



Privatization of Education

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ABSTRACT

The term privatization of Education alludes to a wide range of instructive projects and arrangements. It is an interaction which can be characterized as the exchange of exercises, resources and duty from Government, Public Institutions and associations to private individual and offices. The researcher is working with private primary school as a teacher. The researcher always worried about situation of students studying in primary schools. They don't know the basic concepts and even students cleared upper primary section cannot know basic fund as of Maths. Most of them are very weak in English too.

The Researcher has decided to study on A Study of Opinions of Primary School Teachers Towards Privatization of Primary Education for this problem researcher has decided independent variables like gender, types of school management and teaching experience and dependent variable is opinions of primary teachers towards privatization. The researcher has constructed three null hypotheses. The present research is limited to only Gujarati medium primary school teachers of Ahmadabad city. From population the researcher has selected 100 primary teachers from six schools by stratified random cluster sampling techniques. For data collection the researcher has constructed self made opinionative. The survey research method has been used and to analyze the data the researcher has used mean, standard deviation, standard error of mean and t value.

It is to be found that there is no significant effect of gender and teaching experience on opinions of primary teachers towards privatization but there is effect of types of school on opinions. The private primary school teacher's want privatization of primary education for betterment of education. Facilities of smart classes, more infrastructures and extracurricular activities improve depth of concept

Key word: Privatization, Opinion, Primary Education, Public Institutions

Introduction

Teacher Education as per NEP 2020. In 92% of the institutions are from private sector and there is no good opinion about these institutions in Justice Verma Commission in 2012 and NEP in 2020. Even it is said that most of the institutes are doing degree selling.

And in these 92% also there are not very big groups in teacher education sector. It has very small capital people who have come to earn their livelihood in this field. Initially teacher education is also supported by government sector and government. Nearly 50% of the entities received were. Gradually government cooperation in teacher education sector has come down to 8%. The government has increased its budget in the education sector but Instead of growing in the field of teacher education, the real situation is decreasing, that there is no attention of the society and government on teacher education, not only that there is no one on teacher education by the people working in the teacher education sector or by academics too.

Special consideration is not being given and no awareness was brought about in the society. For the first time, special attention has been given to teacher education in the NEP 2020 and also the government. It is effortful and other components of the society have been engaged to implement it, but even today I feel that there is not much thought being done for teacher education as it is necessary to understand the importance of it and leave everything to NCTE only.

Going, if you want to make any improvement in education, then the teacher has to prepare for it and the teacher can be prepared only through teacher education, so at present all the academics, who are thinking about teacher education, should be deeply considering and work on bringing necessary improvements in this area

First of all, we have to see that in the public sector like other fields of education. For (medical education, law education, technical education, etc.), she opens some institutions every year and gives budget for reforms to the old institutions, similarly teacher education should also be given separate attention.

At present, teacher education is a completely neglected subject. For example, in Rajasthan this year about 100 colleges have been opened by the government and in the last seven years, seven universities have been opened in the government sector, but the sad thing is that in any university, the Department of Teacher Education Neither a college of teacher education was opened nor did a voice for it arise from the society, but there were 5 teacher education colleges in the government sector in Rajasthan which were closed and there is a teacher education department in the University of Rajasthan where even today Not a permanent teaching staff

We will have to work with deep consideration to increase the institutions in the public sector for teacher education; the plan is such that there will not be any special expenditure of the government in it.

Suggestions are as follows

1. It should be ensured that teacher education department is started in every government university.
2. Most government colleges have teacher education department
3. Because according to the new education policy, both these things are possible in these institutions.
4. Provinces in which teacher education is being supported by the government should be increased
5. Increase the number of REIs in every province by NCERT. There must be a minimum of one
6. On the lines of the Government of Haryana, at least one Model Teacher Education College should be opened by the Provincial Government in every province. Haryana Government has opened in Jhajjar.
7. We have to work in this direction immediately; otherwise the situation of teacher education will go from bad to worse.

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