



Study of Equal Educational Opportunity

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Abstract

When India became a sovereign state in 1947, it was left with an educational system that was not only underdeveloped, but also marked by stark regional and structural inequalities. Some places had a more developed educational system than others, and education was not available to everyone. Due to socio-cultural and economic factors, certain segments of the population were socially and educationally behind the rest of the population. Disadvantaged students included females, children from low-income families, members of the SC/ST community, as well as those who were impaired. After India's independence, a number of initiatives have been made to ensure that all citizens have equal access to education and to eliminate inequalities. Special measures in our Constitution were created to provide equitable educational access for these groups. Both the 1968 and the 1986 versions of the National Policy on Education advocated for ensuring that all children had equal access to quality education. In order to do this, NPE 1986 presents a number of suggestions.

Key Words: Equal, Educational, Opportunity, National etc.

Introduction

This nation is democratic. The success of a democracy is directly tied to the level of education available to its people. Individuals should be educated so that they may grow into the best versions of themselves. As a result of this, modern education is based on observing and learning from the constantly changing world we live in. “Real life and the throbbing, dynamic society around us are the best places to learn from. As a result, students should be able to study at their own speed and in their own time”. This is the only way to make education relevant to the real world. As a result, people should have access to educational resources that allow them to reach their greatest potential. In addition, the Indian Constitution mandates that all citizens be given equal access to education. One of the most effective ways to advance one's social and economic standing is through obtaining a college degree or other kind of postsecondary education. That's why everyone should have equal access to education.

Promoting education among backward minorities



“India's Constitution guarantees minorities the freedom to preserve their languages, scripts, and cultures and to establish educational institutions of their choosing, whether religious or based on language or religion. Aside from clauses in Part III of the Constitution dealing with basic rights, the following safeguards have been made for the education of minorities.

Article 29 (1) : 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 conserve the same.

Article 29 (2) : 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.

Article 30 (1) enjoins that all minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice.

Article 30 (2) lays down that 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.

Article 350A states that it shall be the endeavour of every state and of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups.

Measures taken for Equalisation of Educational Opportunity:

One of the main goals of the successive Five-Year Plans has been the equalisation of educational possibilities. The growth of educational facilities at the primary, secondary, and university levels has made significant progress in this regard. For equal educational opportunity in India, we need to work in many different areas to recognise the educational system's value and importance in society.

Some of these directions are as follows:

1. Constitutional Provisions:

All students in the nation must receive a free, public primary education, as mandated by the Constitution. Creating an equitable society requires fostering democracy, socialism, secularism, justice, and equality via the provision of equal educational opportunities.

2. Debarring restriction on admission in educational institutions:

It is now possible for anybody, from any background or faith, to go into a quality educational institution.

3. Wide distribution of Institutions:



To ensure that everyone has access to a quality education, a slew of new institutions have opened around the country.

4. Provision of Pre-school education:

Pre-school education must be prioritised in order to combat waste and stagnation in primary education. Balwadi, Anganwadi, and other early childhood education centres have already established or will soon do so on a significant scale.

5. Provision of scholarship and other facilities:

Free ships and scholarships are available to those who are less fortunate.

6. Special treatment for S.C., S. T. and Other Backward Communities:

S.C., S.T., and other backward communities get preferential treatment, including seat reservations and a variety of funding options, in order to guarantee educational equity.

7. Residential School:

Ashram schools, or residential schools, have been established in indigenous communities. The Kanyashram schools have been set up in the tribal communities to help educate females.

8. Special education of the handicapped:

By the government and non-profit organisations, educational and training programmes have been established for children who are blind, deaf, orthopaedically crippled, or otherwise unable to learn normally.

Causes of Inequality:

The following are the causes of inequality of educational opportunities in India:

- The absence of basic and secondary educational facilities.
- Large swaths of the people live in abject poverty.
- Schools and colleges have varying levels of quality control.
- The persistent and widening gap in educational attainment between boys and girls, across all grade levels”.
- Wide disparities in educational progress between the advanced and the backward groups.
- A lack of education for SC/ST people because of social deprivation and economic hardship.
- In addition to economic hardship, “issues like as social and psychological constraints, poor facilities at home, and passive attitudes of instructors to the educational growth of learners from backward areas also play a significant influence.

Measures taken to Achieve Equality of Educational Opportunities:



Following the country's independence, the Indian government has made a number of initiatives to improve the educational foundation of the country's SCs and STs and other marginalised groups”.

- “1. Sarva Shiksha Abhiyan (SSA)
2. Kasturba Gandhi Balika Vidyalayas
3. Mid-Day Meal Scheme.
4. Kendriya Vidyalayas (KVS)
5. National Institute of Open Schooling (NIOS)
6. Community Polyt”

The Role of the Teacher:

- Staff members at educational institutions are generally expected to seek, offer, and enforce nondiscrimination for students from underrepresented groups.
- When collecting attendance, caste designations and disparaging phrases should be avoided.
- It is the teacher's responsibility to ensure that all students have an equal opportunity to engage in school-sponsored extracurricular and curricular activities.
- Staff and parent meetings should be scheduled on a regular basis.
- Teaching first-generation students of SCs/STs is a specific duty for teachers.

For women:

In January 1992, the National Commission for Women was established as a statutory entity under the National Commission for Women Act, 1990 to:

- analyse the legal and constitutional protections for women.
- suggest legislative initiatives to address the problem;
- All policy concerns impacting women should be brought to the attention of the Government so that they may be addressed. Six people make up the Commission's leadership.

At least one member of each Scheduled Caste and Scheduled Tribe must be present at the meeting. The fundamental situation of women will be changed via the power of education. Many courses will include women's studies, and educational institutions are urged to implement active programmes aimed at advancing the status of women. “Through the provision of particular support services, time objectives, and efficient monitoring, the elimination of women's illiteracy will be given overwhelming importance. Women's involvement in vocational, technical, and professional education at all levels will be a major focus of this effort. Non-discrimination policies will be severely penalised in order to eradicate sex stereotyping in

vocational and professional courses and encourage women to pursue careers in fields where they are underrepresented”.

Measures of Equalization of Educational Opportunities for Women:

- Minority and SC/ST females should be given particular attention.
- There is free education for females up to the age of 12 in numerous states such as Meghalaya, Mizoram and Manipur.
- Girls may get free textbooks.
- Coaching, remedial lessons, and a welcoming learning atmosphere for ladies are all part of the package.

For disabled children:

“There are various categories of disabled children requiring special educational facilities. They are:

1. Blind,
2. Partially Sighted,
3. Deaf,
3. Partially Hearing,
4. Educationally Abnormal,
5. Epileptic,
6. Maladjustment,
7. Physically Handicapped,
8. Affected by Speech Defect,
9. Delicate”.

For the first time since 1974, handicapped students have been permitted to attend regular public schools, thanks to “Integrated Education for Physically Challenged (I.E.P.C)”. We can't reach our national objective until all children, including those with disabilities, have equal access to school. The goal is to put in place concrete steps that will help students advance academically and professionally. Teachers and parents must work together to make integrated education a successful educational strategy.

Conclusion

One of the most important parts of a society's socioeconomic and political growth is the notion of equal educational opportunities for all members of society. Social issues may be alleviated and individuals can go from the vertical field of human growth to the horizontal field via the

use of education. Equal educational opportunities may be distributed in many different ways. Equality in education may be achieved in a variety of ways. They argued that in order to ensure a fair distribution of educational opportunities, certain inputs, such as student spending, physical facilities, and the location of the school's library, should be considered, as should certain outputs, such as the racial makeup of students, teacher morale, and the individual academic achievements of each student. To ensure that all students get an equal education, it is essential that all schools follow the same curriculum. Racial integration and equality as assessed by test scores were cited as examples of how schools may have a significant impact on the lives of its pupils.

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