

# UNT-5

## LESSON-7

# IMPLICATIONS OF EQUALITY OF EDUCATIONAL OPPORTUNITIES





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# **Meaning of Equality in Education**

The National Policy on Education (1986) has defined Equality in Education or Equity in Education as making available to all students quality education from primary school to higher education without discrimination of caste, religion, language, region or gender.

## **Equality in Constitutional Provisions**

**Articles 14 to 18** of the Indian Constitution dealing with the ‘Equality’ explain how all the Indian citizens are entitled to be treated equally.

**Article 14:** This Article states that “The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.”

**Article 15:** This Article forbids discrimination on grounds only of religion, race, caste, sex, or place of birth or any of them.

**Article 16:** This Article assures equality of opportunity in matters of public employment and prevents the State from any sorts of discrimination.

**Article 17:** This Article forbids the practice of untouchability in any form. The enforcement of any disability arising out of untouchability shall be an offence punishable in accordance with law.

**Article 18:** This Article states that no title, not being a military or academic distinction, shall be conferred by the State.



## **Causes for Inequality in Education**

1. Huge disparities in the socio-economic status of people: The disparities in the socio- economic status of parents, get reflected in the educational opportunities available to their children.
2. Regional Imbalances: Great disparities could be found among the standards of education available in different states of our country. For example, in state capitals we have wide educational opportunities which people living in remote villages could not even dream of.
3. Inequality in the Quality of Education Available: Standard of education available in well equipped urban schools significantly differs from that provided by rural schools.
4. Disparities in the education of boys and girls: In our country, parents show more interest towards the education of boys rather than girls. As a result of it, the number of male students is higher than the girls at all stages.

## **Ways and Means to Provide Equal Opportunity in Education**

1. Uniform Pattern of Education: As a first step towards nationalising all educational institutions in the country, government should grant liberal grants to all schools & enforce uniform pattern of curriculum.
2. Common School System for Public Education: We must move towards the goal of a common system of public education which will be open to all children, where access to good education will depend, not on wealth or class but on talent; in which no tuition fee will be charged;

3. Removal of the Urban-rural Differences in Education: Schools in large number are to be opened in rural areas and good standard should be maintained in these schools, comparable to that in urban schools.
4. Importance for Girls Education: Educational and employment facilities for girls should be expanded so that they could compete with men in all walks of life, on equal terms.
5. Schools for the Handicapped: Special schools for the education of the handicapped should be opened at least one in every taluk.

## **Position of Equality in Educational Opportunities in Tamil Nadu**

1. Uniform standards in education: To have uniform standard of education in Tamil Nadu, government schools in every village, at least one arts college and an engineering college in every district have been opened.
2. Removing the Economic Barriers: Education is free for all children in govt. And govt. Aided schools upto Class XII; not even special fees and examination fees are collected from children of the Scheduled Castes and Scheduled Tribes.
3. Encouragement for girls' education: To encourage girls' education, government has established separate high schools and higher secondary schools and arts colleges for girls.
4. Reservation in education for socially marginalized communities: The backward and oppressed communities have a total reservation of 69% of the available seats.



# **Inequality and the causes for it**

## **Social Inequality**

Social disparities prevailing in the society on the basis of caste and religion, language, race, gender, political power, etc are known as 'Social Inequality'.

### **Causes for Social Inequality**

- A) **Ascribed Social Status:** This is assigned by others at birth and not earned by an individual due to his efforts i.e. An individual has no control over such assigned social status. It is mainly based on one's lineage and caste at birth.
- B) **Achieved Status:** This is achieved through one's abilities and talents, hard work and self- efforts.
- C) **Racial Discrimination** On the basis of physical appearances and features.
- D) **Caste:** For the disparity and inequality in the Indian society, the caste system is responsible either directly or indirectly.
- E) **Gender Difference:** Gender based prejudice and discrimination, called sexism, is a major contributing factor to social inequality.

## **Inequality in Education**

If a situation prevails in which all children in the society do not get same educational opportunity and quality education, then we refer it as 'Inequality in Education'.

# **Causes for 'Inequality in Education'**

## **1. Discriminating Social Groups**

People in the society are differentiated based on religion, caste, class, race etc. And they function as different social groups. If we look at the caste wise distribution of students in schools, backward class students mostly study in government or government aided institutions. Children from the socially upper class and more particularly those at higher economic level, study in private schools especially in 'Residential Schools' and 'International Schools'.

If we look at the gender angle, many parents particularly those who are poor and illiterate, do not send their daughters to school beyond the V Std but send their sons to secondary schools and beyond.

## **2. Marginalisation of Social Groups**

In human societies, the dominant social groups pushing out those people whom they consider as not contributing to the society in any way or undesirable, from the day to day social and cultural activities and ignoring them, is called 'Marginalization'.

Children who grow up in families belonging to social groups which are subjected to the continued social neglect, oppressed and denied of rights and privileges due for others in the society, are known as 'Marginalized Children'. They lack the facilities and opportunities for learning, Due to malnutrition, they often become sick, These children do not get adequate medical facilities, etc.



# **Types of Social Inequality**

## **1) Caste-based Social Inequality**

The disparity in the society which provides for making available preferences and privileges to some castes and denying the same to other castes is known as 'Caste-based inequality'. Mostly, people of a caste continue to take up a particular occupation hereditarily. Caste inequality is a hereditary stratification system.

Jawaharlal Nehru described the caste system as the cancer afflicting the Indian Society. Respect, privileges and opportunities offered to people of high caste, are not available to those belonging to low castes. Thus, the self-confidence, self-initiative and hardwork on the part of the deprived, has to be boosted to bridge the social divide based on castes.

## **2) Gender-based Inequality**

The denial of all kinds of rights and opportunities for women on par with men is called as 'gender discrimination'. Job opportunities for women are not equal as that for men. Percentage of women among those in top posts is very low. In education too, the rate of enrolment of girls is considerably less than that of boys; their rate of drop outs is also high. Representation of women in parliament, State assemblies as well as Central and State Cabinets is very meagre.

Now, some States of India have reserved some of the seats in local bodies due to which women empowerment becomes possible, strengthening gender equality.



### 3) **Class-based Inequalities**

The status of a person depends upon his/her educational attainment and occupation & gave rise to three occupation-related layers, namely the high class, middle class and lower class. The high class consists of owners of heavy industries, financial institutions and top officials. The middle class consists of those in knowledge-related services and executives. The lower class consists of manual labourers. Such class differences create inequalities and exploitation in the society.

#### **Steps to be taken to reduce the class-struggle in the society:**

- Increasing the number of educated people in the population.
- Granting liberal loans through banks.
- Promoting entrepreneurship among the educated youths.

### 4) **Inequality Related to Regions**

All States in India are not equally developed. The main indices of progress like generation of electricity, food production, transport and communication facilities, educational and medical facilities, etc are high in some states, while some other states are lagging behind in them. Even in the same State, while urban areas have plenty of all kinds of facilities, rural areas still lack even essential facilities of life.

To bring equality to regions: There is urgent need for expansion of educational facilities and increase in job opportunities, Developmental programmes without addressing poverty eradication will further increase the social disparities, To improve social equality, all should strive from the Micro level (Village level) to the Macro level (National level), etc.



# **Education to Eliminate Social Inequalities**

1. Education for all children at all levels, should be our goal. As the first step towards this, school education should be provided free of cost to all children.
2. Adequate reservation of seats should be made in higher and professional education for students of marginalized sections of the society and backward communities.
3. Common Public Schools offering quality education should be established throughout the country.
4. Providing free Mid-day meals to all children upto X Std; free hostels for S.C. And S.T. Students, etc.
5. Free text-books, stationery and school uniforms should be given for all students studying in Government and aided schools.
6. Eliminating wastage and stagnation in primary education.
7. To increase employment opportunities among the youths, secondary education should be vocationalised.
8. In all residential schools and students' hostels, students from all sections of the society should be admitted without any reservation.
9. By expanding distance education and open education systems, education could be made to reach all sections of the society.



# **Education for the Marginalized Groups**

In a society, excluding one or more groups of people who are perceived by the dominant social groups as 'not so important', 'powerless' or 'without useful function', from the main stream of the society and making them accept their inferiority is called marginalization.

## **Characteristics of Marginalized Social Groups**

- i) Marginalized social groups are subjected to social differentiation by the people of the majority group in the society and are expected to obey others.
- ii) People of such minority groups develop a kind of unity and collective identity among themselves, and act as a group to face the common challenges collectively.
- Iii) The people of these marginalized groups, have the norms to define who are all included in their group.
- Iv) They show interest to marry only those in their respective groups.

## **Marginalized People in India**

(i) Women, (ii) Differently abled (the disabled), iii) Dalits (iv) Scheduled Tribes Adivasis), (v) Old people, (vi) Orphan children, vii) Transgender/bisexual, (viii) Lepers (ix) Beggars.



## **Educational Facilities Provided to the Dalits**

- Free education at all levels
- Free residential hostels, separately for dalit boys and girls
- In rural areas, separate schools for the Dalits, in which students are provided free textbooks, stationery, uniforms and midday meals.
- Reservation of seats in higher education.
- Award of prizes and certificates for those with good educational proficiency

## **Problems in the Education of the Tribals**

- ◆ Language: Tribals have only spoken language; they do not have scripts, grammar or literature.
- ◆ Life Style: Hunting - gathering and selling. herbal leaves and roots, honey -cutting trees mountaineers... Helping
- ◆ Forest Area: They live in hamlets which are widely scattered; density of population is very less.
- ◆ Problems in the Education of Tribals1: The instruction provided in school, in their opinion, is not useful for the day-to-day life; lack of trained tribal teachers - Fear that learning through other languages will upset their way of life they prefer their isolation in the forests with their own music and dance Unwilling to change their life style.

## **Ways and Means of Providing Education for the Scheduled Tribes**

1. Establishing residential schools in the hilly areas of the tribal people.
2. Developing access paths and roads to reach the nearby schools in the urban areas.
3. Provision for special reservation for tribal students in educational institutions.
4. Through Integrated Tribal Welfare Board, the following activities may be undertaken.
  - i) Developing awareness among the tribals about the need for education of children.
  - ii) Providing functional literacy related to agriculture, horticulture, marketing the medicinal herbs, honey and aromatic materials that are collected.

## **Measures for Improving Women's Education**

- i) Giving priority to open girls' schools and hostels for girls.
- ii) Giving free bus passes to girls to go to schools and colleges. In urban areas, running special buses for women, on school and college working days.
- iii) Providing free education and text books upto XII Std.
- iv) Providing free cycle, lap-top, school uniform and medical advice for girls studying in the higher secondary classes.
- v) Appointing women teachers in large numbers and deploying only women teachers in girls' schools as far as possible.

**XXXXXXXXXXXX**



A detailed illustration of an unrolled scroll. The scroll is made of a light brown, textured material, possibly parchment or paper, with visible creases and a slightly worn appearance. It is held open by four wooden rollers, one at each corner. The rollers are dark brown and have a simple, rounded design. The background is a dark, textured surface, possibly a table or a wall. The text 'Thank you' is written in a large, elegant, black cursive font in the center of the scroll.

*Thank you*