

UNIT-V

INEQUALITY,DISCRIMINATION AND MARGINALISATION IN EDUCATION

Social inequity in society (Equity shares)

Equity: Justice, State of being fair

Equality: State of being equal, same status.

Equity in Education:

Several Schemes have been launched to promote education among

The deprived sections of society which are listed below.

- Free education to all children identified as belonging to marginalized
- Scheme of society.
- Free hostel; free uniforms and text books.
- Reservation of seats in institution of higher learning.
- Educational loans to poor students at low rates of interest repayable over a long period of time.
- Free nutritional food, free uniform, textbooks and writing materials.
- Free bicycles, laptops, and bus passes.
- Introduction of common syllabus and textbooks for different types of schools at state level.

Equality in Education:

Indian constitution relating to education are:

- Article 14 – the state shall not deny to any person equality before law or the
- Protection before the law within the territory of India.
- Article 15 – The state shall not discriminate against any citizen on ground only of religion, race, caste, sex, and place of birth or any of them.
- Article 16(1) – There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state.
- Article 45 - All children from age six to 14 have a right to receive free and Compulsory education.
- According to RTE Act 2009- In private unaided schools and public schools also 25% of seats are to be year marked for meritorious poor students living in that area.
- Any discrimination shown on the basis of religion caste, sex etc...by any
- Educational institution is punishable by law. The recognition of schools which deny admission to SC and ST students will be cancelled.

CAUSES FOR INEQUALITY IN EDUCATION:

1. Inequality in management of educational institutions:

- I. All educational institutions across the country are not under the same management. There are large number of institutions under the management of private individuals or trust. The education provided in these institutions are not the same.

2. Regional imbalances:

Great disparities could be found among the standards of education available in different states of our country. In state capitals we have wide educational opportunities which people living in remote villages could not even dream of.

3. Inequality in Economic conditions in the population: Inequalities in the quality of education received by their children. Rich people could buy quality education for their children and make them study in top class; Residential school's whereas pupils from poor homes could only attend the ill-equipped suburban government schools.

4. Inequality in the quality of education available: Differences in standards of schools and colleges in urban and rural areas. The government schools which lack in the infrastructure and Instructional methods.

5. Gross inequalities in home conditions of pupils:

A child from a rural background or an urban slum having illiterate parents does not have the same opportunity as a child from an upper class home with highly educated parents.

6. Gender based disparity:

There is a wide disparity between the education of boys and girls at all stages and in all sectors of education.

7. Disparity among the social classes:

There is wide disparity of educational development between the Socially advanced classes and the backward ones like the scheduled castes and scheduled tribes.

WAYS AND MEANS OF EQUALISING EDUCATIONAL OPPORTUNITIES:

1. Uniform pattern of education:

A scheme of uniform pattern of education should be implemented across the country in all schools. Nationalizing all educational institutions in the country. Government should grant liberal grants to all schools and enforce uniform pattern of curriculum and ensure almost comparable standard in all schools.

2. Common school system for public education:

Common system of public education to all children irrespective of caste, creed, community, religion, economic conditions and social status.

Education will depend on not wealth or class but on talent.

3. Removal of regional imbalances:

Imbalances in the educational progress among the states are to be eliminated.

4. 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.

5. 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.

6. Schools for the Handicapped:

Special schools for the education of the handicapped should be opened at least one in every taluk.

7. Education of the weaker sections in society:

More number of schools are to be opened in hill areas as well as urban slums facilitating the education of the weaker sections of the society.

8. Giving free education:

Scheme of free education could be extended to secondary and higher education levels.

9. Liberal scheme of scholarship :

A liberal scheme should be formulated to grant scholarships and financial assistance for meritorious poor students. Bank loans available at low rate of interest.

10. Compulsory education up to the secondary stage:

Making education free and compulsory in the secondary level throughout the country.

Types of inequity

Caste Discrimination

Caste Definition: When a class is somewhat hereditary we may call it a caste.

One of the important attributes of social change witnessed in our country is the caste difference. Following are the important features of the caste system

1. Existence of so many divisions in the community
2. Social status is described birth and not achieved through efforts.
3. Existence of hierarchy among the castes.
4. Members of a particular caste, are expected to pursue certain specified Occupations only.
5. Inter caste social relations like marriage, having common burial ground and places of Worship etc are forbidden.

Class Discrimination

People may be divided into three broad categories according to their Economic status. Rich, Middle class, Poor

Each category comprises in wide range of sub classes. In India majority of people are poor and the poorest of the poor are called People below the Poverty Line (BPL)

According to Right to Education Act the Public Schools are required to reserve 25% of the seats for the poor in the neighborhood. So far no progress has been reported .The Public Schools serve the interests of the well to do people only.

Middle Class people seek admission to their wards in good aided institution or well-known institutions managed by religious or secular trusts.

The poor have no choice except admitting their children in Government, Municipal or aided institutions in their own neighborhood. Unless the Functioning of these institutions are toned up.

Education

Economic justice is the first step towards social justice to realize this the Uniform system of school education was introduced in Tamil Nadu which Introduced a common curriculum syllabus, Text books and Public Examination at the end of X standard to all schools.

More radical steps are needed to provide quality education to all Children in all types of schools.

Gender Discrimination

Gender bias is said to exist in society if its male female members are treated differently at home, in schools, work spots and public places,

restaurants and hotels etc, Not provided with equal opportunities to learn and progress in career and approached differently in the society.

In Education

1. Rate enrollment of female in Education is low right from the primary level to higher education is low as low as compared to Males. The rate of drop out is also high among the girls.
2. All the courses available to men in vocational and professional education are not made available equally for women.
3. Text books are loaded with stereotypes against women, right from the primary education level to higher education
4. Curriculum does not suit much to the social needs of girls, it generally gives much importance to the interests of boys.
5. Girls are not permitted to mingle with boys freely in schools and the social maternity required for this is not presently found in our society.

Regional Discrimination

The word Region means any element belongs to a particular region

Education in Eliminating Regionalism

1. Encouragement of travel and communication
2. Propagating National History
3. Prevention of influence of regional political parties in education.
4. Purposive teaching of History literature, not only English, Hindi the regional languages must also be made familiar.

Education for Marginalized group

Dalit's:

1. Incentives to indigent families to send their children to school regularly till they reach the age of 14.
2. Pre matric scholarship scheme for children of families below their poverty line.
3. Constant micro planning and verification to ensure that the enrolment and successful completion of courses by the students do not fall at any stage and provision of remedial courses to improve their prospects for further education and employment.
4. Recruitment of teachers from that group.
5. Provision of facilities for that students hostels in district head quarters According to a phased programmer.
6. Constants innovation in finding new methods to increase the participation of the scheduled castes in the educational process.

Education of scheduled Tribes

1. Priority will be accorded to opening primary schools in tribal areas. The constructing of school buildings will be under taken in these areas on a priority basis under the normal funds for education
2. Educated and promising scheduled tribe youths will be encouraged and trained to take up teaching in tribal areas
3. Providing a bilingual education.
4. Establishing community schools.
5. improving teacher quality and teacher motivation

6. providing adequate and healthy school infrastructure and guaranteeing child rights and protection.
7. Enhancing community dialogue and participation in planning and program design, including data collection efforts.
8. Developing strategies to support lower performing students.
9. Implementation of an enriched and adaptable curriculum.