
UNIT 14 EQUITY & EQUALITY IN EDUCATION

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14.1 INTRODUCTION

Ever since human beings came into existence on earth, the question of equality has probably been the most debatable issue. The variations between two human beings exist not only in the outer physical structure, but also in intrinsic factors viz. intelligence, personality, adjustment, thinking, reasoning etc. The list of variations extends further to other external factors like habitat, geography, social, cultural, regional, linguistics diversity etc. It has always been in the psyche of human species to compare, contrast, cry and complain about inequality amongst each other. One can add other factors, known as manmade factors, such as wealth, status, power and socially distinctive features by which the issue of inequality has gathered momentum on the globe. Keeping in view of the above concept of equity and equality, the Unit has specially designed to address the questions like:

- How do we conceptualize equity & equality in education?
- How should we address the issues related to 'equity & equality' in education?

14.2 OBJECTIVES

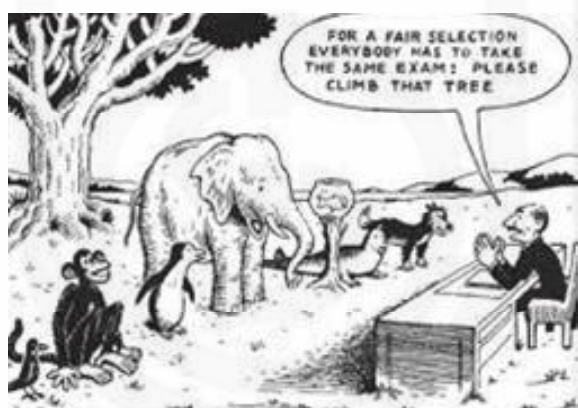
After going through this Unit, you will be able to:

- explain the concept of equity & equality in education;
- describe the nature and forms of inequality in education;
- highlight the consequences of inequality in education;
- acquainted with the constitutional provisions for promoting equality;
- discuss the role of teachers, schools and curriculum in ensuring equality; and
- critically analyse the role of government & non-government initiatives for achieving equity and equality in education.

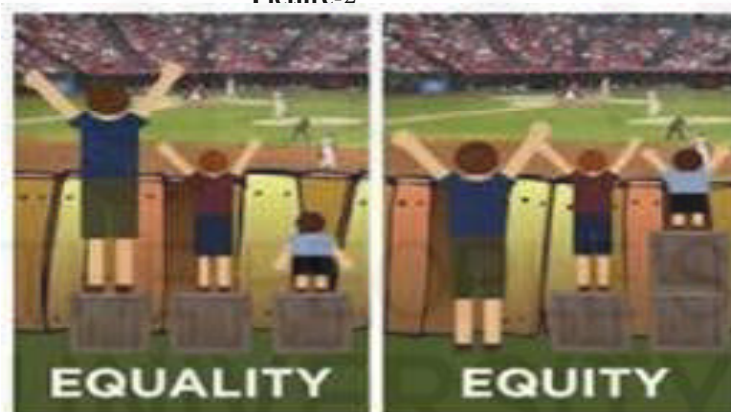
14.3 CONCEPT OF EQUITY & EQUALITY IN EDUCATION

The two words ‘Equity’ & ‘Equality’ are of prime concern in education system; which layman often confuses or uses these two important words interchangeably. Let us see the following two pictures and try to deduce the meaning of these two words.

Picture -1



Picture-2



If, you see the picture-1, you will find that everyone is being given the same opportunity, those who will climb, will be given admission, but think, is it fair? Equality exists, but do we need such equality? Can such equality solve the problem? Or is something missing? The missing component is equity. Now, see the picture-2, it will give you a better understanding of both the terms.

The term ‘equality’ refers to balance, symmetry and evenness or ‘same in all respects’ while ‘equity’ refers to the principle of fairness. Equity is often used interchangeably with the related principle of equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. It is a commonly acknowledged fact that, if equity is the process then equality is its outcome. Equity in education, is a measure of achievement, success, placement and opportunities in education. Educational equity is dependent on two main factors: justified opportunities inclusion; opportunities implies that factors specific to one’s personal conditions should not interfere with the potential of academic success and inclusion, which refers to a comprehensive standard that applies to

everyone in a certain education system. These two factors are closely associated and are dependent on each other for meaningful educational success of an educational system. The growing importance of educational equity is based on the assumption that now, more than ever before, as individual's level of education is directly related to the quality of life s/he will live in future. Therefore, an academic system that practices educational equity is the strong foundation of a society that is fair and thriving. However, inequality in education is challenging to avoid, and can be broken down into inequality due to socioeconomic standing, race, gender or disability. Equality in education would mean that all students would have the same access to and receive exactly the same opportunities irrespective of any indicators like caste, class, region, religion, gender etc.

Summarily, equal opportunity is about being fair and transparent, using acceptable language and respecting people. It must be the basis of the vision, mission and values. Equity & Equality is about creating a fairer society where everyone can participate and have the opportunity to fulfill their potential – to live as equal citizens in society and free from discrimination and biases.

Check Your Progress 1

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

1. What do you understand by 'equity and equality' in education?

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Activity 1

Find out five characteristics from your nearby society which you see as problem for 'equity & equality' in education?

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14.4 NATURE AND FORMS OF INEQUALITY IN EDUCATION

Inequality exists at all levels in all spheres of life. Beginning from the Physical differences to the geographical, habitations, psycho-social elements, and mental ability we notice inequality and equality. It has rightly noticed in education also.

Now, let us understand, on what bases do we consider one as inferior or unequal to the other. To judge inequality we have to understand the emergence of the very beginning of the human society. It is a commonly acknowledged fact that nature is prime factor. As we know, various aspects like demography, physical structure, socio-economic structure, and mental abilities have been the criteria for human beings to judge inequality. Besides, there are many other factors which are responsible for inequality are: ‘The division of Indian society into numerous castes and then suggesting a hierarchical ordering of these castes is sufficient enough to create inequality in Indian society’. Across the India every person first identifies himself or herself with caste. The caste phenomenon is deeply diffused in the Indian society.

Languages sometime become the matter of controversy special a country like India where people practice multi-languages. In India, there are many States on the basis of language. Three language formula recommended by National Policy on Education, 1968, for national integration, have not yet implemented in India its full spirit. As like religious inequality is also another aspects of major concern. Fundamentalists and orthodox preachers of all religions have made the situation even worse and hence inequality within and between religions may be seen easily. Let us observe the nature and forms of inequality in Indian context in Figure-1.

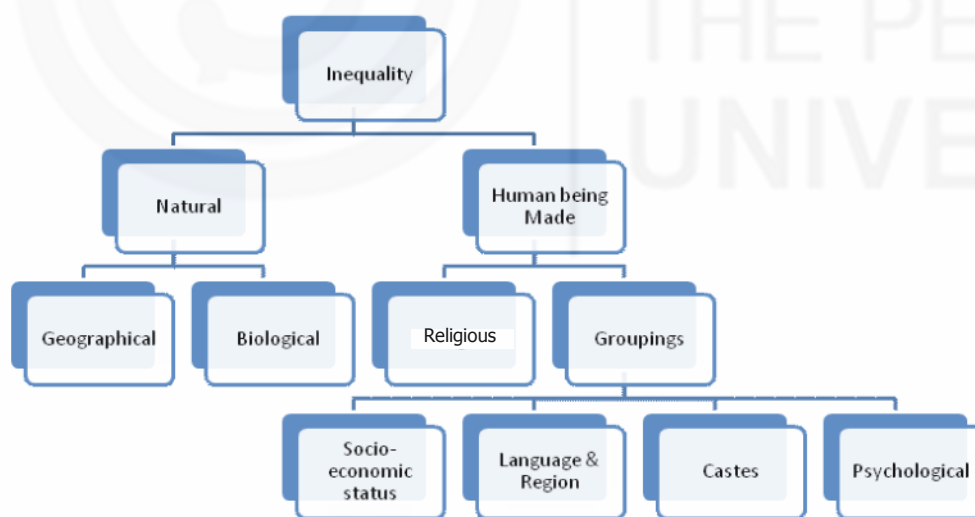


Fig. 1: Nature and forms of Inequality in Indian Context

The above figure depicts the existence of inequality in Indian context in terms of its nature and forms. Inequality may be natural as well as human made. Natural, again, can be classified as geographical and biological. Human made inequality is classified as religious practices and various social groupings in terms of socio-economic status, language, caste, and socio-psychological and attitudinal mental setup of the people.

Activity 2

Exemplify the following:

Natural inequality:

Geographical inequality:

Biological inequality:

Inequality in socio-economic status:

Language inequality:

Caste based inequality:

Inequalities occur when biased or unfair policies, programs, practices, or situations contribute to lack of equality in educational attainments, achievements and outcomes. The following are a few representative ways in which inequalities may affect education:

- **Inequality in the Society :** Both conscious and unconscious discrimination surfacing in schools in many ways that adversely affect learning acquisition, academic attainments, educational aspirations, and opportunities. Inequity in education is most commonly associated with groups that have suffered from discrimination related to their caste, nationality, language, religion, class, gender, sexual orientation and disabilities.
- **Socio-economic Background:** Finding of the researches show that students from lower-income households, on average, perform poor have low aspirations in comparison to their higher counter parts. In addition, schools in poor communities, such as those in rural or disadvantaged urban areas, may have comparatively lack of resources and funding, which can lead to teachers and educational institutions perform understandard.
- **Cultural inequity:** Students from diverse cultural backgrounds may be at a disadvantage in a variety of ways, when pursuing their education.
- **Familial factor:** Students may be at a trouble in their education due to their personal and familial circumstances. Inequities in the family may also intersect with cultural and socio-economic inequities.
- **Inequity in instruction:** Students may be enrolled in courses taught by less-competent teachers, who may teach in a comparatively uninteresting or ineffective manner, or in courses in which significantly less content is taught. Students may also be subject to conscious or unconscious favoritism, bias, or prejudice by some teachers, or the way in which instruction is delivered may not work as well for some students as it does for others.
- **Inequity in assessment:** Students may be at a trouble when taking tests or completing other types of assessments due to the design,

content, language choices, or because of disabilities that may impair their performance.

- **Inequity Linguistic:** Students may be at a situation of differently due to barriers in languages practice in the classroom.

The psychological disposition of different groups, professions, or social institutions creates a natural ground for breeding inequalities. Different abilities, skills and attitudes can form the bases of inequalities. It is therefore can be said that inequalities may be of different factors not only one.

Check Your Progress 2

- Notes:**
- Write your answers in the space given below.
 - Compare your answers with those given at the end of the Unit.

2. What are the nature & forms of inequity in education?

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14.5 CONSEQUENCES OF INEQUALITY IN EDUCATION

Quality education and all round development of individual has been the prime concern of every education system. Continuous efforts have been made to bring both quantitative and qualitative improvements as well as to cope with the demand for education across the globe. In India, qualitative & quantitative expansions have been made in mission mode, however, we have not achieved the target. Inequality is not a subject of India rather it faces across the world in some forms or other. Conscious and targeted efforts have made the situation better, but we could not overcome this issue satisfactorily.

The relative consequences of inequality in India be as follows:

- **Accessibility:** Because of geographical and other diversities in India, sometimes it has been realized that providing access to education to each and every child is a question. The central as well as the State governments have made innumerable provisions for making education reach the doorstep of the children, but still a lot of work is yet to be done.
- **Affordability:** There are two types of schools function in India, i.e. Government and private schools. Generally, in India, children get free education at the elementary as well as secondary level in Govt. and Govt. aided schools. It is always a matter of debate on quality education provided in Government schools and also in private schools in certain parameters. Fee structure in private schools is simply unaffordable by the common people. Only a particular section of the society gets

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privileges for education in private schools. There should be a control of fee in schools so that the common people could be able to afford for education.

- **Segregated Classes:** Again, though education is free and compulsory for all, still the segregated social classes do not take benefits because of many reasons like their involvement in family professions, lack of awareness, and finally not realizing the benefits of education.
- **Exploitation:** Many a times, exploitation by school management, teachers, peers, and social members deprive the children from schooling. Intensionally, bias towards few children in the classroom by the teachers for many reasons simply result in exploitation.
- **Achievement Gap:** There is always a matter of discussion in the country that there is acute achievement gap of the learners in the schools. A fifth standard student feels unable to do the Mathematics and Language meant for standard third. Accordingly, there is a gap between the achievement in Mathematics and Social Sciences. This should be critically understood and the difficulties of inequalities should be minimized.
- **Violence:** Violence in education system is also another difficulty in our schools for achieving equality in education. Partiality to the students, mental and physical harassment, favoritism, gender and caste discrimination are also a sort of violence in education, which need to be removed realising equality in education.

Therefore, no society or nation can bear the consequences of inequality and hence we need to be more focused, aware and action oriented so far as inequality in education is concerned.

Activity 3

Based on the above points on consequences of inequality in education, suggest your opinions on how to address these issues.

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Check Your Progress 3

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

3. Describe the consequences of inequality in education in your own words.

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4. What measures can you suggest to overcome inequality in education?

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14.6 CONSTITUTIONAL PROVISIONS FOR PROMOTING EQUALITY

The Constitution of India, adopted in 1950, grants equal opportunity to the individual in all spheres and also directs the State to ensure no discrimination shall be done to any individual on any basis, rather, efforts shall be made for the wellbeing of the deprived section of the society on the basis of gender, caste, region, religion etc. The State may, in turn, accordingly frame the laws to achieve the well being of the masses which is reflected in the 'Directive Principles of State Policy' exists in the Constitution of India. The constitutional provision have been mentioned in various articles of the directive principles of state policies, as like article 45 confers free and compulsory education to all children upto the age 6 to 14.

Let us briefly understand the constitutional provisions of Indian constitution.

14.6.1 Free and Compulsory Education

Insertion of new article 21A.- After article 21 of the Constitution, the following article has been inserted, namely:

Article 21A which specifies that the State shall provide free and compulsory education to all children of the age of six to fourteen years. Now this is popularly known as Right to Education Act.

14.6.2 Education for Minorities

Article 30 of the Indian Constitution relates to certain cultural and educational rights to establish and administer educational institutions for the minority groups.

It includes:

- i) All minorities whether based on religion or language, shall have the right to establish and administer educational institutions for the minority groups.
- ii) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

14.6.3 Language Safeguards

Article 29(1) states, “Any section of the citizen, residing in the territory of India or any part thereof having a distinct language, script or culture of its own, shall have the right to conserve the same.” Article 350-B provides for the appointment of special officer for linguistic minorities to investigate into the matters relating to safeguarding the rights of linguistic minorities under the Constitution.

14.6.4 Education for Weaker Sections

Article 15, 17, and 46 safeguard the educational interests of the weaker sections of the Indian Community, that is, socially and educationally backward classes of citizens and scheduled castes and scheduled tribes.

Article 46 of the Constitution focuses, the federal government is responsible for the economic and educational development of the Scheduled Castes and Scheduled Tribes.

It states, “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 Scheduled Tribes and shall protect them from social injustice and all forms of exploitation.”

14.6.5 Secular Education

India is a secular country. Under the Constitution, minorities, whether based on religion or language, are given full rights to establish educational institutions of their choice.

Article 25 (1) of the Constitution guarantees all the citizens, the right to freedom of conscience and the right to profess, practice and propagate there religion.

Article 28 (1) states, “No religious instruction shall be provided in any educational institution if wholly maintained out of State fund.”

Article 28 (2) states, that an educational institution which is administered by the State but has been established under any endowment or trust which requires religious instruction shall be imparted to such institution.”

Article 28 (3) states, “No person attending any educational institution by the State or receiving aid out of State funds, shall be required to take part in any

religious instruction that may be imparted in such institutions or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person a minor, his guardian has given his consent thereto.”

Article 30 states, “The state shall not, in granting aid to educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them.”

14.6.6 Equality of Opportunities in Educational Institutions

Article 29(1) states, “no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them.”

The Fundamental Rights of the Indian Constitution has also adopted the three fold ideal of Justice, Liberty, Equality and Fraternity. The fundamental right of equality clearly signifies that in the court of law, no distinction can be made on the basis of any position, caste, class or creed. Side by side, the right of equality of opportunities to all is also provided. The equality of opportunity is meaningless, unless there are equal opportunities for one’s education.

14.6.7 Instruction in Mother -Tongue

There are diverse languages in our country. After the dawn of Independence, mother tongues have received special emphasis as medium of instruction and subjects of study. Pedagogically, the educationists and the psychologists also believe that Elementary educations should be given in mother tongue. In the Constitution of India, it has been laid down that the study of one’s own language is a fundamental right of the citizens.

Article 26 (1) states, “any section of the citizens, residing in the territory of India or any part thereof, having a distinct language, script or culture of its own, shall have the right to converse the same.”

Article 350 A directs, “It shall be endeavour of every State and every local authority to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups.”

14.6.8 Women’s Education

In the recent days the country has experienced gap in education between the males and the females is the concern of our education system Tremendous advancement of Women’s Education in all fields. Education of the girls is considered to be more important than that of the boys. The Constitution makes the following provisions under different articles:

Article 15(1) provides that the State shall not discriminate any citizen or groups only on the basis of gender.

Article 15 (3) reads: “Nothing in this article shall prevent the State from making any special provision for women and children.”

Check Your Progress 4

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

5. What are the amendments related to Article 45?

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6. What Article 21-A means?

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14.7 TEACHERS, SCHOOLS AND CURRICULUM IN ENSURING EQUALITY

It is important for the teacher, school and the curriculum to provide education catering the needs for ensuring equality. A teacher should be able to develop in the student, empathy for children from different sections of society, particularly the disadvantaged and educationally backward sections along with an understanding of the status of women in society. All men and women are equal partners in society; they live and grow up together. Members of a society depend upon one another. All activities of men and women, big or small, significant or insignificant, become a part of the societal system. All members are equal so far as their rights and dignity are concerned.

The concept of human rights has emerged out of mankind's reasoning and conscience. Societies are governed by political systems which exercise control over the actions of its members, institutions and organizations, both formal and informal. A elected government functions according to the laws adopted by the society. Human beings differ amongst themselves, but the concept of equality implies that all human beings are equal and have to be treated alike, irrespective of their religion, caste, creed, colour, sex, race, place of birth and so on. Society defines roles to its members, institutions and organizations. In schools generally the seats are limited and the applicants are many. All want to take admission. In this case the concept of equality implies that school authorities should consider the applications of all children irrespective of their religion, caste, creed, colour, sex, place of birth and may make proper selection on the basis of other specific attributes which is academical in nature. The right to equality emphasizes that everyone can claim equality despite difference in gender, religion, caste, colour, language etc.:

It is the duty of all governments and members of society to ensure equal opportunities to all children to get education and other relevant rights, and those rights will be granted assuring the dignity of the individual. There should be no compromise on this count because all these rights have been enlisted in the Constitution of India.

14.7.1 Role of Teachers and Schools in Promoting Equality in the Classroom

- Classroom is the center of the educational process and this is also the forefront of equality for the students. Teachers learn to recognize the social and cultural elements of the students for better understand to them. It is therefore, teachers are in a responsible position in the whole school system to understand the students, develop their personality, engage them in teaching-learning processes and without making any type of biased attitude and personal reservation.
- Teachers need to develop a classroom guideline for the students about right conduct for dealing friends, situations, peers, and teachers to maintain friendly atmosphere in the classroom as well as in the school.
- In case, the teacher finds that few students are negatively motivated to do the things and are engaged in other irrelevant activities like abusing, quarrelling, cheating, etc., teachers should use various strategies to observe that group of students and to use their energy into constructive activities.
- The school management should treat all the teachers and the students equal, in all respects. In classroom situations, teachers should exhibit same attitude to deal the students during classroom teaching as well as in conducting various activities.
- Being a teacher, one should realize the importance of inclusive teaching and how to develop an inclusive setting in the classroom. The true sense of inclusiveness should be reflected in terms of resolving differences within gender and differently abled, selection of activities for classroom teaching, methods and the use of conductive teaching strategies as per the demand of the situation.
- Often, teachers use certain comments, jokes, and light talks in the classroom which hurt the sentiments of certain gender, caste, culture, habits, languages, etc. Such stereotypical behavior of the teachers should be avoided. Making the marginalized students unhappy in the classroom, no objectives will be fulfilled. It is essential to practise equality in the classroom.
- In case, the teacher uses any resources in the classroom for teaching-learning process, it is advisable to use the multicultural theme of the resources which talk about the richness of the diversity of the country.
- For selecting methods, techniques, and strategies of teaching, teachers need to be careful enough so that varieties of activities can be incorporated in the teaching learning process which represent the themes of multiculturalism and diversity in the classroom teaching.

- In planning the lesson, teachers need to be careful about reflecting the diverse nature of the classroom as well as help them to construct their knowledge.
- It is, again, important for the teachers to ensure that all students have equal access to the opportunities and participation in the classroom. Neglecting any element in the classroom hinders equality in teaching and learning.
- In case, teachers use any learning materials other than that text books appropriate for the students, care should be taken that the materials do not discriminate against any one and any section or ideology of the society.
- A teacher should also be well versed in the principles of ethics and equality in a school system. They must also teach the concept of equity to students and community to build a world that focuses on right education for all.

14.7.2 Role of Curriculum in Ensuring Equality

Other than the teacher and school the curriculum has a role in bringing equality and addressing diversity in education. Curriculum should make the knows to develop the following:

- Equality and diversity should be included in the curriculum rather than targeted and responsive to the multiplicity of identities embodied in students and groups.
- The sense of inclusiveness in the curriculum construction needs to be emphasized. Inclusive in terms of gender, differently able, and the diversities in many forms in the society should be addressed in the curriculum.
- Gender issue is also another important aspect for designing curriculum. For practicing equality, the issues of gender discrimination should be reflected in the curriculum.
- Another important role of the curriculum is that it is for the masses, not the classes. The socially and educationally backward sections should also be equally included in the curriculum. The topics like studying marginalization, unity in diversity, equality in thinking, ideas and deeds should also be reflected in the school curriculum.
- Other important aspects of the curriculum is to provide diverse experiences and the greatness of our culture.
- The curriculum should also inform the learners about their rights as well as responsibilities for the society and the nation as well.

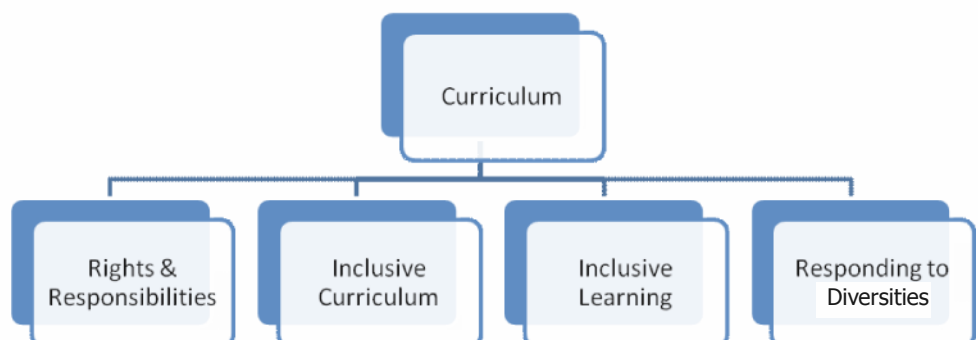


Fig. 2 : Curriculum for Equal Opportunity

Equality and diversity means facilitating students to reflect on their own experiences, skills and understandings. This can be done through adapting curriculum content, refining pedagogical practices and considering assessment, content and methods.

Check Your Progress 5

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

7. Discuss the role of a teacher in bringing equality in education.

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8. Discuss the role of a school in bringing equality in education.

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9. Discuss the role of a curriculum in bringing equality in education.

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14.8 GOVERNMENT & NON-GOVERNMENT INITIATIVES

Government has taken many initiatives in the form of legal and constitutional support. Recently, the Right to Education Act, 2009, is one of the Government's effective steps to provide quality and equality in education to the elementary students across the Country. Equalization of educational opportunities has been one of the major objectives of the successive Five-Year Plans. Considerable works in this respect have been done through the programme of expansion of educational facilities at the elementary, secondary and university stages. For achieving the target of equality of educational opportunity in India, our efforts must be directed in many ways for recognizing the educational system. Some of the efforts are as follows-

- On the basis of the constitutional provisions we must provide compulsory elementary education to all children of the Country.

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- Admission to educational institutions has been made available to all, irrespective of caste, religion and/or any other discriminatory grounds.
- Educational institutions have been opened in large numbers in order to provide opportunity to all for getting education.
- In order to overcome wastage and stagnation in elementary education, early childhood education and care has been given priority. Pre-school education centers like Balwadi, Anganwadi etc. have been opened and are being set up in large scale.
- Provision of scholarships has been made for the backward, disadvantaged groups and the live.
- Special treatment given to S.C., S.T and Other Backward Communities in relation to reservation of seats, provision of different types of scholarships to ensure equality in education.
- In tribal areas more numbers of residential schools or Ashram schools have been set up. Kanyashram schools have been commissioned in the tribal areas to facilitate education of girls. The scheme of Kasturba Gandhi Balika Vidyalya needs to be strengthened in the tribal areas across the country.
- Steps have been taken for education and training to the children of differently abled by the government and voluntary organizations.

14.8.1 Efforts of NGOs

In every part of the world, there are non-governmental organizations (NGOs) working rigorously for the women, children and the differently able. By their active campaigning, the NGOs remind governments to keep their promise in order to give practical shape to goals set by various national and international conventions on equality. They make available to governments, concrete facts and not just another list of pious intentions encouraging them to initiate appropriate action. Several initiatives were taken by NGOs in the protection field of education initiatives in India. Among them girls' education, child rights protection, social justice, getting working children into school, empowering women for local governance etc.

The non-government organizations are active in providing education to the marginalized and socially and economically deprived sections, women, and differently-abled children. Many of them are playing a special role by providing education to the needy children of the city slums as well as the remote tribal areas. The Azim Premji Foundation, Akshara, Pratham, Umeed are some of the NGOs active in the field of education. For example, the NGO **Umeed**, works for the deprived, underprivileged, and marginalized sections such as minorities, women, poor, and people of backward areas and communities. They run many educational institutions, professional colleges, vocational training centers, libraries, study centers, coaching centers, scholarship schemes, training of yoga, marshal art etc.

(*Source:* <http://www.umeedngo.com/index.php> retrieved on 15.03.2016)

Apart from these, few examples of the NGOs, those work towards achieving quality education in India are as follows:

‘Teach for India’, an NGO, works with a vision that one day all children will attain an excellent education. In an effort to provide quality of education to all, ‘Teach for India’ currently works in 5 main cities of India- Mumbai, Delhi, Pune, Hyderabad and Chennai and is well equipped with some 700 fellows who are working towards eradicating the high inequality present in Indian education system. (*Source:* <http://www.teachforindia.org/> retrieved on 15.03.2016)

‘Make A Difference’ (MAD), an NGO, works to educate children from poor homes, orphanages and street shelters. Currently, some of 1200 volunteers are working hard to teach 4000 children in some of the major cities of India including Mangalore, Chennai, Bangalore, Mysore, Delhi, Dehradun, Kolkata, Vellore, etc. MAD also runs a Placement project that aims to place underprivileged children on the same platform with the children from regular homes.

(*Source:* <http://makeadiff.in/> retrieved on 15.03.2016)

‘Pratham’, an NGO, established in 1994, is dedicated to provide education to children belonging to the slums of Mumbai. Team Pratham comprises of civil servants, teachers, social workers, educationists and many other educated personnel who are working for a common dream of developing the future of children of the country with an aim to offer every child their fundamental right to education. At present, ‘Pratham’ has launched its activities in 19 different States.

(*Source:* <http://www.pratham.org/> retrieved on 15.03.2016)

‘Child Rights and You’ or CRY is an NGO in India, working for children and their rights. CRY has undertaken a lot of initiatives to improve the condition of underprivileged children and one of them is the ‘Chotte Kadam Pragati ki Aur’, a literacy drive that has reached out to more than 35000 children in 10 States of India. ‘Mission Education’ is another popular campaign from CRY to make sure that ‘education is every child’s right’ and that proper education reaches more children in every new academic year. (*Source:* <http://www.cry.org> retrieved on 15.03.2016)

The above examples show that equity and equality in education is not only the responsibility of the concerned government but also the non-government organizations as well as the individual concerns. Through their continuous efforts, they ensure the protection of equality in education in the following ways:

- involving people from all walks of life
- developing indicators for judging the standard and status of equality
- acting as effective instruments of preventive diplomacy
- lobbying for better legislative measures
- monitoring implementation of various schemes
- organizing effective activities and campaign for the needy person and the groups

Activity 4

Like the NOGs discussed above, you also cite few examples of the NGOs those work in your locality or State for the cause of equity and equality in education.

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Check Your Progress 6

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

10. Discuss the government initiatives for bringing equality.

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11. Discuss the non-government organizations in bringing equality in education.

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14.9 LET US SUM UP

Equity & Equality in all spheres in general and in education in particular needs awareness, care, attention, constitutional and legal support. In this regard, recognizing education as one of the rights of children, equalization of opportunities both in terms of quality and quantity has attracted the attention of researchers throughout the Country. Researches are being carried out on different indicators, individuals and institutions yield empirical findings regarding trends and patterns along with useful suggestions for implementation.

Providing equity and equality in education is not the effort of a single person, group or stakeholder. The entire human society, including all the stakeholders, in education needs to be involved in it to achieve equality in education. Specially, the school management, teachers, community members, concerned governments, non-government organizations, and local & State administration should be involved and worked wholeheartedly.

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14.11 ANSWERS TO CHECK YOUR PROGRESS

1. 'Equality' refers to balance, symmetry and evenness or 'the same in all respect' while 'equity' refers to the principle of fairness.
2. Figure 1 will help you to answer the question.
3. Self exercise
4. Self exercise
5. Free and compulsory elementary education up to the age of 6 to 14.
6. Right to Education to the children up to the age of 14.
7. Question No. 7 to 9 self exercise.
8. Self exercise
9. By involving people from all walks of life; developing indicators for judging the standard and status of equality; acting as effective instruments of preventive diplomacy; lobbying for better legislative measures; and monitoring implementation of various schemes.