



Study of “ Education for Equality “ in National Policy of Education 86

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Introduction : Educational equity is the study and achievement of fairness, justice, and impartiality (equality) in education. The term equity means accommodating and meeting the specific needs of specific individuals. This means ensuring that everyone’s learning needs are met. Educational equity is based on the principles of fairness in distributing resources, opportunities, treatment, and success for every student.

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True equity means that differences in educational outcomes are not the result of differences in wealth, income, power or possessions. The significance of this idea is that the quality of education received by each child should not be dependent on the level of wealth and education of his or her family. This is to say that if a child fails in school, it is not because they were poor or had less opportunities for success than their peers. Furthermore, this means that a child’s social, racial or geographic background is irrelevant to the education they should receive. Students are different in terms of what they need to reach any level of achievement. Some students have different needs than others because they may come from a disadvantaged social environment or because they have special educational needs. Simply put, nothing should hold a child back from opportunities to pursue their talents and passions. Everyone deserves the same education.

There are many variables that determine whether students are being given the same opportunities. There can be inequalities of resources (textbooks, qualified teachers), and, in particular, inequalities tied to social class. Another is to determine whether a student has equal access; this traditionally means impartiality in opportunity and usually applies to physical or legal barriers. Equal access guarantees that every student has an equal opportunity to participate in all aspects of the educational process, including learning facilities (schools, classrooms, and labs), resources, and extracurricular and curricular programs. This then leads to equal



educational opportunities which is providing the same resources, opportunities, and treatment for each student. Equality is treating everyone the same. Equity means every student's needs are met so that they giving the same opportunity to succeed.

Education for Equality:

The NPE '86 lays special emphasis on the "removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been deprived of so far".

1. Education for women's equality:

The policy states the following:

(i) Status of women:

Education will be used as an agent of basic change in the status of women.

(ii) Empowerment of Women:

The national system of education will play a positive role in the empowerment of women. It will foster the development of new values through redesigned curricula, text books, the training and orientation of teachers, decision makers and administrators, and the active involvement of educational institutions.

(iii) Women's Studies:

Women's studies will be promoted as a part of various courses and educational institutions will be encouraged to take up active programmes to accelerate the pace of women's development.'

(iv) Removal of Women's Illiteracy:

The removal of illiteracy of women and obstacles inhibiting their access to and retention in century education will receive top priority through provision of special support services, setting of time targets, and effective monitoring.

(v) Women's Participation in Technical and Vocational Education:

Major thrust will be placed upon women's participation in technical, vocational and professional course at different levels. The policy of non-discrimination will be pursued vigorously to obliterate sex stereo-typing in vocational and professional courses. Besides, their participation will be promoted a non-traditional occupations and emergent technologies.

2. Education of Scheduled Castes:



The main focus in this regard is the equalization of SCs population with the non-SCs population X all stages and levels of education, in all areas and in all the four dimensions—rural male, rural female, urban male and urban female.

The measures contemplated include:

- (i) Incentives to indigent families to send their wards to school regularly till they attain the age of 14.
- (ii) Introduction of pre-matric scholarship scheme from class I onwards.
- (iii) Constant micro-planning and verification to ensure enrolment, retention and successful completion of courses, together with provision of remedial courses to improve their prospects for further education and employment.
- (iv) Recruitment of teachers from scheduled castes.
- (v) Provision of facilities for SC students in hostels at district headquarters, according to a phased programme.
- (vi) Location of school buildings, Balwadis, Adult Education Centres, Non-formal Centres in such a way as to facilitate full participation of the scheduled castes.
- (vi) The utilization of NREP and RLEGP resources so as to make substantial educational facilities available to the scheduled castes.
- (viii) Constant innovation in finding new methods to increase the participation of the scheduled castes in the education process.

3. Education of Scheduled Tribes:

The following measures are to be taken:

- (i) The construction of school buildings will be undertaken in tribal areas on a priority basis under the normal funds for education, as well as under the NREP, RLEGP and Tribal Welfare Schemes.
- (ii) The need to devise the curricula and instructional materials in tribal languages at the initial stages, with arrangements for switching over to regional language.
- (iii) Educated and promising scheduled tribe youths will be encouraged and trained to take teaching in tribal areas.
- (iv) Residential schools, including Ashram Schools, will be established on a large scale.



(v) Incentive schemes like scholarships in higher education including technical, professional and para-professional courses will be taken for the scheduled tribes. Special remedial courses and other programmes to remove psycho-social impediments will be provided to improve their performance in various courses.

(vi) Anganwadis, non-formal and adult education centres will be opened on a priority basis in areas predominantly dominated by scheduled tribes.

(vii) The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribals and their enormous creative talents.

4. The Education of Backward Sections and Areas:

Suitable incentives will be provided to all educationally backward sections of society living in rural areas. Hilly and desert districts, remote and inaccessible areas and islands will be provided adequate institutional infrastructure.

5. Minorities:

Greater attention will be focused on education of the minorities for promotion of social justice and equality. They would be helped to establish and administer their educational institutions, and protection to their languages and cultures should be ensured.

6. The Education of the Handicapped:

The policy states that the objective should be to integrate the physically and mentally handicapped with the general community, to prepare them for normal growth and to enable them to face life with courage and confidence.

It envisages the following measures in this regard:

(i) Whenever possible, education of children with locomotor handicaps and other mild handicaps will be common with that of others.

(ii) Provision of special schools with hostels as far as possible at district headquarters, for the severely handicapped children.

(iii) Adequate arrangements for vocational training to the disabled to enable them to live with confidence.

(iv) Re-orientation of teacher training programmes to deal with the special difficulties of the handicapped children.

(v) Voluntary efforts for the education of the disabled by the voluntary organisations.



7. Adult and Continuing Education:

The NPE '86 provided the following in this regard:

(i) Strengthening the existing programmes keeping in view the national goals such as alleviation of poverty, national integration, environmental conservation, energisation of cultural creativity of people, observance of small family norm, promotion of women's equality etc.

(ii) Regarding mass literacy programme, the policy outlines the following:

(a) Commitment of the central and State Governments, political parties, mass media and educational institutions to mass literacy programmes of diverse nature.

(b) Involvement of teachers, students, youths, voluntary agencies, employers etc. in this programme.

(c) Concerted efforts to harness various research agencies to improve the pedagogical aspects of adult literacy.

(d) Awareness among the learners upon literacy, functional knowledge, skills and socio-economic reality in the mass literacy programme,

(iii) Regarding the implementation, the ways and means are as follows:

(a) Setting of continuing education centres in rural areas.

(b) Education of workers through their employers, trade unions and concerned agencies of Government.

(c) Providing post secondary educational institutions.

(d) Providing books, libraries and reading rooms.

(e) Using Radio, T.V. and films as mass learning media.

(f) Creation of learner's groups organisations.

(g) Designing programme of distance learning,

(h) Providing assistance in self-learning.

(i) Organizing vocational training programmes based on need and interest.



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