UNIT 13: ACCESS AND EQUITY IN EDUCATION

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3. Equity, Access and Reservation

13.3.1 Meaning of Equity

13.3.2 Meaning of Access

13.3.3 Constitutional Provisions to Ensure Equity, Access and Reservation

13.4 Education- A Fundamental Right

13.5. Gender Inequality in Education

13.6. North Eastern Region: Access

13.7 Improving Access in Education

13.8 Let Us Sum Up

13.9 Further Reading

13.10 Answers to Check Your Progress

13.11 Model Questions

13.1 LEARNING OBJECTIVES

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

- identify education to be an integral part of economic development,
- discuss the importance of squinty and occusion cheracation.
- explain the importance of universalisation of education,
- discuss the meaning, concept and importance of expansion of education

13.2 INTRODUCTION

The formulation of an education policy had started assuming more and more importance when countries began to look at its population as human resource. Each country wants its population to contribute to its economic development. To reach this goal, the educational system of a country is the only highway.

Every country is inhabited by people belonging to the different levels of economic development. People are divided in accordance with their levels of economic development. For this stratification of society all people do not enjoy equal educational opportunities and all educational facilities are not equally available to them.

India has a huge population which cannot afford even to go to the primary level of education; some of them, though cross the primary level, end up their education at the secondary level. A very small section of the society completes the higher secondary level while a negligibly small section goes to the level of higher education.

This situation has become a challenge to the leadership of Indian education. The desire to encounter this challenge had started taking very strong roots when the concept of investment for human resource development rapidly had invaded the minds of the education policy makers. What is spent for education can be called human investment. It is seen that education prepares the learners for higher earnings. These earnings are considered a return on what was spent for education. It become clear in the minds of the education policy makers that an elitist education policy would benefit only a few, and such a policy cannot bring an accelerated economic development for the people of India as a whole.

The education policy makers of India have deeply realised that India must have an education policy which should be capable of bringing education to the masses for the all-round development (social, cultural, economic) of the people of the country. They all agree that education provides

the base for a 'person's own well-being in future, his immediate community and the larger society'. Education has a great role in setting up a healthy and wealthy democracy in India.

13.3 EQUITY, ACCESS AND RESERVATION

The Indian Constitution has set the goals of the nation in its Preamble by declaring its mission "to secure to all its citizens justice—social, economic and political; liberty of thought, expression, belief, faith and worship; equality of status and opportunity." Different provisions of the constitution have given expression to the goals of justice, liberty, equality and fraternity for the elimination of social inequalities, economic disparities and political privileges. One and all have agreed that in order to realise these goals, India must have an education policy which is based on the principles of equity, access and reservation.

13.3.1 Meaning of Equity

Equity denotes the spirit and habit of fairness and justness. If an education policy is to reach out to the masses, it has to be guided by a spirit and habit of justness of those who are engaged in the process of formulation of education policy. The base of education should be equity and the education policy maker has to be endowed with a spirit of fairness and justness. When the education policy of a state could make every member of the society its beneficiary, we can say that such an education system has equity as its base. The principle of equity in education underlines the need of expanding education. When the objective of extending education is fulfilled, the equality of opportunity will emerge in such a society as being more than a mere phrase. Fairness and justness on the part of education policy makers is the sine qua non of equity in education.

13.3.2 Meaning of Access

Equity in education, indeed, involves access to education. Access to education means the freedom for all sections of society to go to school irrespective of one's caste, creed, religion and economic status. The increase in access to education will lead to the expansion of education. This cannot happen without providing equality of opportunity which can be ensured by equity only. The society as a whole will get the benefit of expansion of education if the educational system of that society works out successfully with the objectives of equity and access. Equity in education has to ensure access to the right education and the right educational system to all.

13.3.3 Constitutional Provisions to Ensure Equity, Access and Reservation

For equity and access, Article 46 of the Indian Constitution requires the 'State' to promote, with special care, the educational interest of the weaker sections of the people which include, in particular, the scheduled castes, the scheduled tribes, women, minorities and other economically backward sections of our society. Further, Article 45 under the Directive Principles of State Policy in the constitution wants the 'state' to endeavour to provide early childhood care and education for all children until they complete the age of six years.

The Article 16 of the Indian Constitution is devoted to special reservation regarding educational facilities for scheduled tribes, scheduled castes and all other backward classes of citizens including the socially and educationally backward classes. These constitutional provisions have fully established that the development of human resources is the main function of education. Education has to be the mainstay of all national endeavours. So, the

constitutional provisions incorporated in Articles 45, 46 and 16 are devoted to equity, access and reservation.



LET US KNOW

Besides the above, there are some other Constitutional provisions which are implemented for Gender Equality in India.

Article 15 (1) states: "the state shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them."

Article 15 (3) states: "nothing in this article shall prevent the state from making any special provision for women and children."

Article 16 (1) states: "there shall be equality of opportunity for all citizens in matters relating to employment or appointment of any office under the state."

Article 39 (a) states: "the citizens, men and women equally have the right to an adequate means of livelihood."

Therefore, in the Indian Constitution, it is assured that no one is discriminated on the basis of sex.



CHECK YOUR PROGRESS

Q 1: Do all people enjoy equal educational opportunities? Explain.

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Q 2: What is human investment?

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Q 3: Does education lead to higher earning?

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Q 4: Explain the meaning of equity.

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Q 5: Give the meaning of access.

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Q 6: Are equity and access complementary to one another?

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Q 7: Mention the Articles in the Indian Constitution devoted to equity, access and reservation.

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13.4 EDUCATION - A FUNDAMENTAL RIGHT

The Constitution of India (the 86th Amendment) Act 2002 has added a new Article 21A after articles 21. Article 21A provides that "the State shall provide free and compulsory education to all children of the age of 6 to 14 years in such manner as the state may, by law, determine." Increase in the

rate of literacy is the result of an access to education. The constitutional provision like the Article 21 A which has made education a fundamental right, is found to increase the rate of literacy. We live in a political democracy and a market economy. If India's political democracy and market economy are to remain always healthy and sound, India has to attain 100 per cent literacy which is, in fact, an output of successful elementary education. The Article 21A would certainly ensure the universalisation of elementary education in India.

But still there is a rampant gender discrimination, regional discrimination, place discrimination in terms of education. If we look at the literacy rate among the male and female in India, it seems that the literacy rate among women has increased far more than among men. Even though the literacy rate among women is still quite a bit lower than among men, it increased from 75.85% to 82.14%, with a rise of 6.29%. In the same frame, the literacy rate among women increased from 54.16% to 65.46%, with a rise of 11.3%. However, till 2011, women were still significantly less likely to be literate than men. In the Census of 2011, the literacy rate of Men is 82.14% and of women it is 65.46% with the gap of 16.68%.

LITERACY RATE IN INDIA

Year	Male	Female
1901	9.8	0.7
1911	10.6	1.1
1921	12.2	1.8
1931	15.6	2.9
1941	24.9	7.3
1951	27.16	12.87

1961	40.40	15.35
1971	45.96	21.97
1981	56.38	29.76
1991	64.13	39.29
2001	75.85	54.16
2011	82.14	65.46

Source: Census of India (2011)

There are rampant gender differences in all stages of education although we have various Laws and the Constitutional provisions for ensuring the equality of educational opportunity to all. India as a developing country ranks 129 out of 146 countries on the Gender Inequality Index (GII), better only than Afghanistan. This posed a challenge to the country for taking immediate action for bringing the equal opportunities of education in order to enable the economic mobility in the country. Thus, gender equality becomes the prime concern in a democratic country.

13.5 GENDER INEQUALITY IN EDUCATION

Primary level

For making primary education effective, the Government has taken so many initiatives for providing education to all, irrespective of gender, caste and class, by introducing programmes and schemes such as Sarva Shiksha Abhiyan, National Programme for Education of Girls at Elementary Level, National Programme of Mid Day Meal in School, Kasturba Gandhi Balika Vidyalaya, Thrust for Female Literacy (Saakshar Bharat) etc. Besides having these programmes in the field of elementary education, still a high range of gender gap and high rate of drop outs prevail in this stage. Still, it has been observed that there are many girls in rural areas who drop out of school compared to boys, because school is too far, or because the quality

of the teacher is so poor in the schools that it is impossible to pass on the part of the student without private tuition. Besides these, there are rampant gender discrimination in terms of enrolment and dropout rate at the elementary level. The following figure shows the prevailing gender discrimination in our elementary education system.

Enrolment of All Categories of Students in Class I –X in 2010-11

Boys	Girls	Total
120729213	108423210	229152423

This figure shows that boys occupy 52.68% from the total enrolment in class I-X, whereas girls have 47.31% of enrolment in the year of 2010-11. But, in latter on the trend of enrolment of girls has been increased. The following figure shows the Ratio of Girls' to Boys' Enrolment which is also known as Gender Parity Index in enrolment as follows:

Ratio of Girls' to Boys' Enrolment (Gender Parity Index) in Lower primary and Upper Primary 2011-12 to 2013-14

Class I-V			Class VI-VIII		
2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
0.94	0.94	0.93	0.95	0.95	0.95

This shows that still the ratio of girls to boys in terms of enrolment at primary and elementary level has to ensure equal share. In elementary level the ratio is slightly higher than the primary level in terms of Gender Parity Index in India.

Again in the rate of drop out, a huge number of students had left their schools before finishing the target period of classes. 28.86% and 42.39% students are drop outs from the classes of I-V and I-VIII in the year

of 2009-10. The following table points out the gender differences in terms of drop out.

Drop out of All Categories of Students in the Classes of I-V and I-VIII

	Classes I-V		Classes I-VIII			
Year	Boys	Girls	Total	Boys	Girls	Total
2005-06	28.71	21.77	25.67	48.67	48.98	48.8
2006-07	24.57	26.75	25.6	46.44	45.22	45.9
2007-08	25.7	24.45	25.9	43.72	41.34	42.68
2008-09	26.68	22.9	24.93	44.89	38.86	42.25
2009-10	30.25	27.25	28.86	40.59	44.39	42.39

Source: MHRD, Govt.of India

From the table, it has been seen that the rate of the drop outs of the girls are gradually decreasing compared to the boys in elementary level. In 2009-10, the drop out rate of boys is 30.25%, whereas the drop out rate of girls is nearly 28% in the classes of I-V. Yet, the drop out rate of girls has increased up to 44.39% compared to boys (40.59%) in the classes of I-VIII. It seems that although a huge number of drop outs are found in the elementary level in both the sexes, many attempts are made for increasing the retention rate in schools.

But, latter on the retention rate has increased. The following figure shows the percentage of drop outs at the primary and upper primary levels.

Percentage of drop outs at the Lower Primary and Upper Primary levels in India during 2012-13.

Lower Primary Level (I-V)			Upper Primary Level (VI-VIII)		
Boys	Girls	All	Boys	Girls	All
4.68	4.66	4.67	2.30	4.01	3.13

From the table it has been seen that the rate of drop out has decreased compared to the previous years in both lower primary and upper primary level. Still there is a differentiation in both boys and girls in the drop out rates.

Apart from these discriminations in the rate of enrolment and drop outs, there is an acute shortage of competent and qualified women teachers particularly in the schools of rural areas. Inadequate basic infrastructural components like school building, child friendly class room, blackboard, teaching learning materials, toilet facilities especially for girls are responsible for retention of girl child in schools. These are also the factors behind the failure to achieve the goal of universalisation of elementary education in India.

Secondary level:

Though school enrolment ratio among girls is rising in both urban and rural areas, high rate of drop outs still continue to be a major problem among the girls in secondary level. This rate is higher at 10 Plus stage. Early marriage, poverty, conservative outlook of the parents, unwillingness to get educated under male teachers, lack of proper security measures for girls in schools, involvement of girls in the household work—are some of the major causes for the big gender gap mostly in secondary schools. The following table shows the enrolment ratio and drop outs of girls compared to boys at the secondary stage of education.

In the lower secondary and higher secondary levels, the number of enrolment and drop outs are comparatively poor in case of girls. For instance, in the year 2007-08, the percentage of enrolment of boys is 56.39% whereas the enrolment of girls is 43.60% in the total enrolment in class IX to X. Again, in 2013, it has been seen that the percentage of enrolment of boys is 48.12% and girls 51.87% in the total enrolment in class VII-X level. In fact, the Gross Enrolment Ratio in Lower Secondary level (VII-X) and Higher Secondary level (X-XII) is as follows:

GER at Secondary level in the year 2013:

Lower Secondary (VII-X)			**Higher Secondary (X-XII)**		
Male	Female	Total	Male	Female	Total
86%	93%	90%	56%	54%	55%

Besides the numbers of enrolment, a high rate of drop outs is found in the classes from I to X. The following table shows the figure of the drop outs from classes from I-X.

Drop outs:

	Classes I-X		
Year	Boys	Girls	Total
2005-06	60.1	63.56	61.62
2006-07	58.61	61.5	59.88
2007-08	56.55	57.33	56.71
2008-09	55.82	55.95	55.88
2009-10	53.38	51.97	52.76

In the context of drop outs in the classes from I to X, there are gradual decrease of girls drop outs compared to boys from 2005-06 to 2009-10. Even in the year of 2009-10, there is less numbers of girl drop outs compared to boys. It means from the classes I to X, the girl drop out rate is gradually decreasing due to the efforts made by the Government in India. In 2014, it has been seen that in Secondary school level (IX-XII), 14.61 percent girls leave education in midway.

Higher Education:

In higher education, making education accessible to all is still a dream. There are rampant gender differences in terms of enrolment, gender bias

in various stream of education etc. Gross Enrolment Ratio is still a big challenge for India. The current enrolment ratio in India is less than the average of lower middle income countries in the world. Although India has huge potential to improve demographically, it has less than 19% GER which is comparatively poor against the increasing population. While India has set the target to meet and 30% GER by 2020, the average high income countries have a ratio above 60 percent. For instance, the corresponding ratio is above 80% in the USA, above 70% in Sweden, Norway, New Zealand, above 60% in the UK and Australia, above 40% in several European countries, and more than 20% in many developed and developing countries such as Mexico, Malaysia, Thailand, Chile and Brazil. There is even an inter-state variation in the development of higher education in terms of enrolment ratio. Some Indian States have expanded their higher education system fast, but many are still lagging behind. For example, the enrolment ratio is as high as 29% in Chandigarh, but less than 5% percent in Jammu and Kashmir (4.95%). Even within the North eastern regions there is a wide range of variation in terms of gross enrolment ratio at higher stage.

Gross Enrolment Ratio (18-23 Years) in Higher Education in North East (as on 2011)

North East States	Male	Female	Total
Assam	13.3	13.4	13.4
Arunachal Pradesh	33.6	19.5	26.9
Manipur	38.5	33.3	35.9
Meghalaya	15.3	19.8	17.5
Mizoram	22	21.1	21.6
Nagaland	25.8	16.9	21.5
Sikkim	26	22.2	24.2
Tripura	16	11	13.6
India	20.9	16.5	18.8

Source: MHRD, Govt. of India, 2011-12

Thus, it has been seen that by 2011-12, India was able to achieve about 18.8 percent Gross Enrolment Ratio. In the North East, Assam has the lowest GER i.e. 13.4 percent compared to the other states followed by Tripura (13.6 percent). Besides these, from the table it has been seen that there are less numbers of girls GER compared to boys in India and other states of North East except Meghalaya and Assam. In India the Female GER is 16.5 percent which is comparatively less than the Male (20.9 percent).



CHECK YOUR PROGRESS

Q 8: Name the Article in the Indian Constitution which has made education a Fundamental Right.

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Q 9: Write down the Article 21 A.

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Q 10: Which Article of the Indian Constitution would ensure universalisation of elementary education?

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Q 11: What are the basic factors behind the drop outs of girls from school at the elementary and secondary levels of education?

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13.6 NORTH EASTERN REGION: ACCESS

Access to education opens up the livelihood choices of the people by increasing their capabilities. Education provides the "underpinning" to any vision of North Eastern Region (NER) which comprises Arunachal Pradesh, Assam, Manipur, Meghalaya Mizoram, Nagaland, Sikkim and Tripura. These eight states account for around 3.79 per cent of India's total population (2001 census). Of India's 635 tribal communities, the region alone is home to over 200 tribal communities.

The rate of literacy of the population in the NER is 68.5 per cent which is higher than the country's average of 64.8 per cent. The region's female literary rate of 53.8 per cent. The female literacy rate of Mizoram is 86.1 per cent. Another trend in the population growth in many of the NER states is that a large proportion of the population is less than 14 years. For such a population of high literacy rates the equity, access and reservation policy will be the critical input for equipping the young people of NER to expand their livelihood choices. The Sarva Shiksha Abhiyan (SSA - Education for All), introduced in phases among the North Eastern states since 2001-02, has made some progress in increasing enrolment and retention in elementary schools.

However, the access scenario in the NER as a whole is not encouraging. The North Eastern Region vision 2020 has observed that "despite the expansion of educational infrastructure and impressive literacy rates and pupil - teacher ratios in the region, the standard of education in NER is generally low and the skills and knowledge base of schools and college graduates has not equipped them to complete at the national level for further studies or employment, or engage effectively in entrepreneurial activity. The vision for the region thus calls for a vast improvement in the quality of education, infrastructure and facilities at all levels, so that children and youth have access the good quality education that will place them on a per with the best in the rest of the country."

Access to education in certain hill areas of the NER is a big problem. In Arunachal Pradesh, 48 percent of rural habitations do not have a primary school within one kilo metre and only 31.2 per cent have upper primary school facilities within three kilometres. Further, the areas under the Sixth schedule of the Indian Constitution need special attention of the government. In these areas, the Autonomous District Councils establish, construct and manage primary schools. High dropouts and low enrolment in these areas do not speak well of access to education.

13.7 IMPROVING ACCESS IN EDUCATION

The NER vision 2020 has given some measures to improve access in education. Innovative schemes can be set up in areas where access remains a problem. One such scheme is the establishment of non-formal education centres with active parent and community participation. The establishment of "well-monitored" anganwadis and non-formal education centres, especially in interior and inaccessible villages, will enable children to begin school at the appropriate age.

"Alternative ways of bringing schooling to children of peripatetic workers are being explored in the region. One successful initiative is the Mobile Teacher Programme initiated by SSA in Mizoram *to reach children* of *jhum* farmers…Here, the teacher brings schooling to the children. He cycles to the settlements, carrying his blackboard, teaching supplies and textbooks, and teaches local children in their own surroundings." In order to increase access to education and retain children in school, the vision 2020 suggested important measures like—the effective functioning of the mid day meal (MDM) scheme, increased community involvement through Self Help Group (SHGs) formed by mothers of the school going children in the locality, village education Committee (VECs) and other local bodies.

Besides, in India, there are misutilisation of autonomy in the educational institutions, asymmetrical allocations of public expenditure in various sectors of education, educational disparities, gender disparities, inter-state variation and regional disparity in terms of Gross Enrolment Ratio

and implementation of the educational policies and programmes. Therefore, adequate number of needful educational institutions should be set up in each state for accelerating knowledge and skills of the people living there and thus make them empowered in every aspects of life. Thus, providing access, equity and quality education to the people in a society forms the basic objectives that have to be kept in mind by an institution while providing education to the learners. Thus, the main goals of education are to disseminate knowledge, to use information networks and mass media technologies, to help in the improvement of productivity which can be defined as a way of ensuring the prospect of employability in every nook and corner of the society.

Various attempts and policies have been made from time to time for reforming education in terms of access, equity, excellence, efficiency and relevance of the system as a whole. Today, education is considered part of merit goods. For the greater interest of the general public or the stakeholders, the use of Open Educational Resource (OER) has presented itself as the most viable option to disseminate knowledge and information. With the help of these resources, a knowledge-enabled population can be boosted up in a welfare society. This is very pertinent as ensuring the formation of a knowledge-enabled population is one of the major challenges in the education system in a country like ours. Following the license provided by Creative Commons, OER has become the buzzword in any educational institution whose social role need to justify the use of educational resources for all. Thus OER, in common educational parlance, has been seen as the resources to be used for sharing, adapting and reusing for educating the masses as a whole. Thus, OER has generated a full-fledged international response. Even in India, the initiatives taken under the name of MOOCs have pushed the OER movement to a significant height in most recent times.

For improving the social and economic status of people an education policy has to be framed with a view to creating access to education, to provide equal opportunity to every member of society and to provide

reservation of opportunities for the weaker sections of society. Equality of educational opportunity is widely accepted as a universal human right. The main function of education is to develop every member of society as a human resource. A passion for equity and social justice on the part of the framers of education policy would strength on the democratic traditions by providing an educated electorate.



CHECK YOUR PROGRESS

Q 12: Is the access scenario in the NER very encouraging ?

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Q 13: Suggest some measures for improving access to education in the North Eastern Region.

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13.8 LET US SUM UP

- Besides bringing meaningful changes in human life, education also contributes to the formation of human beings as productive citizens.
- That is why perhaps, education is considered to be the bed-rock of the socio-economic, cultural and political uplift of a country.
- Education is necessary, because educated people are well acquainted with the need-based skills, sufficient knowledge and information. The Government of India has made several attempts

to provide basic education to all its citizens.RTA 2009 is one of such attempts.

- If an education policy is to reach out to the masses, it has to be guided by a spirit and habit of justness of those who are engaged in the process of formulation of education policy.
- The base of education should be equity and the education policy maker has to be endowed with a spirit of fairness and justness. When the education policy of a state could make every member of society its beneficiary, we can say that such an education system has equity as its base.
- The principle of equity in education underlines the need of expanding education. When the objective of extending education is fulfilled, the equality of opportunity will emerge in such a society. Fairness and justness on the part of the education policy makers is the sine qua non of equity in education.
- There are rampant gender differences in all stages of education i.e. primary, elementary, secondary and higher in terms of enrolment, drop outs and Gross Enrolment Ratio etc.
- But for a better and welfare society, there is a need to ensure inclusive growth where the basic motto is to bring the equal opportunity to all irrespective of any kind of discrimination.
- There is an urgent need to reduce the gender inequality in every stages of education that will help the society to grow at large. Gender equality means that male and female have equal opportunities to realize their full human rights and contribute to the benefit to be gained from economic, social, cultural, and political development. Parity and equity are the building blocks of equality in education.
- Equality of access, equality in learning, equality of educational attainments and equality of results should be maintained and followed in every educational institution, whether formal and non-formal, that is giving the educational opportunity to the learners.

- Apart from improving the basic infrastructure in school, Open and Distance Learning and Open Educational Resources can play the vital role for accessing education to all in equitable manner.



13.9 FURTHER READING

1. Rao, K. Sudha (ed) 2002. *Education Policy in India.*
2. Naik, J.P. (1966). *Elementary Education in India.*
3. *National Knowledge Commission (2006).* Government of India
4. North Eastern Region Vision 2020. *Ministry of Development of North Eastern Region*. North Eastern Council (2008)
5. *Economic Survey Assam, 2007-2008.*
6. *The Right of children to Free and Compulsory Education Act 2009.*



13.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: People are divided in accordance with their levels of economic development. For this stratification of society, all people do not enjoy equal educational opportunities.

Ans to Q No 2: What is spent for education is called human investment.

Ans to Q No 3: It is seen that education prepares the learners for higher earnings. These earnings are considered a return on what was spent for education.

Ans to Q No 4: Equity denotes the spirit and habit of fairness, justness. The principle of equity in education underlines the need of expanding of education. When the objective of extending education is fulfilled, the equality of opportunity will emerge in such a society as being

more than a mere phrase. Fairness and justness on the part of education policy makers is the *sine qua non* of equity in education.

Ans to Q No 5: Access to education means the freedom for all sections of society, to go to school irrespective of one's caste, creed, religion and economic status.

Ans to Q No 6: The increase in access to education will lead to the expansion of education. This cannot happen without providing equality of opportunity which can be ensured by equity only. The society as a whole will get the benefit of expansion of education if the educational system of that society works out successfully with the objectives of equity and access. Equity in education has to ensure access to the right education and the right educational system to all.

Ans to Q No 7: The constitutional provisions incorporated in Article 45, 46, and 16 are devoted to equity, access and reservation.

Ans to Q No 8: Article 21 A of the Indian Constitution.

Ans to Q No 9: The Article 21 A provides that "the State shall provide free and compulsory education to all children of the age of 6 to 14 years in such manner as the state may by law, determine."

Ans to Q No 10: The Article 21 A would certainly ensure the universalisation of elementary education in India.

Ans to Q No 11: Acute shortage of competent and qualified women teachers particularly in the schools of rural areas, inadequate basic infrastructural components like school building, child friendly class room, blackboard, teaching learning materials, toilet especially for girls are responsible for the drop outs of girl child from the schools and also these are the factors behind the failure to achieve the goal of universalisation of elementary education in India.

Ans to Q No 12: Though the literacy rate in the NER is impressive, the standard of education in the region is generally low. The knowledge base of school and college graduates is not sufficient to equip them to compete at the national level. The region needs vast improvement in the quality of education so that the children and youth of the region have access to good quality education that will place them on at par with the best in the rest of the country.

Ans to Q No 13: For the improvement of access to education some innovative schemes can be undertaken. Such schemes may be the establishment of non-formal education centres with active parent and community participation, the establishment of "well monitored" anganwadies and non formal education centres. Some other measures include the effective functioning of the mid-day meal (MDM) scheme, increased community involvement through Self Help Groups (SHGs) formed by the mothers of school going children in the locality, Village Education Committee (VECs) and other local bodies.



13.11 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1: What do you mean by Access and Equity?

Q 2: How would you like to define gender dimension in education?

Q 3: Why do you think that education is important?

Q 4: What are the various stages of education and why they are important?

Q 5: How do you explain the importance of access, equity and reservation in education?

B) Short Questions (Answer each question in about 300-500 words)

Q 1: Explain the importance and significance of access, equity and quality education system in India.

Q 2: What are the basic factors that encourage in creating the gender biasness in our education system?

Q 3: How would you like to explain the differences between the sexes in the elementary level of education in India?

Q 4: How would you like to explain the gender differences in the secondary level of education in India?

Q 5: How would you like to explain the gender differences in the higher level of education in India?

Q 6: Discuss the strategies for improving the access and quality education system in India.

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