institute of Education, Ajmer, which spanned a duration of two years, were juxtaposed against the one-year B.Ed. programme provided by Maharishi Dayanand Saraswati University, Ajmer. The findings of this investigation revealed a notable inclination among a greater proportion of students enrolled in the one-year programme to express a preference for the two-year programme, in contrast to the students enrolled in the latter programme who exhibited a preference for the one-year alternative. In the scholarly investigation conducted by Ekundayo et al (2014) regarding Nigerian students, it was posited that there exists a compelling rationale for extending the duration of the teaching practise phase.

Yadav (2003) elucidated the tenuous connection existing between teachers of the co-operating school and teacher educators, the dearth of adequate facilities in the co-operating school, and the exclusive reliance on lecture-based instructional methods by method teachers as the primary impediments encountered within the teaching programme. According to the findings of Yadav's (2011) comparative analysis on pre-service teacher

education programmes at the secondary level in Bangladesh, India, Pakistan, and Sri Lanka, it was observed that the school authorities exhibited a lack of complete cooperation when it came to the facilitation of practise teaching within their respective educational institutions. According to the scholarly work of Yan and He (2010), the absence of adequate support from the practise schools serves to underscore the critical significance of fostering a School-University Partnership in order to effectively enhance the internship programme. In accordance with the scholarly work of Mtika (2011), it is advisable to direct our attention towards the establishment of a symbiotic relationship between educational institutions and colleges, with the aim of enhancing pedagogical methodologies. In a scholarly investigation conducted by Menlah (2013) within the South African context, it was revealed that school principals harbour a sentiment of being undervalued by universities, as they perceive a lack of recognition for their pivotal role in fostering the success of educational programmes. According to the scholarly work of Mohanty, as referenced in the Fourth Survey conducted by the National Council of Educational Research and Training in 1991, it was discovered that the level of collaboration between schools and colleges was notably deficient across the various institutions that were examined as part of the study. According to Rai's (1995) scholarly investigation, it was revealed that the esteemed Headmasters and Headmistresses of Uttar Pradesh encountered a notable predicament in their professional endeavours. Specifically, they expressed their concerns regarding the arduous task of managing student teachers who exhibited a greater inclination towards honing their instructional techniques rather than adequately addressing the prescribed curriculum. A significant proportion, namely 40%, of the esteemed Headmasters and Headmistresses in the region of Gujarat have identified a noteworthy challenge pertaining to the cultivation of a robust and harmonious rapport with training colleges.

DATA ANALYSIS

Facilities related to infrastructure.

Here Nine colleges are taken sample from private institution and nine are from government.

The following is the indexing of facilities of private and public

Table 1: Comparison of infrastructure in private and public Colleges

Facilities	Government	Private	Facilities	Government	Private
Separate sitting facility/room to faculty	22.22222	55.55556	Availability of Internet/Wifi facility for students	44.44444	100
Common Staff room to faculty	100	88.88889	Smart class room/s	11.11111	66.66667
Conference room availability	100	100	Seminar room	100	100
Play Ground	100	100	Availability of Parking	100	100
Sports Room/Gym	100	100	Availability of Guard/s	100	100
Canteen	100	100	CCTV surveillance	100	100
Library	100	100	Availability of store	100	100
NCERT text books availability in Library	100	100	Proper sanitation	100	100
Competition books availability in Library	100	100	Appropriate numbers of sanitation staff	100	100
Journal availability in Library	100	100	Availability of Toilets facility	100	100
Separate reading room in Library	11.11111	0	Availability of special Toilets facility for CWSN	0	0
Medical Room	100	100	Drinking water with RO facility	100	100
Any Doctor facility in Medical room	100	66.66667	Water cooler facility	100	100
Art Education room	55.55556	44.44444	Air condition facility for teaching staff	11.11111	22.22222
Work Education lab	100	100	Air condition facility for students staff	0	0
Social Science Lab	0	0	Institutional building is disable friendly	100	100
Science lab	100	100	Auditorium Hall	100	100
Language lab	11.11111	110	If yes, availability of latest Sound system	100	100
Education psychology lab	0	0	Multi story Building	100	100
Mathematics Lab	0	0	Lift facility availability in the building	100	100
Health and Physical Education room	0	0	Firefighting equipment in terms of fire extinguishers at strategic places	100	100
Music room	11.11111	10	Power generator system for providing backup electricity	100	100
Computer Lab	100	100	Enough manpower has been provided for ensuring cleanliness, sanitation and hygiene in the institutional campus	100	100
Availability of Working Computers	100	100	Two exit gate in the institution	100	100
Availability of Internet/Wifi facility for teachers	44.44444	100			

Source: primary survey

In table-1, all facilities are available 100% except few like Separate sitting facility/room to faculty (private colleges have better facilities), Common Staff room to faculty (government colleges of Delhi do have better facilities), Separate reading room in Library (Government colleges do have better facilities), Any Doctor facility in Medical room (in government institution doctor facilities are available), Art Education room (government does have better facility), Language lab, Music room, Availability of Internet/Wifi facility for teachers (private do have

better facility), Availability of Internet/Wifi facility for students (private do have better facilities), Smart class room/s (private do have better facilities) , and Air condition facility for teaching staff (private do have better facilities).

However, these following are not facilitated at all so far in public and private both colleges like Availability of special Toilets facility for CWSN, Social Science Lab, Education psychology lab , Mathematics Lab, Health and Physical Education room and Air condition facility for students (somewhere for faculties, this facility were available).

Facility for the students and their responses from their academia side:

We have similar sample of the colleges including 9 private and 9 public colleges but responses were collected based on the faculty and education quality.

The responses are following:

Table 2: Comparison of public and private to explore the teaching facilities

Parameters for the teaching Facilities provided in Colleges	Pubic	Private	Parameters for the teaching Facilities provided in Colleges	Pubic	Private
Separate sitting facility/room to faculty	22.2	55.5	Opportunity to take research projects	11.11	0
Common Staff room to teaching staff	100	88.9	Availability of store to teaching staff	100	88. 9
Conference room availability	100	100	Air condition facility for teaching staff	11.1	22.2
Activity room available for teaching staff	33.3	33.3	Transport facility for teaching staff	0	88. 9
NPS for teaching staff	0	44.4	Opportunity of faculty development programme for teaching staff	100	100
Dress code for teaching staff	0	11.1	Provision of Study leave for teaching staff regarding acquire higher education for professional growth	100	0
Transport facility for teaching staff	0	88.9	Separate Sitting table for each faculty member	100	100
Faculty of Art Education	100	100	National academic tour/exposer to academic faculty	66.7	100
Faculty of Work Education	100	100	International academic tour/exposer to academic faculty	0	0
Faculty, teaching of Social Science	100	100	Refreshers course offer by the institute to academic faculty	11.11	0
Faculty, teaching of Science	100	100	Organising research programmes for the academic faculty at the institutional level.	11.11	33.3
Faculty, teaching of Hindi	100	100	Organising training programmes for the academic faculty at the institutional level.	100	77.7
Faculty, teaching of English	100	100	Availability of learning resource centre	88.8	88.8
Faculty of Mathematics	100	100	Biometric system in reporting to duty	100	100
Separate Laptop/computer facility for teaching staff	100	77.7	Physical fitness facilities	11.11	0
Separate Printout system facility for teaching staff	100	100	Leave travel concession	0	0
Availability of free Internet/Wi-Fi facility for teachers	44.4	100	Child care leave	100	0
ICT enable Smart class room/s system availability for teaching staff	33.3	88.9	Medical Insurance Claim	11.1	0
Video conferencing/online seminar, facilities enabling interaction with subject experts, participants and virtual lectures	0	55.5	Medical Room availability to teaching staff	100	66.6
Opportunity to promotion system/professional growth	0	22.2	Health facility with physician available during working time	55.5	44.4
Yoga & meditation room for teaching staff	0	0	Medical reimbursement facility for teaching staff	11.11	0

Source: Primary survey

Table-2 refers the **Comparison of public and private to explore the teaching facilities.** Mathematics, Separate print out facility for teaching staff, Opportunity of faculty development programme for teaching staff, Separate Sitting table for each faculty member and Biometric system in reporting to duty are completely functioning and all faculties from private and public are equally ensured the satisfaction. However, Yoga & meditation room for teaching staff and Leave travel concession do not exist in any categories of institution. Moreover, other indicators for teachers are better in public colleges including. Common Staff room to teaching staff , Availability of store to teaching staff , Provision of Study leave for teaching staff regarding acquire higher education for professional growth, Refreshers course offer by the institute to academic faculty, Organising training programmes for the academic faculty at the institutional level, Physical fitness facilities, Medical Room availability to teaching staff and child care leave. However, there are few facilities which is better in private institution like Separate sitting facility/room to faculty, Air condition facility for teaching staff , Transport facility for teaching staff, NPS for teaching staff , Dress code for teaching staff , Organising research programmes for the academic faculty at the institutional level. and Transport facility for teaching staff.

CONCLUSION

The research uses descriptive statistical techniques to assess the scaled variable, and utilises natural language processing to evaluate the replies obtained from the open-ended questionnaire. Based on the conducted study, it is evident that the majority of facilities exhibit a 100% availability rate across all educational institutions. Nevertheless, there are particular domains where certain amenities are deficient. Private colleges typically offer superior facilities compared to other institutions. These amenities include dedicated sitting rooms for faculty members, communal staff rooms, separate reading rooms within the library, on-site medical facilities staffed by doctors, specialised rooms for art education, language laboratories, music rooms,

reliable internet connectivity and Wi-Fi access for both teachers and students, technologically advanced classrooms, and air conditioning for teaching staff. On the other hand, government institutions in Delhi often provide superior amenities in these domains.

The existing condition of both public and private institutions shows a deficiency in crucial amenities. The facilities included within the institution comprise specialised restrooms designed to accommodate persons with impairments, laboratories dedicated to social science research, education psychology research, and mathematics research, as well as spaces dedicated to health and physical education. Additionally, the provision of air conditioning is available to students, although it may be limited to certain departments or colleges.

The examination of collegiate facilities has begun, with particular emphasis on the proportion of educational institutions possessing sufficient infrastructure. Table 4.1 presented a comprehensive comparative comparison of private and public infrastructure. Presented below is a comprehensive review of the infrastructure across several institutions.

After conducting a thorough examination of the replies provided by the Faculty, it may be deduced that some areas of concentration have been identified. The Art Education department is part of the Faculty of Work Education, which encompasses many disciplines like Social Science, Science, Hindi, English, and Mathematics. The establishment of a dedicated printing facility for teaching personnel will enhance the efficiency and organisation of their printing requirements. Currently, the operational initiatives include a faculty development programme aimed at enhancing the skills of teaching staff, the provision of separate sitting tables for each faculty member, and the introduction of a biometric system to track attendance and reporting for duty. These activities are designed to guarantee the contentment of both private and public educational institutions. The absence of a dedicated Yoga and meditation space for teaching personnel, as well as the lack of a Leave Travel Concession, are significant omissions across many kinds of institutions. Furthermore, it is worth noting that public universities exhibit superior metrics for assessing faculty members in comparison to alternative educational establishments. The staff room serves as a communal area designated for the teaching staff. The accessibility of the shop for instructional personnel is a crucial aspect to take into account. The allocation of study leave for educators is crucial in facilitating their professional development by pursuing further education. The institution provides a refresher course specifically designed for academic faculty members. The user is engaging in a discourse pertaining to several facets associated with the academic faculty inside an institutional context. The aforementioned measures include the coordination of training initiatives, provision of physical fitness amenities, guaranteeing the presence of medical facilities for instructional personnel, and granting child care leave. Private universities have several benefits in comparison to other kinds of institutions. Several benefits of the institution include dedicated seating areas or rooms for faculty members, provision of air conditioning facilities for teaching staff, availability of transport services for teaching staff, inclusion of the National Pension Scheme (NPS) for teaching staff, and implementation of a dress code for teaching staff. These amenities enhance the overall comfort and professionalism of the academic setting for faculty members. The responsibility include the coordination of research programmes for the academic faculty at the institutional level. The inclusion of transport services for educational personnel is a crucial factor to contemplate in a comprehensive assessment.

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