



ORIGINAL RESEARCH PAPER

EDUCATION

CONTRIBUTIONS OF THE SELF FINANCING TEACHER EDUCATION INSTITUTIONS TO THE UNDER PRIVILEGED SECTIONS OF THE SOCIETY
KEY WORDS: Teacher Education, Under Privilege Section, fundamental rights and upliftment

E.Mary Christinal Research Scholar, Department of Education, Alagappa University, Karaikudi

Prof.S.Subbiah Professor of English, Department of English and Foreign Languages, Alagappa University, Karaikudi.

ABSTRACT

The Teacher Education system presented a kaleidoscopic picture both in variety and standards. Regional imbalances in the development of the system, differences in the competence, preparedness and standards of the teachers coming out and the teacher's educators themselves, immense variation in the programmes etc. made the system a complex and problematic area to deal with. NCTE had no inbuilt mechanism and human resources to develop and implement a quality monitoring mechanism, which has become an essential component for sustained quality in the TEIs. To enable the teacher to play his/her desired role as a catalytic agent, the programme of teacher education must take into account to meet the future needs of the society. The present investigation has aimed to identify the contribution of the self financing teacher education institutions to the under privileged sections of the society which constitute nine teacher training colleges and 270 students who are studying in this institution for identifying contribution in the various streams of the education and also what are the other assistants sponsored by self financing institution for the under privileged section of the society. The present study viewed the opinion from the stake holders of the institution and their level of satisfaction proves the service rendered by the self financing institutions for their development and achievement which is appreciable indeed.

INTRODUCTION

Improvement of the quality of education is strongly linked to the quality of physical space, textual materials, classroom processes, academic support to the teachers, assessment procedures and community involvement. While adequate inputs and infrastructure are necessary for the proper functioning of schools, inputs will not automatically translate into effective teaching-learning processes or satisfactory learning outcomes. Therefore, the Twelfth Plan will treat improving teacher education institution inputs as just the starting point in improving educational quality, and will take a more comprehensive view for building a strong systemic focus on teacher capacity, improving school leadership/management, strengthening academic support system, better community and parents' participation, measuring and improving learning outcomes in a continuous manner. The resources for large-scale instructional changes that will lead to improvement in classroom transactions leading to better learning outcomes.

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. (Swara, 2012)

In the Upgrading of under privileging community self financing colleges are helping the education in the all the level such as school, college, teacher training college, and universities etc In this view the present investigation implies contribution of self financing colleges to the under privileges community who are living in the in our nation .

UNDER PRIVILEGED

Deprived through social or economic condition of some of the fundamental rights of all members of a civilized society.

SELF FINANCING COLLEGES

In respect of colleges, one can come across various kinds like government, self-financing, aided and unaided colleges. ... A college that gets aid from the government is termed as aided college whereas a college that does not get any funds or aid from the government is called as unaided colleges (or) self-financing colleges..

TEACHER EDUCATION INSTITUTION

Teacher education institutions or teacher training refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community.

QUALITY OF SELF FINANCING EDUCATION

It is very difficult to define and measure the ideas of merit and quality. However, there are certain commonly accepted mechanisms to evaluate merit. In the case of education, standardized examinations are acknowledged as the primary tool to test the merit of the students. However, we can't rank the students only on the basis of their performance in examination, because their socio-economic conditions are very different. Hence a meritocratic system naturally helps those students who are coming from relatively affluent background (Kaul 2000). Positive discrimination, otherwise called as reservation system helps those students to a great extent. Reservation of seats was also justified on the basis of benign principles of democratization of education providing equal access for a substantial majority of children to education (Weisskopf 2004). Commercialization of education alters the principles of reservation and merit giving predominance to money. The quality and merit are closely related to each other. Every society wants quality education for its development. Quality implies 3 different but interrelated factors. They are:

1. The quality of students enrolled
2. The quality of teachers and adequate infrastructural facilities
3. The quality and competence of persons in securing job opportunities in future.

NEED AND SIGNIFICANCE OF THE STUDY

In the view of population exploitation the government cannot sponsored education to the all the under privileges community due to the economical constraint In the education which is offering to the all the group of peoples they are living in our nation It is impossible to establish the educational institution for the requirement of the our country. In this aspect the government as decided the education system both sponsored by government as well as self financing institution which they offering education to the all the group of community in the nation. In order to equal opportunity in all the education streams of peoples who are living in the our country. In this view the present study is needed for the to identify the contribution iof self financing colleges to the underprivileged society

MAJOR OBJECTIVES OF THE STUDY

1. To identify the level of contribution among self finance colleges for the underprivileged community.
2. To identify the contribution of self financing Teacher Training Institution exclusively for the under privileges society.
3. To identify the contribution of self financing teacher training colleges which is running in respect of minority , trust and any other form of management.

HYPOTHESES OF THE STUDY

1. There is no significant difference between the different groups of demographic variables such as gender, locality, age, community etc.
2. There is no relationship between the parent, students and other officials who are working in the self financing teacher training institution In respect of contribution under privileges in society.

RESEARCH METHODOLOGY

The present investigation has administered descriptive survey research to find out the contribution of the self financing teacher education institutions to the under privilege society. Primary data were collected through questionnaire and administered personally to the students belonging to weaker sections of the society. For collection of data, the target population form the students of teacher educators of 9 teacher education intuitions if Erode District. 30 students were chosen from each and every institutions. Hence the sample size is 270 form under privileged sections of the society such as SCs, STs, Girls and physically challenged students doing teacher educations course.

The following are the steps involved in the study:

1. Formulating the objective of the study
2. Defining the population and selecting the samples.
3. Designing the data collection.
4. Analysis of data

POPULATION OF THE STUDY

The target population consists Correspondent, Secretaries , Principals, Students and Teachers Educators who are studying and serving concern position for the population of present investigation.

SAMPLE

The present investigation were collected the sample from the 9 self financing teacher education intuitions and 30 students were chosen in each institutions as sample for present investigation in Erode District. Hence the sample size is 270 form under privileged sections of the society such as SCs, STs, Girls and physically challenged students doing teacher educations course.

TOOLS USED FOR THE STUDY

Schedule for assessing contribution of Self- Financing Teacher Education Institution to the under privileged Society.

STATISTICAL TECHNIQUES USED

The present investigation has used the analysis of data such as Percentage analysis, differential analysis, t test, ANOVA.

Table – 1.1
Demographic details of the respondents

Category	Factors	No. of Respondents	Percentage
Age	Up to 25	199	73.7
	Above 25	71	26.3
	Total	270	100.0
Gender	Male	71	26.3
	Female	199	73.7
	Total	270	100.0
Marital Status	Married	85	31.5
	Unmarried	185	68.5
	Total	270	100.0

The above table reveals that of majority of 73 per cent of the respondents (199) are falling under the age below 25 years and remaining (71) are in the age above 25. The table shows that most of the respondents (73 per cent) are female (199) and 27 per cent of them are male (71). While considering the marital status of the students doing educational training, the table highlights that majority of 68.5 per cent of the respondents (185) were unmarried and remaining 85 were (31.5 per cent) married.

Table 1.2 Religion – wise Distribution of Respondents

	Factors	No. of Respondents	Percentage
Religion	Hindu	242	89.6
	Christian	20	7.4
	Muslim	8	3.0
	Total	270	100.0
Caste	OC	20	7.4
	BC	144	53.3
	SC	86	31.9
	ST	20	7.4
	Total	270	100.0

From the above table it is clear that 89 per cent of the respondents belong to Hindu religion and 7.4 per cent belongs to Christian and remaining 3 per cent belongs to the religion of Muslim. It is found from the table that 53.3 per cent of the respondents belongs to Backward Community (BC), 31.9 per cent belongs to Scheduled Caste (SC) and the 7.4 per cent belongs to OC and ST respectively

CONCLUSION

The Changing role of teacher in education has been the result of a plurality of intertwining influences philosophical, psychological, social and technological and educational. The basic shift in emphasis is from the subject of instruction to the nature and needs of the learner in a complex society. This is crystal clear in the case of teacher education student's also. Good facilities; quality training, special care and personal attention are the expectations and needs of the students from the weaker sections of the society. The present study viewed the opinion from the stake holders of the institution and their level of satisfaction proves the service rendered by the self financing institutions for their development and achievement which is appreciable indeed.

REFERENCES

1. Annual work plan and Budget for Teacher Education 2013-14 submitted to MHRD. Pp.6-7.
2. Jacob Aikara, "Scheduled Castes and Higher Education", Dastaneamechandra and Co., Ravivvar Peth, Poona, 1980.
3. Mishra, Narayan, "Schedule Castes Education - Issues and Aspects", Kalpaz Publications, New Delhi, 2001.
4. Singh, L.C. (2003). Commercialization in Teacher Education. University News, 41 (08), February 24 - March 02, 1-4.
5. Swara (2012): Self-financed colleges v/s Government colleges in India, <http://www.indiastudychannel.com/resources/152034-Self-financed-colleges-vs-Government-colleges-India.aspx>