1.1. INTRODUCTION

Education lays the foundation of our future citizens, civilization and our society at large. Teaching is an important aspect of an educational system. Teachers are the torch bearers in achieving social cohesion, national policy and a learning society. National Policy on Education (1986) stipulated that teacher education is a continuous process and its pre-service and in-service components are inseparable. Professional development of teachers begins with pre-service and gets renewed through in-service programme. Equitable education plays the key role in formulating and achieving a vision to provide education for all Indian citizens. It is necessary that the continuous training should be provided to teachers throughout their career to keep them abreast of the new knowledge and the information in the field of education.

According to Shulman (1986), a teacher with deep pedagogical knowledge understands how students construct knowledge, understands the cognitive, social and developmental theories of learning and how they apply to students in the classroom.

Professional success of every professional depends mainly on up-to-date professional knowledge, fullest devotion and dedication along with efficiency and effectiveness. Therefore, teacher training under equitable education should develop the teaching competency and soft skills which are needed for a teacher to become an excellent professional teacher.
1.2. EDUCATION AND ITS IMPORTANCE

“Education means enabling the mind to find out the ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not of things but of inner light, not of power but of love, making this truth is own and giving expression to it.” — Rabindranath Tagore (1921)

Souriven Bhartruhari in his Neethishutakam held that right to education is the most important.

Education is special attribute of man which is latent to him.

Education secure wealth, fame and happiness.

Education is the teacher of the teacher.

Education is the real friend when one goes abroad.

Education is God incarnate.

Education is honored by the state and not money or wealth.

A man without Education is equal to animal.

Education is the natural, harmonious and progressive development of man’s innate powers. It helps in the development of the personality of an individual in his physical, intellectual, aesthetic, social, economic, religious, cultural, spiritual and through such development individual and social needs can be realized.

Education is a dynamic process which in its totality changes with the changing situations and developing circumstances. The only purpose of education is to teach a student how it lives his life —by developing his mind and equipping him to deal
with reality. So, education is concerned both with the development of the individual and with the welfare of his society. It should prepare every member to contribute to the fullest to the welfare of his society.

Considering the importance of education in the national development, several committees and commissions have recommended revamping the education system into a purposeful and fruit model.

1.3. CONCEPT OF EQUITY

Equity is the state or condition of being fair, the idea that all individuals should be treated according to their needs and merits. In education, it is connected to the idea that the student’s needs and abilities should be taken into account in designing educational programmes. The term refers to the fairness of education and whether or not all participating stakeholders – male, female and various population groups – receive the same benefits. Equity is often connected to the idea of equality of educational opportunities – the idea that schools should serve the function of giving all students the same chances for success in life (The Greenwood Dictionary of Education, 2003). The concept of equity in education can be achieved by pursuing the policy of protective discrimination in favour of the disadvantaged section of the society. In this sense, most of the developing countries of the world including India have set equity as a major goal of educational policy.

1.4. RTE ACT, 2009 ON EQUITABLE CLASSROOM

Millions of children in India are impoverished, abandoned, uneducated, discriminated against and neglected. For them, life is a daily struggle to survive. Since
1924, when the League of Nations adopted the Geneva Declaration of the ‘Rights of the Child’, the international community has made a series of firm commitments to children to ensure that their rights to health, education and survival, among others, are met. Meeting of the Millennium Development Goals (MDG) (2000) dreamt of transforming the lives of millions of children as they gain access to complete schooling and ensure the elimination of gender disparity in primary and secondary education preferably by 2005 and at all levels by 2015. As a signatory to this human rights treaty, India cannot deny the pledge of the MDG. Today 18 core children in India are taught by a 57 lakhs teachers in more than 12 lakhs primary and upper primary schools. Over 98% of our children are supposed to have access to primary schools and 92% to upper primary schools. This notable physical access, however, has not been supported by satisfactory curricular intervention including teaching learning materials, training designs, assessment systems and classroom practices. An alarming 46% of child, largely girls, SC, ST and other disadvantaged group children drop out before completing the elementary education. So the situation demanded to take a firm decision so that all children, irrespective of their religion, caste, creed, class, gender and location get an education of equitable quality.

RTE Act envisages heterogeneous classrooms where all students have equitable access to grade-appropriate and intellectually challenging curriculum, productive interactions with the teacher and equal – status interactions with peers. In such a classroom students display their skills, talents and understanding of the content. This Act, by making all private aided and unaided schools comply with 25% reservation for the disadvantaged children, seeks to strengthen the social fabric of our democracy. This Act provides justiciable legal framework that entitles all children between the ages of 6 –
14 years to an education of reasonable quality, based on principles of equity and non-discrimination. The RTE Act reminds us that this notion of ‘merit’ decided by screening test of the children is actually connected to social advantage. Children who come from disadvantaged background need greater attention and the best academic support to promote equitable quality. The report of the Yash Pal Committee – ‘Learning without Burden’ (1993) had pointed out that the educational burden resulted from bombarding the children with information that they could not understand at that age. RTE Act attempts to redress this issue.

1.5. TEACHER’S ROLE TO PROMOTE EQUITABLE QUALITY

National Knowledge Commission (2007) in its report held that teachers are the single-most important factor in school education system. It is well known that the quality and extent of learners’ achievement are determined primarily by teacher-competence, sensitivity and motivation. In order to develop the future citizens of our land, who promote equitable and sustainable development for all sections of society, it is necessary that they be educated through perspective of gender equity, values for peace and respect for the rights of their fellow citizens. For this, teachers need to be equipped to understand these issues and incorporate them in their teaching. To realize the goals of equitable quality, teachers should have awareness of the child – centric provisions as mentioned in the RTE Act.

1.6. EQUITABLE EDUCATION

“Poverty matters in education …..(but)…. in a truly equitable system, factors such as race .gender and socio-economic status do not prevent students from achieving ambitious outcomes”. - (Ontario Ministry of education: 2008)
At the centre of our society, one treasures the collective strength of educating children together. The last provincial election turned on the question of public education. The premier strives to be seen as the education premier new investments renewed energies are being poured into the system. One improves our treasured system with optimism and urgency. One constantly works to make it first class.

One treasures the work of our teachers. One treasure the promise of education the way its expand horizons for generations. One celebrates and works to ensure equity. At the centre of our search for an equitable society is the principle of fee basic education. In order to ensure equitable education our government has taken several measures. The recommendations of the following commissions are as follows.

1.7. VARIOUS COMMISSIONS IN EDUCATION

1.7.1. Hunter Commission (1882)

This commission was called from the name of Sir William Hunter, the president of the commission. The commission was appointed mainly to find the condition of primary or elementary education in India. The secondary school education should have the curriculum relevant to that of higher studies. At the same time the courses should equip the student to get government jobs after the completion of school. Hunter commission strongly recommended that the local bodies and the provincial governments should provide funds to the extent of 1½ of the local fund for education or 1/3rd of the entire expenditure regarding the development of primary education.
1.7.2. The Sergeant Plan (1944)

The year 1944 was a landmark in the history of educational planning in India. Its main futures were free and compulsory education on basic lines for all children in the age group of 6-11 liquidation of adult illiteracy. It suggested no fees should be collected from students and bright students must be picked up and given incentives during training period. It declared that teaching must be remunerative and it must be both vocation and profession.

1.7.3. Indian Education Commission

University Education Commission also known as Radhakrishnan commission was the first education commission set up in independent India. The commission recommended providing leadership in politics, administration, industry and commerce to teach that life as a meaning to help the student top and to appreciate our cultural unity, to setup university grants commission for allocation of grants. It emphasized that education should be research oriented. The commission also recommended 180 working days.

1.7.4. Secondary education commission (1952-53)

It was otherwise known as Dr. A. L. Mudaliar Education Commission. Its main aim was to develop qualities for good citizenship, to develop personality, to promote vocational efficiency, development of character training for leadership at the intermediate or middle level. According to this commission, co-curricular activities should form integral part of education. They recommended variety of syllabi with 5-days in a week as working day.
1.7.5. Dr.Kothari Education Commission (1964-66)

Dr.Kothari Education Commission or National Educational Commission is the first educational document of its kind in our country dealing with all the stages of education such as pre-primary, primary secondary and university. It recommended the age limit to class 1st should be 5 years. The primary stage was divided into lower primary and higher primary. It provided double retirement benefits to teachers. The commission recommended three language formula evaluations as a continuous and integral part of educational system. The number of students in secondary class should be 40. It insisted towards equalization of educational opportunities.

1.7.6. Eswarbai Patel Committee (1977)

In June 1977, the government of India appointed a committee of education headed by Shri. Eswarbai Patel, Vice Chancellor, Gujarat University. The commission was asked to review the existing syllabi, courses and text books for the secondary stages of school education. The scheme of curriculum had three main components. (a) humanities (b) science (c) socially useful productive work, experimentation and creative work was encouraged. The state government should have freedom to adapt instructional material produced by the NCERT. Multiple entry system was adopted to enable the drop-outs reenter the stream of education without any difficulty at any stage.

1.7.7. National Policy on Education (1968)

Our national government in 1968 declared its national policy of education. Its salient features were free and compulsory education up to the age of 14. According to article 45 of the Indian constitution the education should depend national consciousness,
promote proper understanding and appreciation of our cultural heritage and inspire a faith and confidence into the great future. Strenuous efforts were made to reduce wastage and stagnation and to ensure that every child enrolled in schools passes regularly from class to class and remains in school till he completes the primary course. The spread of literacy education of girls and adult education were main features.

1.8. EDUCATION POLICIES AND THE CURRICULUM IN INDIA

India is a union comprised of 25 states and 7 territories. The constitution provides directives regarding the development of education throughout the country. Today the central government establishes broad education policies for school. Curricula development and management practices serve as guidelines for the states to provide equitable education.

During the post-independence period, a major concern of the government of India and of the states was education as a factor vital to national development. In this context India’s educational reconstruction problems have been periodically reviewed by several commissions and committees. Their recommendations and reports have formed the basis for the 1968 nation policy on education (NPE) and the national policy on education resolution of 1986.

In 1986 extensive deliberations by various national committees on the country’s education system and policy cultivated with the decision for a national curricular framework containing a common core along flexible components. The process of curriculum development in India lies between the two extreme of centralization and decentralization.
Using the foundations the NPE’s of 1986 and 1986, two curriculum initiatives have been launched by NCERT: (a) the curriculum for the ten year school - framework (1975) and (b) the national curriculum for elementary and secondary education - a framework (1988). The curriculum framework prepared at the central level provides a broad overview of the school curriculum, including general subjects. Subject-wise objectives suggested scheme of studies, guidelines for the transaction of the curriculum and the evaluation of pupil outcomes. These details were prepared at the national level.

However the states consider whether to adapt the NCERT syllabi and instructional materials. Thus the NCERT curriculum framework is always a suggestion rather than prescriptive and it is not enforceable by law in the states.

1.9. EMERGING TRENDS IN CURRICULUM DEVELOPMENT

In the light of changing societal needs and aspirations certain high demand driven areas are likely to have an impact on the school curriculum. It appears that among other areas language education, value education and information technology shall be matters of serious debate in the next cycle of curriculum renewal, art education is also scheduled for reform in the next cycle of curriculum renewal.

1.10. ARTICLES FRAMED BY THE GOVERNMENT

Article 24:- Prohibition of Employment of Children in Factories, etc

No child below the age 14 years shall be employed at work in any factory or mine or engaged in any other hazardous employment.
Article 28:- Freedom as to attendance at Religious Instruction or Religious Worship in Certain Educational Institutions

1. No religious instruction shall be provided in any educational institution wholly maintained out of the state funds.

2. No person attending any educational institution recognized by the state or receiving any aid out of state funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such institution attached thereto unless such person or if such person is a minor has guardian has given his consent thereto.

Article 29:- Protection of Interests of Minorities

No citizen shall be denied admission into any educational institution maintained by the state for receiving and out of state funds on grounds only of religious race language of any of them.

Article 45:- Provision for Free and Compulsory Education for Children

The state shall endeavour to provide within a period of ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of 14 years.

Article 46:- promotion of education and economic interest of scheduled castes, scheduled tribes and other weaker sections

The state shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular of the scheduled castes
and the scheduled tribes and shall protect them from social injustice and all forms of exploitation.

**Article 350A:- Facilities for instruction in mother tongue at primary stage**

It shall be the end over of every state and of every local authority within the state to provide adequate facilities for instruction in the mother tongue at primary stage of education to children belonging to linguistic minority groups and the president may issue such directions to any state as he considers necessary for proper securing the provision of such facilities.

**Article 30:-**

It states, “All minorities whether based on religion, class, caste, language shall have the right to establish and administer educational institutions of their choice”.

**Article 14:- Women’s Education**

1) Provides that the state shall not discriminate any citizen on grounds only of sex.

2) Nothing in this article shall prevent the state from making any special provision for women and children.

**1.11. SARVA SHIKSHA ABHIYAN (SSA)**

The goals are (i) all 9-14 age children in school or education guarantee scheme centre or bridge course (ii) all 6-14 age children complete five years primary education by 2007 (iii) all 6-14 age children complete eight years of schooling by 2010 (iv) focus on elementary education of satisfactory quality with emphasis on education for
life (v) bridge all gender and social category gaps at primary state by 2007 and at elementary education level by 2010; and universal retention by 2010.

Sarva Shiksha Abhiyan is

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort for effectively involving the panchayat raj institutions, school management committees, smallest unit level education committees, parent-teacher associations, mother-teacher associations’ tribal autonomous councils and other grassroots level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the central, state and local governments.
- An opportunity for states to develop their own vision of elementary education and implement them.
- An attempt to affect convergence among programmes of the education department and with those of other departments concerned with poverty alleviation and promotion of people’s quality of life.

Goals of Sarva Shiksha Abhiyan

Specific goals of the Sarva Shiksha Abhiyan are
• All children complete five years of primary schooling by 2007.

• All children complete eight years of elementary schooling by 2010.

• Focus on elementary education of satisfactory quality with emphasis on ‘education for life’.

• Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.

• Universal retention by 2010.

**Basic Features of Sarva Shiksha Abhiyan**

Basic features of the Sarva Shiksha Abhiyan include

• Institutional reforms in centre and states to improve efficiency and delivery system.

• Community ownership of school based interventions through effective decentralisation and involvement of Village Education Committees (VECs), Panchayati Raj Institutions (PRIs), other local bodies and women’s’ groups.

• Institutional capacity building for improvement in quality of elementary education with NCERT, NIEPA, NCTE, SCERT, SIEMAT and DIET to have a major role.

• Community based monitoring with complete transparency in all aspects of implementation.
• Community based and down-top approach to planning with habitation as a unit for planning.

• A mainstreaming gender approach focusing on girl’s education with special component for girls in educationally backward blocks.

• Focus on educational participation of children from the SC/ST, religious and linguistic minorities.

• Thrust on quality and making education relevant, with emphasis on providing ‘education for life’.

• Recognition of critical role of teachers and focus on human resource development needs of teachers.

• Preparation of District Elementary Education Plans (DEEP) reflecting all governmental and non-governmental investments.

### 1.12. ROLE OF TAMIL NADU GOVERNMENT IN IMPARTING UNIVERSALIZATION OF ELEMENTARY EDUCATION

To achieve universalization of elementary education and for the benefit of students the following welfare programmes are being implemented by the government of Tamil Nadu.

1. Supply of nutritious noon meal for the standard 1 to 10.

2. Supply of free slates for I standard.
3. Supply of free bus pass for all students.

4. Supply of free text books for all students from standard 1 to 5 and students of 6 to 8 covered under Purachi Thalaivar MGR’S Nutritious Meal scheme.

5. Supply of uniforms.

6. Teaching learning materials through operation blackboard scheme in elementary middle schools.

7. Provision of infrastructural facilities.

8. Provision of computer education.

9. Provision of vocational education at higher secondary level.


11. Total literacy and post-literacy campaigns.


13. State pen schools those who completed 8th std.


15. Diploma in teacher education through teacher training institute.

16. National bank for agricultural and rural development assistance scheme for provision of infrastructure facilities such as building drinking water toilet facilities in higher and higher secondary schools.

The main objectives of Tamil Nadu government;

1. To provide elementary schools in hamlets where there are no schools.

2. To provide free and compulsory education for all children of age group 6-14.
3. To provide eight years of schooling for all children before 2010.

4. To eradicate dropouts before 2010 fully.

5. To improve and enrich the syllabus.

6. To eradicate illiteracy.

7. To ensure minimum levels of learning.

8. To encourage health education in schools.

9. To distribute quality text books at fair price in time.

1.13. THE IMPLEMENTATION OF EQUITABLE STANDARD SCHOOL EDUCATION

“The state government’s decision to implement equitable standard school education by merging all boards was not a unilateral decision. All the stakeholders involved were consulted before arriving at the decision”, said Thangam Thennarasu, the then Minister for School Education.

The implementation of equitable education is said to begin from the next academic year. It will begin with the introduction of a common syllabus and textbooks in classes I and VI. The system would be extended to other classes from 2011-2012 by the decision taken at a meeting chaired by the then chief minister Dr.M.Karunanidhi.

“It is a historical decision in response to a long pending demand” said the then school education minister Thangam Thennarasu. Currently four streams of schools systems -State Board, Matriculation, Anglo Indian and Oriental are being followed in Tamilnadu.
The state government decided to create common board by merging all boards. As for the medium of instruction besides Tamil other languages now being used would continue. For this the state government on Sep 8, 2006 appointed a committee headed by former Vice Chancellor of Bharathidasan University, S.Muthukumaran. The committee submitted its report on July 4, 2007

The Chief Minister Dr M. Karunanidhi said that it was a new scheme of the government to provide uniform and quality education to all children. The education minister stressed the need to define evaluation methods to give adequate importance to student’s actual understanding instead of marking them for their ability to memories.

The team is referring to range of textbooks followed by different boards across the country and outside with the aim of drawing upon the content and putting together a curriculum that will be suitable for all students.

1.13.1. Samacheer Kalvi and its Specific Objectives

The objectives of Tamil Nadu samacheer kalvi are quite clear. The main objective of this system is to maintain uniformity in education offered in the entire state. Without any discrimination, students from any caste and social background can get equal education. Additionally, Samacheer Kalvi was started to provide quality education in an affordable way. Hence, students from any economic background including below poverty level, can continue their studies by spending minimal amount. Making education compulsory is always a prime objective of this new system. Thus, Samacheer Kalvi has been enlightening thousands of students since its inception. It gives each student a better place in our society by providing requisite expertise.
1.13.2. The Positive Aspects of Samacheer Kalvi

Several merits of Samacheer Kalvi make this new form of education popular among students. This is such a system where students’ overall performances are uniformly evaluated in the board examinations. To maintain uniformity in curriculum, same samacheer kalvi textbooks, same samacheer kalvi syllabus and teaching methodology are implemented throughout all schools situated in the state of Tamil Nadu.

Apart from CBSE and ICSE, other schools including Anglo-Indian schools, oriental schools and matriculation schools are also available in Tamil Nadu. These schools used to follow different syllabi and different schemes of examinations. According to the general public, the educational standard of others were better than the state board. To remove this differentiation, Samacheer Kalvi was introduced to this state. With the help of this system, the Tamilnadu government provides a common education standard for all streams.

1.13.3. Samacheer Kalvi Syllabus and Text Books

Keeping in mind the students’ overall educational demands, the syllabus for Samacheer Kalvi was constituted. Needless to say, it is a great concept that imparts ‘common syllabuses to the entire state. This common education concept is laudable due to its quality and comprehensive syllabus structure. A good number of senior educationalists and education activists are associated and helped this system in getting a proper shape.

Samacheer kalvi books are well evaluated by the subject experts from time to time. English, Maths, Science and Social Science are included in the syllabus of class 10th samacheer kalvi. Tamil, English and Maths subjects are included in the syllabus
from class I to X. In addition to these, Environmental studies and science are included from class III to X. This system was first implemented in classes I and VI with subjects including Tamil, English, Math and Environmental Science. In class VI, Science and Social Science are included instead of Environmental Science. Students can get samacheer kalvi books online. To get more information about Tamil Nadu samacheer kalvi books, students need to search online by using samacheer kalvi books download. Class 10th samacheer kalvi books are also available online with samacheer kalvi 10th syllabus.

1.14. EQUITABLE STANDARD SCHOOL EDUCATION

The Tamil Nadu Government has taken a major policy decision to implement Equitable Standard School Education to provide equitable quality education to all children in the State. In Tamil Nadu, there are, at present, four Boards of education namely, State Board, Matriculation, Anglo-Indian and Oriental system. Government has announced that equitable standard school education would be introduced in the State from standards I to X from academic year 2010-11 onwards by amalgamating these four Boards into one. Since then, there will be common board, common syllabus, common text books and common examination system. To begin with, the scheme will be introduced for class I and VI in 2010 - 2011. For the rest of the classes, the same will be implemented in 2012-13.

Based on NCF 2005, the draft syllabus for I to X standards has been prepared for all subjects in the context of providing equitable quality education policy of the State Government. The Directorate of Teacher Education, Research and Training
(DTERT) has been entrusted with this task. The DTERT has roped in teachers from all streams and prepared the syllabus by incorporating the best portions in all boards. Senior academicians, teachers and others working in the field of education have also been involved in evolving a secular curriculum. The draft syllabus has been placed in the website and after getting the views from a wide spectrum of people at various levels, the syllabus of the common curriculum has been finalized.

In the new equitable common syllabus, text books, class room process and evaluation processes will undergo major transformation. Class rooms will no longer be a place for passive listeners but it will puzzle with enthusiastic learners where there will be enough room, space and scope for them to read, understand, reflect, share, interact and express. Computer education is being introduced for students from class VI to X. Computer science has so far been taught only in Plus One and Two in the State. The then Chief Minister who reviewed the final draft of the syllabus to be introduced for classes I to X, gave his nod to major changes in the curriculum. Students will now get exposure to economics from class VI as part of the social science subject. Hitherto, social science comprised only History, Geography and Civics. Library periods will be part of the daily timetable and practical will be introduced in IX and X standards. The practical examination for science subjects, so far, is mandatory only in the higher secondary classes. Text book and teaching learning and evaluation process have been designed to promote thinking and problem solving skills of children.

The State government has promulgated Tamil Nadu Uniform System of School Education Ordinance, 2009 to implement Equitable Standard School Education.
1.15. NEW TEXTBOOKS

The process of writing textbooks has been meticulously planned by DTERT. Class wise and subject wise committees have been formed to write the textbooks based on the common syllabus. Educationists, Professors, DIET faculty members, subject experts and practicing teachers have been involved in this endeavour. Liberal assistance has been secured from NCERT and other leading NGOs in the field.

1.16. ENRICHMENT OF ABL AND ALM

The State has introduced two major interventions for quality improvement which are primarily child-centered and activity-based. They are known as Activity Based Learning for primary classes and Active Learning Methodology for upper primary classes.

1.16.1. Activity Based Learning (ABL)

Activity Based Learning (ABL) Methodology is based on Rishi Valley experiment of child’s learning. The methodology has been adapted appropriately for various subjects in I to IV standards in Tamil Nadu context. Activity Based Learning has been up scaled to all the 37,486 primary schools in all districts. The new methodology effectively addresses the maladies which the traditional system of teaching learning has been suffering from. There has been visible changes and complete transformation in the classroom processes with the children actively participating in their own learning and the teachers playing the role of facilitators. It has been observed that the achievement level of children has greatly improved. The new curricular and pedagogic changes have been enthusiastically received, accepted by the teachers, learners and parents. It is significant
to note that the quality initiative of ABL has been recognized and acknowledged at the national level with Honorable Prime Minister’s award.

1.16.2. Strengthening of ABL

Revision of the content and process under ABL

It is almost two years since ABL has been practiced in all the 37486 schools of the state. Therefore a comprehensive review of the process and the content in the material under ABL was undertaken at the end of last academic year (2008-09) by involving nearly 1,20,000 teachers. Parallel experts also looked at the process and the feedback from teachers. One CRC meeting was organized to orient the teachers on the salient features of NCF 2005 and to get their feedback about the use of ABL materials in classrooms and suggestions for changes in the materials as well as process. Moreover, feedback from BRTEs, AEEOs and other stakeholders has also been obtained. A state-level committee comprising the resource persons of The School, Chennai and other experts has been formed to evaluate and incorporate appropriate changes in the ABL materials or cards and the process. The committee reviewed the suggestions and feedback and suggested appropriate modifications. Based on the suggestions of the committee, the materials and the process have been refined and simplified to facilitate easy classroom transaction. In this process, milestones for various subjects have been reduced.

1.17. THE MAIN OBJECTIVES OF EQUITABLE STANDARD SCHOOL EDUCATION

1. To maintain uniformity in education offered in the entire state.
2. Without any discrimination, students from any caste and social background can get equal education. Equitable Education was started to provide quality education in an affordable way.

3. Students from any economic background including below poverty level, can continue their studies by spending minimal amount.

4. Making education compulsory is always a prime objective of this new system. Thus, it has been enlightening thousands of students since its inception.

5. It gives each student a better place in our society by providing requisite expertise.

1.18. NEEDS OF THE EQUITABLE EDUCATION IN TAMIL NADU

1.18.1. Express Pressure in the Present System of Education

The present system of education made parents and teachers to pressurize the students for getting good marks in their so called examination system. To minimize the pressure on the children Equitable Education is a must in the present scenario.

1.18.2. Commercialized Education in Tamil Nadu

It is very painful factor to know that the education which is as essential like air and water is highly commercialized. The private institutions magnify their system of education and proving the best among all other school. Believing on the bogus advertisement many parents go to private institutions for getting education. There they never allow children to get overall development but only restricted to study around the clock. Only to get their popularity they use children by putting extra pressure over them
to get good marks. Hence, one needs equitable education for de-commercializing education in Tamil Nadu.

1.18.3. New Methodology of Teaching Techniques

All are still following the outdated teaching methodology. The ancient methodology of teaching is not at all suitable for today's technological world. 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 cell 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 system of Equitable Education for changing different teaching methodology.

1.18.4. Advantages of Samacheer Kalvi System

1. Uniform Equitable Education System for Matric, State Board and Anglo Indian Schools.

2. Overcomes the advantages of Metric students like Coaching.

3. Option to download required books from Internet.

4. Improves Communication and Presentation skills of rural students

1.18.5. Disadvantages of Samacheer Kalvi System

1. New system is inadequate to raise the standard of education

2. Current syllabus doesn't have good quality

3. No competent professional body for prescribing the common books and syllabus
4. No scope for creative learning and extra textual learning.

1.19. PARENTAL ATTITUDE AND INVOLVEMENT IN CHILDREN’S EDUCATION

Family involvement is the strongest predictor of child educational outcomes. This dimension associated significantly with children's motivation to learn, attention, task persistence, receptive vocabulary skills, and low conduct problems. Family involvement in education has been identified as a beneficial factor in young children's learning (National Research Council [NRC], 2001; U.S. Department of Education, 2000). It is, therefore, a key component of national educational policies and early childhood programs. Much of the research on parent involvement, as it relates to children's outcomes, has emphasized the relationship between specific parent involvement behaviors and children's achievement. Parental involvement at school (e.g., with school activities, direct communication with teachers and administrators) is associated with greater achievement in mathematics and reading (Griffith, 1996; Reynolds, 1992; Sui-Chu & Willms, 1996). Higher levels of parent involvement in their children's educational experiences at home (e.g., supervision and monitoring, daily conversations about school) have been associated with children's higher achievement scores in reading and writing, as well as higher report card grades (Epstein, 1991; Griffith, 1996; Sui-Chu and Willms, 1996; Keith et al., 1998).

Other research has shown that parental beliefs and expectations about their children's learning are strongly related to children's beliefs about their own competencies, as well as their achievement (Galper, Wigfield, and Seefeldt, 1997). Parents who evidenced high levels of school contact (volunteering in the classroom, participating in educational workshops, attending Policy Council meetings) had children who
demonstrated greater social competency than children of parents with lower levels of school contact (Parker et al., 1997). It was hypothesized that home-based involvement would be most strongly associated with positive classroom learning outcomes and that direct school-based involvement would predict lower levels of conduct problems. Home-Based Involvement activities, such as reading to a child at home, providing a place for educational activities, and asking a child about school, evidenced the strongest relationships to later preschool classroom competencies. These activities were related to children's approaches to learning, especially motivation and attention or persistence and were found to relate positively to receptive vocabulary.

The attitude of the parents signifies that the supporting nature of family in their children’s education. The parental attitude can be negative or positive. The negative attitude of the parents regarding education and schooling can prevent their children from getting education. With less parental support in school work, low level of motivation and poor self-esteem of children can result. Positive attitude of the parents can be beneficial to their children in many cases and can be reflected in improvement in class performance, creating interest among children to learn, and higher achievement scores in reading and writing.

The growing awareness regarding education makes many families value their children’s education and act favorably towards schooling and education of their children. They become a part of the decision making process of school, and decide their children’s future regarding higher education. Therefore, it is imperative to assess the degree of favorableness of attitude in tribal communities so as to estimate the success of
awareness programmes and endeavors with regard to “Sarva Sikhsha Abhiyan” or universal elementary education.

1.20. CONCLUSION

The 21\textsuperscript{st} centuries’ growth in various sectors has led our country towards achieving the distinction of one of the growing nations in the world. Various efforts have been made by the Government as well as Non Government Organizations but the literacy rate is increased if one compare it with the few decades back, but the cent percent literacy is not achieved till today. The literacy rate of the disadvantaged community is still poor.

In India, in spite of the various constitutional safeguards and all the different schemes by the state government, literacy level of the rural and disadvantaged mass is found to be much lower than that of the rest of the society. This may caused by the various factors. Among these factors, socio-economic statuses, parental attitude, their interest to give education to their children, their awareness regarding education and so on play a vital role. While parents of the disadvantaged children are not highly in favor of schooling and education of their children, today’s scenario might have improved with widespread awareness regarding value of education. In this context, it is imperative to evaluate the perceptions and attitude of these parents.

The present study aims to examine whether the parents and teachers, today, exhibit a positive and favorable attitude towards equitable education as a result of increasing awareness of education through government endeavors and initiatives.