

## A Survey on Implementing Equitable Education at Primary Level



### Education

**KEYWORDS :** primary Education, Equitable Education

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### ABSTRACT

*Equitable Education is a program of education being designed by the government of Tamil Nadu with an idea of integrating the various educational systems currently in progress within the state. With Equitable Education into adaptation there can be a uniformity of education for various classes of peoples from different caters of educational system. The idea of Equitable Education was laid on September 2006 by a group of Panel members and these panel undergone a research towards Equitable Education and current system of education and presented it report to the TamilNadu government on April 2007 for further process of action. The present study assesses the implementation of Equitable Education in Dindigul district, TamilNadu. Equitable Education is appreciated and criticized by some parents and teachers. This study paves way to identify the pros and cons of implementing the Equitable Education. Hence the researcher tried to find out the present status of Equitable Education at Primary Level to rectify the present system of education.*

### INTRODUCTION

The present study assesses the implementation of Equitable Education in Dindigul district, TamilNadu. Equitable Education is appreciated and criticized by some parents and teachers. This study paves way to identify the pros and cons of implementing the Equitable Education. Hence the researcher tried to find out the present status of Equitable Education at Primary Level to rectify the present system of education.

### STATEMENT OF THE PROBLEM

Some parents and some teachers have no satisfaction in present system of Equitable Education and the researcher tried to identify the pros and cons of present system of Equitable Education to revamp the system of Equitable Education. Hence the researcher framed the title for the study A Survey on Implementing Equitable Education at Primary Level.

### NEED OF THE STUDY

Ameliorating Primary Education is indispensable for developing School Education. Newly implemented Equitable Education is to be measured the merits and demerits in teaching learning process. The study is useful to rectify the present system of Equitable Education and it may assist to revamp the system of Education in suitability of the students and society.

### OPERATIONAL DEFINITION

**A Survey** - it refers to general view of teachers towards implementing Equitable Education at primary schools.

**Implementing** - Equitable Education is carrying out among the primary level.

**Equitable Education refers to** Single system of education with a uniform syllabus

**Primary Level** - refers to standard one to fifth in TamilNadu system of Education.

### GENERAL OBJECTIVES

- To find out the problems in present system of Equitable Education among the Teachers at primary level in Dindigul District.
- To investigate the status of Equitable Education in different types of schools.

### SPECIFIC OBJECTIVES

- To find out whether there is any significant difference in mean scores of teachers between Government schools and Aided schools, Government schools and Kallar schools, Government schools and Self-financing schools, Aided schools and Self-financing schools, Kallar schools and Self-financing schools with respect to (a)Methods of Teaching(b) Classroom transactions (c)Syllabus/content(d)Evaluation

Activities(e)Teaching Learning Materials(f)Parent's cooperation.

### RESEARCH HYPOTHESES

- There is no significant difference in mean scores of teachers between Government schools and Aided schools, Government schools and Kallarschools, Government schools and Self-financing schools, Aided schools and Self-financing schools, Kallar schools and Self-financing schools with respect to (a)Methods of Teaching(b)Class room transactions (c) Syllabus/ content(d)Evaluation Activities(e)Teaching Learning Materials(f)Parent's cooperation
- There is no significant difference in mean scores of teachers between the schools of Rural and Urban with respect to (a)Methods of Teaching(b)Class room transactions (c) Syllabus/ content(d)Evaluation Activities(e)Teaching Learning Materials(f)Parent's cooperation.

### VARIABLES

**Independent Variables:** Types of Management, Gender, Educational qualification, Experience and locality. **Dependent Variables:** 1) Scores in Scale of Equitable Education for Teachers.

### METHODOLOGY

The normative survey method was adopted in the present study. Surveys are conducted to establish the nature of existing conditions. The survey approach to educational problem is one of those most commonly used. It is the best method used to obtain information about a view of Equitable Education towards the selected Teachers. The researcher selected Various types of Schools in Dindigul district. **Sample:** One thousand and five hundred teachers from various types and various locality were involved in the study. **Tools:** Researcher's-made tool was used to locate the pros and cons of Equitable Education in TamilNadu Educational system. Pilot study was administered for the tool. After establishing Reliability and validity of the tool, it was considered for the Final study.

### DATA COLLECTION FOR THE FINAL STUDY

Teachers of various schools in Dindigul district were met by the researcher. An earnest appeal was made by the researcher towards the CEO, DEEO for according permission for the collection of data from the Teachers of various schools in Dindigul district. They acknowledged and supported for the collection of data. Administrators and Academicians cooperated with the researcher for collecting data for the study. She also assured the respondents that the information given by them would be kept under confidence and the data collected would be used for the research purpose only. The researcher explained the purpose of the study. Teachers were asked to response by putting tick mark (3) against each item related to implementing Equitable Education. Hence the data were collected from the Teachers for the final study.

**FINDINGS**

1. There is significant difference in mean scores of teachers between Government schools and Aided schools in Methods of Teaching and Evaluation activities. significant difference in mean scores of teachers between Government schools and Kallarschools Methods of Teaching and Teaching Learning Materials, significant difference in mean scores of teachers between Government schools and Self-financing schools in classroom transaction, Teaching Learning Materials and parent's cooperation, Aided schools and Self-financing schools in syllabus, significant difference in mean scores of teachers between Kallarschools and Self-financing schools in Methods of Teaching and Teaching Learning materials and others are insignificant with respect to (a) Methods of Teaching (b) Class room transactions (c) Syllabus/ content (d) Evaluation Activities (e) Teaching Learning Materials (f) Parent's cooperation
2. There is significant difference in mean scores of teachers between the schools of Rural and Urban with respect to (a) Methods of Teaching (b) Class room transactions (c) Syllabus/ content (d) Evaluation Activities (e) Teaching Learning Materials (f) Parent's cooperation.

**EDUCATIONAL IMPLICATIONS**

1. Innovative method can be introduced in all types of Primary schools to eliminate the problems of the learners in Equita-

ble Education system.

2. Preparation of special Teaching Learning Materials is necessary to revamp the system of Education.
3. System of Evaluation in the Equitable Education is to be modified..
4. Necessary in-service training can be given to teachers, Headmasters and Block Resource Teachers.
5. Innovative methods may be introduced in Pre-service teacher Education.
6. Equitable Education encourages the participatory approach for interactive learning of the young learners.

**SUGGESTIONS FOR THE FURTHER RESEARCH**

1. A survey on implementing Equitable Education at Elementary level
2. Effectiveness of implementing Equitable Education at Rural schools.
3. A survey on Evaluation system in Equitable Education at Elementary level
4. An investigation on implementing Equitable Education at Elementary level in different districts.

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