



Impressions of Equity Education in the Current Perspective

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Equity Education- Process and Values, Neighbourhood Schools.

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ABSTRACT

School education is the foundation for the superstructures of higher academic as well as professional education. Tamilnadu has been in the forefront of education and training of professional personnel such as teachers, doctors, engineers, lawyers, accountants, bureaucrats, technocrats, social, political and religious leaders, and cultural exponents contributing not only to our country but to the entire world over. In Tamilnadu, the new policy on education named 'Equitable Standard Education System' (Samacheerkalvi) was formed in 2010. The main purpose of this paper is to discuss about the recent impacts that has been made regarding the equity education in Tamilnadu.

INTRODUCTION:

The primary purpose of education is to help build a democratic, egalitarian, secular and humane society. Education is a means for unleashing the full human potential both in the individual's and in the larger public interest. It is also a path to social development with equality and social justice. School education is the foundation for the superstructures of higher academic as well as professional education.

EDUCATION IN INDIA:

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Thus, Education in India falls under the control of both the Union Government and the State Governments, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right.

As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in school. This is the fourth annual survey to report enrollment above 96%. 83% of all rural 15-16 year olds were enrolled in school. However, going forward, India will need to focus more on quality.

COMPLICATIONS IN PRIOR SYSTEM OF EDUCATION:

A major flaw that can be identified in the previous education system is 'a lot is taught, but little is learnt or understood.' The most common and striking manifestation of this is the size of the school bag that children can be seen carrying from home to school and back to home every day.

Right from early childhood, children are made to slog through homework, tuitions and coaching classes of different kinds. Leisure has become a highly scarce commodity in the child's, life. The child's innate nature and capacities have no opportunity to find expression in a daily routine which permits no time to play, to enjoy simple pleasures, and to explore the world.

Teaching and learning have both become a chore for a great number of teachers and children. The majority of our school-going children are made to view learning at school as a boring, even unpleasant and bitter experience. They are daily socialized to look upon education as mainly a process of preparing for examinations. No other motivation seems to have any legitimacy.

NEW METHODOLOGY OF TEACHING TECHNIQUE:

We are still following the outdated teaching methodology. The ancient methodology of teaching is not at all suitable for today's technological world. We all accept the concept that children of present days have more knowledge in the field of technology than the teachers who even don't know how to use the facilities provided in their mobile phone. So, the teaching methodology should be activity based. After completing a lesson teacher must design a group activity project for the children to make them understand the concept of the lesson taught. Actually, in this system a teacher have to work more than the children. Hence, we need a uniform system of school education for changing different teaching methodology.

UNIFORM SYSTEM OF SCHOOL EDUCATION (SAMACHEER KALVI):

Previously, there were four streams of school education in the State under the control of the State Government, namely, State Board Schools, Matriculation Schools,

Oriental Schools and Anglo-Indian Schools and these schools had separate syllabus, text books and scheme of examination and are under the control of different Boards. As a result, the standards of education in these schools are not uniform.

Hence, the Government are of the view that it is indispensable to evolve a uniform system of school education in the State to ensure social justice and provide quality education in the schools in the State. The Government have, therefore, enacted the

'Tamilnadu Uniform System of School Education Act, 2010' (Tamil Nadu Act No.8/2010). The common syllabus approved by the State Common Board of School

Education constituted under this Act will be taught in the schools.

This uniform education in Tamil Nadu is a reflection of 'Free and compulsory education act, 2009' implemented in few states and union territories by the central government.

THE SPECIFIC OBJECTIVES OF EQUITY EDUCATION:

The objectives of Tamil Nadu Uniform System of School Education are quite clear.

The main objectives of this system are as follows:

- to maintain uniformity in education offered in the entire

- state, without any discrimination.
- to provide quality education in an affordable way.
- to make education compulsory.

Thus, this system has been enlightening thousands of students since its inception. It gives each student a better place in our society by providing requisite expertise.

THE NON-NEGOTIABLES FOR SAMACHEER KALVI:

The major non-negotiables for Samacheerkalvi are as follows:

1. A substantial proportion of children systematically "drop-out", most of whom enter the labour market. This needs to be stopped as it is against the spirit of equal standards of education – free, quality, equitable education.
2. Abolish multiplicity of Boards of Education. A single state board covering all schools would adequately address the educational needs of all children.
3. In all schools the medium of instruction should be Tamil or the mother-tongue as the learner may like.
4. English being a language of necessity should be taught in all schools with greater efficiency.
5. A Comprehensive Education Act should be enacted to ensure SamacheerKalvi through common school system for all children upto 18 years of age.
6. The curriculum, school regulations and classroom practices must be firmly based on our constitutional values, to be totally learner-friendly, devoid of any kind of punishment and in the best interests of children;
7. Education should cultivate in children critical and creative abilities and be empowering;
8. The physical infrastructure of every school should conform to the standards prescribed in rules and regulations of the state.

THE PROCESS OF EQUITABLE EDUCATION:

It is the process by which we are able to challenge any set of accepted principles be they in all subjects, politics or any other discipline and to independently inquire and extend our individual, and therefore collective, understanding of the world and society. It has the potential to equip the population with the ability to both increase the material comforts which are available to its members and to ensure more equitable distribution of these resources, whilst simultaneously providing individuals with the knowledge and confidence to culturally and politically enrich their own lives and those of their commodity too.

This Uniform System of Education is about self-determination and liberation allowing people control over their own lives. The analytical and liberating nature of equality education is central to its value to society and underpins the rational for accessibility. It is impossible to divorce the availability of education from its content. This education system pays way to neighbourhood school.

NEIGHBOURHOOD SCHOOL:

Every school has the duty to enroll on priority basis children in its neighbourhood, without any selection process for admission into any class. Common School System is followed in more than 60 countries in the world and is the only education system through which today's advanced countries reached their present state of development.

Access to common school system for all children in the neighbourhood based on a uniform curriculum and Single State Board of Education with Tamil as the medium of instruction financed wholly by the State is the essence of Equity Education.

Neighbourhood schools have several advantages to the child as well as the community. They are as follows:

1. The travel time to meander to the school is reduced; thereby the child has extra time for study and recreation.

2. There will be no need for free bus passes, resulting in considerable saving for the State.
3. School transport system will be greatly reduced, leading to saving of fuel as well as improvement of the eco-system. Air pollution will be reduced.
4. Every child comes to know of other children in her neighbourhood which will increase comradely.
5. The community will consider the School as its own and will take greater interest in its functioning.

VALUES OF UNIFORM EDUCATION SYSTEM IN TAMIL-NADU:

- Uniform education system will provide equal opportunity to all children of Tamilnadu.
- It will control the commercialization of education to major extent.
- It will provide a new scope for searching real talent hidden within a child.
- It will help to improve the method of teaching as result children will definitely pay more interest on learning.
- It is purely child centered education.
- The education will be uniform by making the single autonomous board in Tamilnadu.
- The dropout will be considerably decreased to a large extent.

STEPS TO EQUITY IN EDUCATION:

The steps recommended to equity in education, under three important heads namely design, practices and resourcing, are mentioned below. The vital role of these steps is to reduce school failure and dropout rates, make society fairer and avoid the large social costs of marginalized adults with few basic skills.

Design

1. Limit early tracking and streaming and postpone academic selection.
2. Manage school choice so as to contain the risks to equity.
3. In upper secondary education, provide attractive alternatives, remove dead ends and prevent dropout.
4. Offer second chances to gain from education.

Practices

5. Identify and provide systematic help to those who fall behind at school and reduce year repetition.
6. Strengthen the links between school and home to help disadvantaged parents help their children to learn.
7. Respond to diversity and provide for the successful inclusion of migrants and minorities within mainstream education.

Resourcing

8. Provide strong education for all, giving priority to early childhood provision and basic schooling.
9. Direct resources to the students with the greatest needs.
10. Set concrete targets for more equity, particularly related to low school attainment and dropouts.

CONCLUSION:

The quality of education is not only with the quality of syllabus, but also about good educational environment, infrastructure, and quality teachers. The uniform education in Tamilnadu got its final shape after getting the view of eminent educationists. In addition to these, few matriculation private schools may teach some additional subjects like Hindi, French, German, etc . . . that should also be allowed. Uniform education doesn't mean to restrict one's pace in the field of education; its only aim is to maintain standard and quality in education.

Thus, all the schools have to work hand in hand in achieving this laudable attainment. Different emphases laid in the four systems of school education need to be unified to lay a firm foundation for further education, successful careers and multi-faceted life.

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