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EQUALITY IN TEACHER EDUCATION IN THE CONTEXT OF DEPRIVATION AMONG B.ED. STUDENTS

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Education is the means by which goals of social inclusion and equality can be achieved in terms of sustainable development. In every country, certain groups confront barriers that prevent them from fully participating in their nation's political, economic and social life. In India exclusion of lower castes is a salient feature of society. The conflicts and disadvantages are often based on social identity.

Social exclusion in India has its roots in historical divisions along lines of caste, tribe and excluded sex i.e. women. All these Reserved groups SC & ST and women require social inclusion. The World Bank group defines social inclusion as the process of improving the terms on which individuals and groups take part in society, improving the ability, opportunity and dignity of those disadvantaged on the basis of their identity.

United Nations has committed to leaving no one behind in an effort to help countries to promote inclusive growth and achieve the Sustainable Development Goals (SDGS).For this he most common social policies around the world are minimum income or food, public education and health care programs. Dr. B.R. Ambedkar in Indian constitution prominently highlighted the 'equality of educational opportunities' so that under privileged masses and women can get a chance to participate in the mainstream of social life. The basic reason for why the socially disadvantaged have failed to take advantage of their access to education is a combination of a history of oppression and a lack of access to local quality education systems.

The term 'Deprivation' refers to certain deficiencies in the environment; which are not only there but are also experienced as such by the individuals. Psychologically, it has been used as construct it means a state resulting, from withdrawal or taking away of a thing from the person which in normal course should have been with him. Deprivation is multi-dimensional; concept implying "dispossession" or "loss" or withholding "blockades". It therefore, can be varied in quantity, quality, time, space etc.

In society, the term deprivation has much broader meaning. It connotes appropriation of fruits of one's labours; the appropriation of being a continuous process. This results in division of society into rich and poor, haves or have-nots, ruling and ruled, privileged and non-privileged, advantaged and disadvantaged, the poor, the have-nots ruled etc. denoting deprivation. At societal level deprivation when viewed from class angles, acquires a multidimensional character. Important aspects of deprivation such as physical, social, emotional, economic, educational, psychological, parental globally affect the personality of an individual.

Since every individual possesses human rights to exercise on equal basis, denial of their rights due to customary, social, economic and cultural perspectives is in completely disharmony with the concept of development of society as a whole.

'Right to education act 2009' also specifies the parameters of the disadvantage for children. Children belonging to SC, ST, the socially and educationally backward class or any other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or any such factor as may be specified by government by notification would be considered disadvantaged. By all accounts, those considered disadvantaged would count among the 'deprived children' meaning those deprived of education. Women also have lower social status as compared to that of fellow men. Thus, in India, various groups identified for facing discrimination due to their social status include OBC, SC, ST and women, as

Quality education should be in reach of every person of excluded groups for social inclusion. This research paper is an attempt to study the deprivation felt by the socially excluded groups (OBC, SC, ST and women) among B.Ed. students so that current scenario of social inclusion can be explored. As the B.Ed. students of Teacher Education institutes are prospective teachers, on the basis of findings suggestion will be given for an improved teacher education programme in future focusing social inclusion based on social, economic, cultural and political factors contributing deprivation.

OBJECTIVES

1. To compare the deprivation between general category and reserved category B.Ed. students.

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2. To compare the deprivation between male and female B.Ed. students.
3. To compare the deprivation between go aided college and self financed college B.Ed. students.

HYPOTHESES

1. There is no significant difference in deprivation between general category and reserved category B.Ed. students.
2. There is no significant difference in deprivation between male and female B.Ed. students.
3. There is no significant difference in deprivation between B.Ed. students of Govt.- aided and self-finance institutions.

Population: All the B. Ed. Students of Government aided and self financed B. Ed. Colleges of Prayagraj city.

Sample: 100 students studying in B.Ed. colleges of Prayagraj city were selected. Simple random sampling method was used to select 2 colleges- one self financed and one govt. aided. The sample comprised of 50 general and 50 reserved category students, 50 male and 50 female students. 50 govt. aided college students and 50 self financed college students

Methodology: Survey method of Descriptive Research has been used in this research paper.

Tool: Deprivation Questionnaire by K. S. Misra adopted for use with B. Ed. Students. It consists of 20 items.

Statistics Used and Analysis: Mean, S.D. and T-test have been applied for analyzing data.

RESULTS AND DISCUSSION

Table – 1
t-test values for comparison of deprivation between general and reserved (OBC,SC,ST) category B.Ed. students

Sample	n	M	S	D	σD	$t = \frac{D}{\sigma D}$
General category B.Ed. students	**50**	**35.6**	**1.7**	**2.0**	**.93**	**2.15***
Reserved category (OBC, SC,ST) B.Ed. students	**50**	**37.6**	**2.0**			

Note: *Significant at .05 level.

It can be observed from Table 1, the calculated t-value 2.4 is greater than the table value of t (1.98) with df 98 at .05 level of significance. The calculated value is significant hence the null hypothesis of no significant difference in the mean values of deprivation between general category and reserved category students is rejected at .05 level of significance.

The reserved category B.Ed. students deprivation is significantly higher than general category students deprivation scores. On the basis of mean values, it can be said that reserved category B.Ed. students feel more deprivation as compared to general category students.

Table – 2
t-test values for comparison of deprivation between male and female B.Ed. students

Sample	n	M	S	D	σD	$t = \frac{D}{\sigma D}$
Male students	50	38.1	13.5	.4	.44	.9**
Female students	50	37.7	11.6			

Note: **Not significant at .05 level.

It can be observed from Table 2, the calculated t-value .9 is less than the table value of t (2.0) with df 98 at .05 level of significance. The calculated value is not significant hence the null hypothesis of no significant difference in the mean values of deprivation scores of male B.Ed. students and female B. Ed. Students is accepted at .05 level of significance.

The male students and female students of B.Ed. colleges do not differ significantly on deprivation scores. In other words, it can be said that male and female B.Ed. students are equally deprived.

Table – 3
t-test values for comparison of deprivation between B.Ed. students of Government-aided and self financed colleges

Sample	n	M	S	D	σD	$t = \frac{D}{\sigma D}$
Government aided college B. Ed. Students	50	38.0	9.8	.1	.1	1.0**
Self financed college B. Ed. Students	50	37.9	16.3			

Note: **Not significant at .05 level.

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It can be observed from Table 3, the calculated t-value 1.0 is less than the table value of t (1.98) with df 98 at .05 level of significance. The calculated value is not significant hence the null hypothesis of no significant difference in the mean values of deprivation scores of Government aided and Self financed colleges B.Ed. students is accepted at .05 level of significance.

The Government aided and Self financed colleges B.Ed. students do not differ significantly on deprivation scores. In other words, it can be said that Government aided and Self financed colleges B.Ed. students are equally deprived.

FINDINGS

1. There is significant difference between deprivation mean scores of general and reserved category B.Ed. students. Reserved category B.Ed. students feel more deprivation as compared to general category students.
2. 1. There is no significant difference between deprivation mean scores of male and female B.Ed. students. Male and female B.Ed. students are equally deprived.
3. 1. There is significant difference between deprivation mean scores of government aided and self financed college. Government aided and Self financed colleges B.Ed. students are equally deprived.

DISCUSSION

Finding 1

There is significant difference in deprivation of general and reserved (deprived) category B.Ed. students which is in favour of reserved students i.e. OBC, scheduled caste and scheduled tribes students. This finding indicates that despite of various laws, developmental plans, facilities and provisions inequality persists in all aspects of life of deprived group students which is also affecting education.

Although over the years, reservation has helped in creation of new educated middle class in all deprived (OBC, SC, ST) groups, but this covers a small size as majority of children of this group are not getting quality education yet. The implication of this finding is that development organizations and authorities must continue to explore varying levels of incentives and policies to ensure social equality and social inclusion. The caste factor makes teaching learning environment improper for development of students and the deprivation of B.Ed. students will also affect this developmental process adversely.

Finding 2

No significant difference has been found in deprivation of male and female B. Ed. Students which shows that gender is not a basis for deprivation and both category students feel equal deprivation. It is a positive indication that both boys and girl students find themselves on equal ground because today it is very essential that our education system should teach the important concept of 'Gender equality' and lessons for 'No discrimination on the basis of gender between boys and girls,' to stop the crime against women in the present scenario for social inclusion.

Finding indicates that the B. Ed. Students are getting equal social, economic, educational, emotional and ecological support; it can be thought that when they become a teacher they will help to eradicate the problems and gender issues inside the classrooms, schools and society respectively. It is need of hour to address women's' issues concerning to their survival disadvantage, marriage, access to market and services, their vulnerability to violence and threats to physical harm in the home and outside home. These issues cannot get solution only by laws but also requires a humble society and responsible citizens which can be done only by education through unbiased and sensible teachers.

Finding 3

No significant difference has been found in deprivation between B. Ed. Students of government aided and self finance institutions, which shows that the students of government aided and self financed institution do not differ from one another on deprivation.

The education sector has changed a lot and as such numerous educational colleges have come up in recent times. It is with the advent of globalization that government aided and self finance institutions have now dominated the education sector. There are many differences between these institutions, but findings indicate positive aspect that B.Ed. students of both institutions are equal on deprivation.

CONCLUSION

There should be no discrimination among the people in today's world. State shall promote with special care the educational and economic interests of weaker sections of the people.

Teacher education programmes should be planned and implemented with elements for social inclusion of deprived groups containing values of equality, freedom, right against exploitation, freedom of religion and cultural and educational rights mentioned in our constitution.

These values may prove effective to pull out the disadvantaged sections of society and make them par with the main stream of society as education has been considered most potent tool for empowering the socially disadvantaged groups.

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