

EDUCATION, EQUALITY AND DEVELOPMENT

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Chapter ID: NSP/ICAAR-2023/A-22

ABSTRACT

The dissertation aims to discover strategy tools for development through education and equality. Development that can be applied in practice. For this purpose, competitive strategy tools that fit for a best education and development are critically reviewed. Equality in education means equal availability of educational opportunities for every qualified person irrespective of sex, caste, religion, language, race, colour, political opinion, nation or social origin, economic condition or birth. Equality does not assume that all individuals are basically equal to capacities. Most of the discussion about equality in education is focused on how to equalize access to and participation within different levels of formal education for different social groups. For individuals, education promotes employment, earnings, health, and poverty reduction. Globally, there is a 9% increase in hourly earnings for every extra year of schooling. For societies, it drives long-term economic growth, spurs innovation, strengthens institutions, and fosters social cohesion. Developing countries have made tremendous progress in getting children into the classroom and more children worldwide are now in school. But learning is not guaranteed, as the 2018 World Development Report (WDR) stressed. Inequality in education slows economic growth as much as recessions. Students who don't receive the educational resources they need can't perform at their optimal level. They don't earn as much, can't build wealth, and therefore can't afford to send their children to good schools. Parents on the lower-wealth tiers can't afford to send their children to the expensive, quality schools that those on higher tiers can. This contributes to structural inequality, where the institutions themselves contribute to inequality. As a result, inequity in education means that a society loses the income and economic output potential of the lower-income tiers. Equalisation of educational opportunities has been one of the major objectives of the successive Five-Year Plans. Considerable works in this respect has been done through the programme of expansion of educational facilities at the elementary, secondary and university stages. The New Education Policy, 1986 lays special emphasis on removing disparities and equalizing educational opportunity. To promote equality, it will be necessary to provide for opportunity to all not only in access but also in the conditions for success. In order to accelerate in the progress of providing equality of opportunity, incentive measures are to be properly implemented and administrative structure has to be properly streamlined with a strong will and determination. Various media, methods and materials are to be utilized to fulfil the special needs of the deprived children of the country. The Indian school education system is amongst the most renowned in the world. Schools in India can be divided into three levels of education, that is, primary, secondary, and higher secondary. As per the latest government reports, primary schools are in the majority. Thus, it is compulsory to follow the equal values and terms to provide better and equal education opportunities.

Keywords: Opportunities, equalization, higher tiers, five year plans, WDR, capacities, determination.

INTRODUCTION

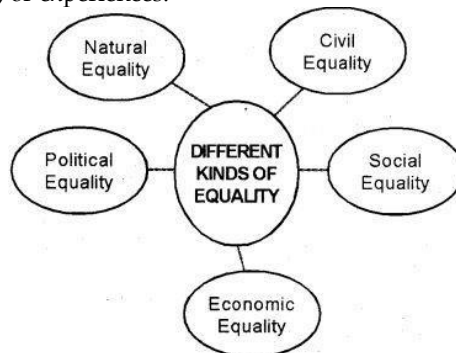
- A. **Education:** Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life.

Education has been described as a process of waking up to life:

- a) Waking up to life and its mysteries, its solvable problems and the ways to solve the problems and celebrate the mysteries of life.
- b) Waking up to the inter-dependencies of all things, to the threat to our global village, to the power within the human race to create alternatives, to the obstacles entrenched in economic, social and political structures that prevent our waking up.
- c) Education in the broadest sense of the term is meant to aid the human being in his/her pursuit of wholeness. Wholeness implies the harmonious development of all the potentialities God has given to a human person.
- d) True education is the harmonious development of the physical, mental, moral (spiritual), and social faculties, the four dimensions of life, for a life of dedicated service.

Etymological meaning of education: The Greek word 'pedagogy' is sometimes used for education. The most common Indian word 'shiksha' is derived from the Sanskrit verbal root 'shas' which means 'to discipline', 'to control', 'to instruct' and 'to teach'. Similarly the word 'vidya' is derived from Sanskrit verbal root 'vid' which means 'to know'. Vidya is thus the subject matter of knowledge. This shows that disciplining the mind and imparting knowledge where the foremost considerations in India.

- B. Equality:** Most of the discussion about equality in education is focused on how to equalize access to and participation within different levels of formal education for different social groups. In school, **equality** is often associated with access and outcomes. Equality asserts that every student should have the same access to a high quality education regardless of where they come from. It also requires that all students be held to the same standards and objectives regardless of their circumstances, abilities, or experiences.



Educational equality takes various forms. This can be about educational access, academic achievement or relationships and processes within schools. In sociology, we see education (as well as other social phenomena) as being stratified along various lines. The aims of education policy are thus to achieve gender, ethnic and social class equalities in education.

WHAT IS THE DIFFERENCE BETWEEN EQUITY AND EQUALITY IN EDUCATION?

"Equality" refers to the equal treatment of people, while "equity" recognizes the unique circumstances of each person and treats them according to their needs.

HOW EDUCATION AND EQUALITY ARE IMPORTANT FOR DEVELOPMENT?

Education is a human right, a powerful driver of development, and one of the strongest instruments for reducing poverty and improving health, gender equality, peace, and stability. It delivers large, consistent returns in terms of income, and is the most important factor to ensure equity and inclusion. For individuals, education promotes employment, earnings, health, and poverty reduction. Globally, there is a 9% increase in hourly earnings for every extra year of schooling. For societies, it drives

long-term economic growth, spurs innovation, strengthens institutions, and fosters social cohesion.

Developing countries have made tremendous progress in getting children into the classroom and more children worldwide are now in school. But learning is not guaranteed, as the 2018 World Development Report (WDR) stressed. Making smart and effective investments in people's education is critical for developing the human capital that will end extreme poverty. At the core of this strategy is the need to tackle the learning crisis, put an end to Learning Poverty, and help youth acquire the advanced cognitive, socioemotional, technical and digital skills they need to succeed in today's world.

Equality in education is when every student receives the resources needed to acquire the basic work skills of reading, writing, and simple arithmetic. It measures educational success in society by its outcome, not the resources poured into it. Inequality in education slows economic growth as much as recessions. Students who don't receive the educational resources they need can't perform at their optimal level. They don't earn as much, can't build wealth, and therefore can't afford to send their children to good schools. This continues a cycle of structural inequality that hurts society as a whole.

THE IMPACT OF INEQUALITY IN EDUCATION

Equality in education is necessary for economic mobility. Without it, the economy will suffer from an achievement gap between groups in society. Because some students aren't prepared to achieve their working potential, it creates income inequality, which, in turn, forms a wealth gap.

Parents on the lower-wealth tiers can't afford to send their children to the expensive, quality schools that those on higher tiers can. This contributes to structural inequality, where the institutions themselves contribute to inequality. As a result, inequity in education means that a society loses the income and economic output potential of the lower-income tiers. That slows economic growth for everyone.

There is a great need for emphasizing the equality of opportunity in education due to the following reasons:

- a) It is needed for the establishment of an egalitarian society.
- b) It is needed because it is through the education to all people in a democracy that the success of democratic institution is assured.
- c) The equality of educational opportunities will ensure a rapid advancement of a nation. When the people have opportunities to get education, they will have a chance to develop their natural talent and thus enrich the society.
- d) The equality of educational opportunity will extend the search of talent among all the people of a nation.
- e) It will help to develop a close link between the manpower needs of a society and the availability of skilled personnel.

PROBLEMS OF EQUALITY OF EDUCATIONAL OPPORTUNITIES:

In India there are some reasons which create inequality of educational opportunities. These reasons are:

- a) Difference in economic status of home.
- b) Gender disparities.
- c) Regional Imbalance.
- d) Physiological difference.
- e) Difference in home conditions.

- f) Disparity between backward and advanced classes.
- g) Non-availability of adequate opportunities.
- h) Difference in mental and physical abilities.

MEASURES TAKEN FOR EQUALISATION OF EDUCATIONAL OPPORTUNITY:

Equalisation of educational opportunities has been one of the major objectives of the successive Five-Year Plans. Considerable works in this respect has 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 directions for recognizing the educational system.

SOME OF THESE DIRECTIONS ARE AS FOLLOWS

- a. **Constitutional Provisions:** On the basis of the constitutional provisions we must provide compulsory elementary education to all children of the country. Democracy, socialism, secularism, justice and equality are to be cultivated through the provision of equalizing educational opportunity for establishing an egalitarian society.
- b. **Debarring restriction on admission in educational institutions:** Admission to educational institutions has been made available to all irrespective of caste and religion.
- c. **Wide distribution of Institutions:** Educational institutions have been opened in large numbers in order to provide opportunity to all for getting education.
- d. **Provision of Pre-school education:** In order to overcome wastage and stagnation in primary education, Pre-school education is to be given priority. Pre-school education centres like Balwadi, Anganwadi etc. have been opened and are to be set up in large scale.
- e. **Provision of scholarship and other facilities:** Provision of free ship⁶ and scholarships are being made for the backward and disadvantaged groups.
- f. **Special treatment for S.C., S. T. and Other Backward Communities:** Special treatment as being made for 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.
- g. **Residential School:** In tribal areas, residential schools or Ashram schools have been set up. Kanyashram schools have been commissioned in the tribal areas to facilitate education of girls.
- h. **Special education of the handicapped:** Steps have been taken for the education and training of blind, deaf, orthopedically handicapped and educable sub-normal children by the government and voluntary organisations.

The New Education Policy, 1986 lays special emphasis on removing disparities and equalizing educational opportunity. To promote equality, it will be necessary to provide for opportunity to all not only in access but also in the conditions for success.

- a) Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels.
- b) Numerous incentives, helps, benefits, facilities will be provided to SC and ST population to equalize them with other developed communities.
- c) People of educational backward areas like rural areas, hill tracks and desert areas will be given adequate institutional and infrastructural facilities.
- d) Minority community will be allowed to set up and administer their own educational institutions.
- e) Education for physically and mentally handicapped children should be integrated with the general community as equal partner to prepare them for normal growth and to enable them to face with courage and confidence.

Truly speaking in spite of all attempts in the direction of the national goal-quality of

opportunity, the result is not satisfactory. Hence in order to accelerate in the progress of providing equality of opportunity, incentive measures are to be properly implemented and administrative structure has to be properly streamlined with a strong will and determination. Various media, methods and materials are to be utilized to fulfil the special needs of the deprived children of the country.

STATISTIC PRESENTATION OF DEVELOPMENT IN EDUCATION SYSTEM

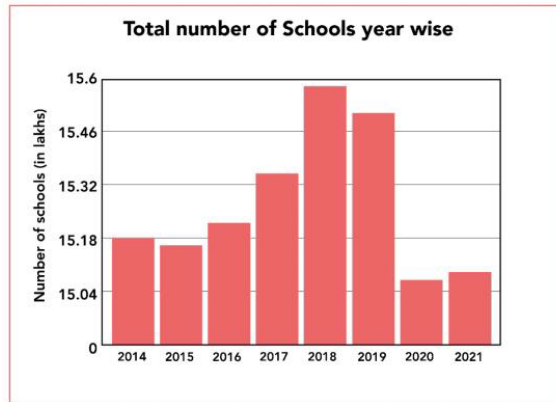
The Indian school education system is amongst the most renowned in the world. Did you know that the Indian education system prides itself as one of the largest in the world? Yes, you read that right! After all, India has around **15 lakh schools**, more than **97 lakh teachers**, and more than **26.5 crore students**, all of these just at the school level alone. And all of these are from varied backgrounds, thus creating assimilation in terms of learning.

- a) There is a grand total of 14, 89,115 schools in India.
- b) The number of rural schools amounts to around 12.34 lakhs.
- c) Urban India is home to 2.54 lakh schools.
- d) The number of teachers that are actively working at present at honing the future citizens is 95, 07,123.
- e) Out of these, 48.76 lakhs are female teachers, while 46.30 lakhs are male teachers.
- f) The number of students currently enrolled in schools across India stands at 26, 52, 35,830.
- g) A whopping 12.73 crore school students in India are female while 13.79 crores are male.
- h) Enrollment of primary school students in India currently stands at 100.13%.
- i) The gross enrollment ratio of secondary schools currently stands at 79.56%.
- j) Total enrolment in schools (Class 1 to 12) has increased by 0.76 % in 2021-22 as compared to 2020-21.

YEAR WISE COMPARISON OF SCHOOLS IN INDIA

Here is a table depicting the increase in the number of schools in India in the past few years.

Year	Total Schools	Primary	Secondary	Higher Secondary
Number of Schools in India in 2014	15,18,160	12,89,958	1,41,941	86,261
Number of Schools in India in 2015	15,16,892	12,87,065	1,42,592	87,235
Number of Schools in India in 2016	15,22,346	12,86,803	1,43,196	92,347
Number of Schools in India in 2017	15,35,606	12,95,314	1,47,933	92,359
Number of Schools in India in 2018	15,58,903	12,69,236	1,64,403	1,25,314
Number of Schools in India in 2019	15,51,000	12,70,374	1,50,604	1,30,022
Number of Schools in India in 2020	15,07,708	12,22,485	1,51,489	1,33,734
Number of Schools in India in 2021	15,09,136	12,17,670	1,51,946	1,39,520
Number of Schools in India in 2022	14,08,115	11,96,265	1,50,452	1,42,398

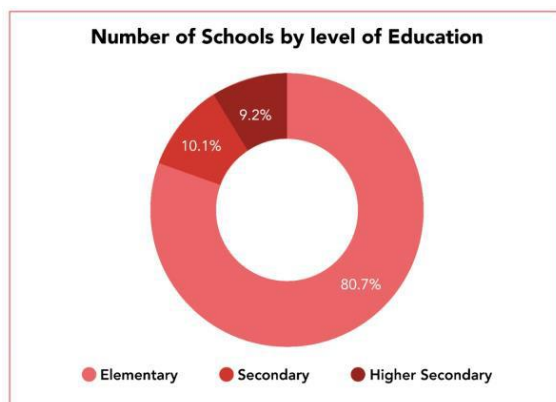


If you examine the above table closely, you will notice a downward trend in the number of schools in India after 2018. Prior to that, there had been a significant increase in the number of schools, especially as it shot up to 15,58,903 in 2017 from 15,18,160 in 2014. The downward trend, however, does not indicate a negative standard of education. The decrease in the number of schools, in fact, was a result of the amalgamation of schools across India. This downward trend, however, came to a stop in 2021, as the number of schools increased to 15,09,136, while it had only been 15,07,708 in the year 2020. Then again in 2022, the number of schools stands at 14,89,115, due to the amalgamation of schools across the country.

NUMBER OF SCHOOLS BY LEVEL OF SCHOOL EDUCATION 2022

Schools in India can be divided into three levels of education, that is, primary, secondary, and higher secondary. As per the latest government reports, primary schools are in the majority, as 11,96,265 schools in India are primary schools, while the number of secondary schools and higher secondary schools in India is 1,50,452 and 1,42,398, respectively.

Here is a virtual look at how these schools are divided across India.



Under various articles of the Indian Constitution and the Right of Children to Free and Compulsory Education Act, 2009, free and compulsory education is provided as a fundamental right to children aged 6 to 14. The approximate ratio of public schools to private schools in India is 7:5.