

A Case Study on Equality in Indian Education System, A Special Emphasis on Nep-2020 Approach

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ABSTRACT

Education is the way of salvation and driven force that enlighten perception. According to Socrates, ‘Education’ is the kindling of a flame assists better reflection of being. By education it means changing in individual for greater good. A proper education system fosters the progress of nation through production of precise human resource as skilled people and committed citizens’ plays vital role in shaping the status of the country and, manifestation of human potential. For instance, the regions with high literacy rate have higher GDP, more stable society and lower social illness. A healthy and productive society is the key result when quality education is Accessible-Affordable-Approachable (3-A) to all regardless to any barrier. Therefore, it is of first necessity to adopt a proper education policy which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The equal distribution of educational resource and make them available for all, by way of emphasized in policy requires long term-vision and engagement.

The latest National Education Policy-2020 analyzed the importance of universal access of quality education and to lead the country at global stage in terms of economic-social-cultural advancement. Equity in education can contribute to economic competitiveness, social cohesion, national integration and cultural preservation. Thus, planning and implementing a structure that supports system in that way may fruitful in present and future.

Previously several education commissions had discussed the significance and suggested the essential reorientation of the education system to promote education for all regardless sex, caste, religion, language, race, colour, political opinion, national or social origin, economic consideration or birth, physical hindrances, etc. The present study analyzed the importance of necessity of implication Equality & Equity from the perspective of 3-A despite of any kinda biasness. Promoting Inclusive education at each level would be a great escape from these impediments. To keep up with the forwarding society and competitiveness it is much needed to strengthen survival capabilities and the policy engaged in this order. It is of earnest emergence felt to study the significance of Equality in Education and to hold on the liability of implementing the best in this regards.

Keywords: Education, Equality, Equity, Nep-2020, Socio-Economic Disadvantage Group.

1. INTRODUCTION

India being second largest populated nation accommodate one of the largest in the world and caters to over 268 million students (Pre-primary to Higher Secondary), of which 51.97% boys 48.03% girls. To support the large number of students 1489115 schools were set up according to data reported by UDISE+ of 2021-22. Almost 49% primary schools having AWC in the school campus or Pre-Primary Sections. It is noteworthy that, India enlisted among the wide market with a large prospect expected to amount to US\$ 225 billion by FY25.

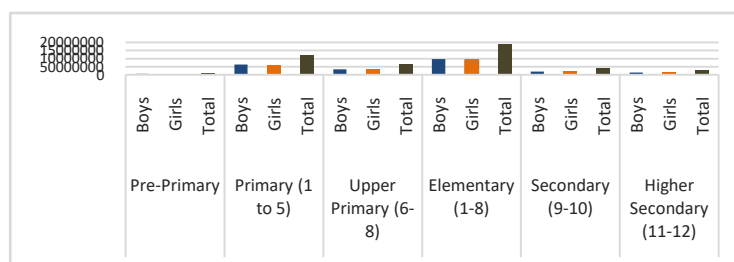


Figure 1: Enrolment of students by gender, school management and level of school education, India, 2020-21
(Source: UDISE+ 2020-21)

Total 22.67 lakh Children with Special Needs (CWSN) enrolled at 2021-22 as compared to 21.91 lakh (of which 42.9% girls) in 2020-21 showing an improvement of 3.45% over previous year. West Bengal alone consist about 1.5 lakh student of this category. The study has been conducted to measure the gender gap between enrolled students, shown 47.01%, 48.03%, 48.27%, 47.96% & 48.53% of girls students enrolled of age groups- less than 6yrs, 6-10 yrs, 11-13 yrs, 14-15 yrs, & 16-17 yrs, respectively during 2020-21. Gender difference clearly surged at higher level of education, whether, it was negligible at primary, upper primary & elementary stage of education, while clearly unusual at secondary and higher secondary stage for SC population. For the ST population no of girls students prominently declined from elementary stage in comparison of boys, on the basis of 2011 census. The recent statistics also depict a remarkable improvements in last few years (Figure3). Gender based enrollment ratio indicates balanced state. A recent survey by National Statistical Office (NSO) has revealed that around 12.6% of students drop out of school in India, 19.8% & 17.5% discontinued education at the secondary level & upper primary level respectively. The school dropout rate at secondary level was higher in dozen of states (West Bengal, Gujarat, Bihar and Tripura) than the national average of 14.6 per cent according to the PAB 2020-21 report. Even 67.5% of total enrolled CWSNs in schools in Delhi during the relevant period dropped out or could not be identified, estimated. Though dropout rate is higher consistently among girls among SC, ST & OBC population. A recent UNICEF report revealed that 33 per cent of girls drop out of school due to domestic work and 25 per cent due to marriage. It is understandable financial condition back up the negative circumstances. Though overall situation at present improved, from 71.3% (class I-X) at 1990-91 reported, according to the report of MHRD educational statistics.

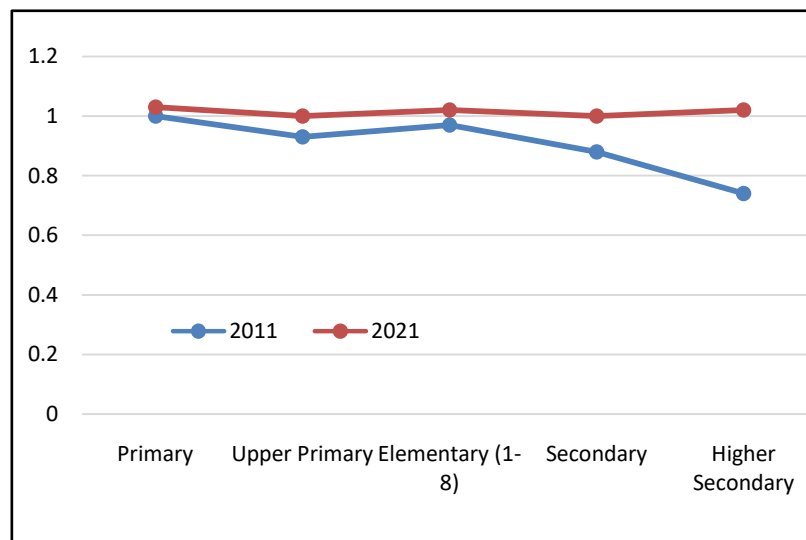


Figure 2: Gender Parity Index of GER comparing 2011 & 2021 of India at different stages of education. (GPI is the ratio of Girls GER to Boys GER at certain level of Education) (Source: MHRD, Students Statistics-2011 & MoE, UDISE+ 2021-22)

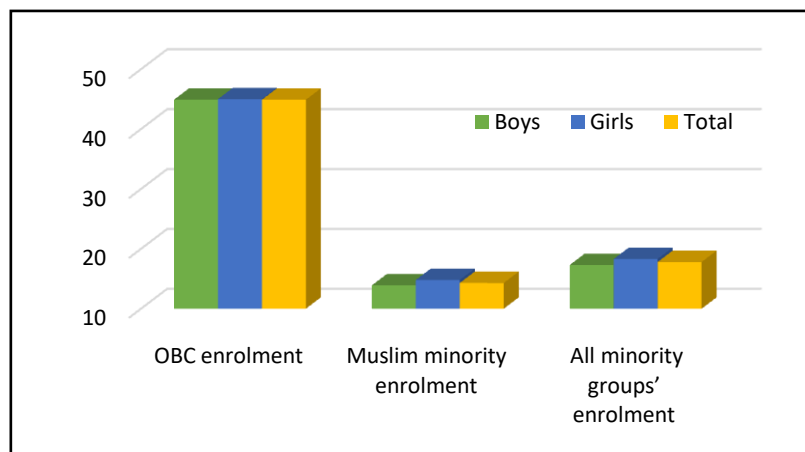


Figure 3: Percentage of OBC, Muslim Minority & All minority groups' enrolment to total enrolment (Source: UDISE+ 2021-22).

Academic infrastructure (shown at Figure4) has significant influence over quality of education provided and student retention capability. A well-structured institution provide access to education, social security and motivation; even 2.6% of Govt. girls & co-ed. Schools lack of girl's toilet facility. 73.6% of Govt. schools has no CWSN friendly toilet. This is

also found that, 87.3% of Schools avail Library/Book Bank/Reading Corner facility, while more than 62% & 75% Govt. schools lack computer & internet facility. Digital library almost absent in schools run by state government (only 1.1%). It seems ad-hoc planning for CWSN need to be taken seriously, as yet deficiency in this ground is remarkable. Though 98.2% of govt. school facilitate by drinking water availability still, 2671 schools utilize ‘unprotected well’ as source. Moreover, only 3% of govt. schools with Co-curricular activity room/arts and crafts room & 48.8% with Integrated Science Lab facility at secondary section, reported. Just 3.6% govt. schools having integrated teaching-learning device, whereas using & integrating technology recommended to be given primary facility for promote equal access of education.

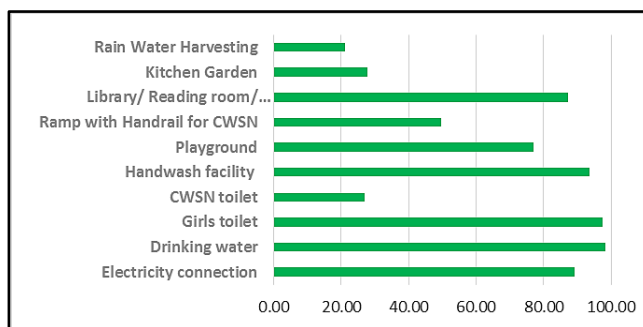


Figure 4: The availability of basic infrastructure facilities in schools as on 2021-22 by percentage. (Source: <http://dashboard.udiseplus.gov.in>.)

In the ground of male-female teacher ratio situation improved a lot. It was only 55, 62 & 49 female teachers counted out of every 100 male teachers at primary, upper primary & secondary/higher secondary school at 2000-01 scenario. According to UDISE+ 2021-22 report more female teachers are recruited than male teachers (when primary to higher secondary level included of all management type, i.e., govt., govt. aided, private unaided and others) in primary & upper primary schools; but if only govt school taken into measure male teachers overtaken female teachers in number .

The study inducted longitudinal observation to assess development from different perspectives in gender-social-physical-racial-cultural ground. Several sources were taken into account to understand the objective. 43.8%, 40.9%, 38.9% & 38.4% were enrolled at primary, senior-primary, and secondary, higher-secondary strata at 2000-01 academic year , whereas 47.9%, 48.3%, 47.9% & 48.5% at 2021-22 respectively . GER of girls among Scheduled Caste Category at class I-VIII surged at 111.0 (at 2021-22) from 63.5 (at 1990-91) & 103.3 from 60.2 during the period. To support the constitutional objectives regarding educational improvement of nation no of schools increased almost 7 folds since independence and Colleges for professional education increased about 10 times between 1950 and 2001. No of teachers measured at 2021-22 was 95.07 lakh, 67.94 lakh at 2011-12. Female teachers were mere 43.8% in higher secondary stage at 2021-22, compared to 15.7% at 1950-51. Drop-out rate of girls was higher than boys, (girls’) 86.6 more than average (82.5) at 1980-81 lowered at 52.2 at 2011-12, still higher than average; though UDISE+ 2021-22 report states girls’ dropout rate (12.3) slightly improved than boys (13) & average stat. Total number of schools and teachers declined by 1.33% & 1.95% in 2021-22 compared to 2020-21, due to pandemic hurdles. Economic crisis caused many private school closed down. It is known from many unofficial sources that more than 7000 state-run primary schools ‘have disappeared’ and the maximum declination at S 24 Parganas as of comparison period of March 31, 2012 & 2021. Interestingly the percentage of education expenditure to GDP has dropped between 1999 and 2006, yet the expenditure flattened at 4.47% at 2020 according to World Bank report. The government expenditure in India on Early Childhood Education (ECE) for children between the age of 3 years and 6 years is a mere 0.1% of the GDP , is not sufficient either. To fulfill the gap the country should aim “...to increase the investment in education to reach a level of expenditure of 6 per cent of the national income as early as possible” Even NEP-2020 calls for public investment on education to 6% of GDP, but actually never touched this number yet.

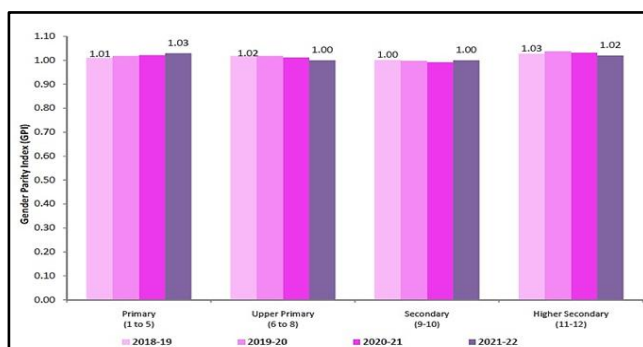


Figure 5: Gender Parity Index (GPI) of GER by level of education, India (Source: UDISE+ 2021-22)

A HISTORICAL PERSPECTIVES TOWARDS GOVT. INITIATIVES

The Constitution of India clearly states in the preamble that every citizen has the right to equality of status and opportunity. The *Article-14* of directive principles supports right to education. *Article-19(1)* also embraced the freedom of speech and expression of citizen in any part of territory. *Article-15* and *Article-16* ensure no discrimination on grounds of religion, race, caste, sex, descent, place of birth, residence for citizens will be entertained in matters relating to employment or appointments to any office under the State. Abolition of Untouchability abolished and its practice in any form is forbidden by *Article-17*. The Constitution (Eighty-sixth Amendment) Act, 2002 inserted *Article-21A* in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right. According to *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-46* states that the State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the SC & ST, and shall protect them from social injustice and all forms of exploitation. Many laws and regulations emerged to enforce the equality of education. Empowering in political ground envisaged by *Article-330, 332, 334, 335, 338(1)* and *Article-340*. RTE Act (2009, 2012), RMSS-IEDSS (2009), National policy for PWD (2006), Inclusion of IED IN DPEP & SSA (1997,2000), NT Act (1999), PWD Act (1995), RCI Act (1992) and IEDC (1974), National Council For Women’s Education (1964), etc. few of the many initiatives mark worthy in this concern to facilitate the groups with special need. The Commission Report at 1952 envisaged education policy that benefit inculcating democratic value through and from school education. Physically-socially-financially marginalized knowledge seekers were taken into consideration by previous the NEPs (1986, POA-1992). The policy of 1986 stressed on integration of the Persons with Disabilities (PWD) into main stream of education, to prepare them normal growth and give them courage and confidence. The main objective of the policy was to established a uniform education system without barrier, where all Students irrespective of caste; creed, sex, and religion have access to education of a comparable quality. At the elementary stages Universal Access-Enrollment-retention (up to 14 years of age) fostered. Whereas, National Policy for PWD (2006), focused on prevention of disabilities, rehabilitation measure, women & children with disabilities, suitable barrier-free environment, issue of disability certificate, social security, etc. National council of women’s education appointed Hansa Mehta Committee in 1962 to take a measure of women education. The committee suggested that, Co-education should be adopted and encouraged at the primary stage, Separate primary school or middle school for girl’s accord to demand, special monitoring on enrolment of girls at different academic levels, provided with necessary facilities such as scholarship, free transport and stipend, training should be provided girls for different vocation at the end of secondary education and establish vocational school in this regard.

Mudaliar Commission aimed to promote equal education opportunities and recommend to introduce Home Science & Arts-Music in curriculum for girls along with expansion in girl’s school number. *Bhaktavatsalam Commission (1963)* was appointed by the chairman of the National Council for Women’s Education under the Chairmanship of Shri M. Bhaktavatsalam, to suggest ways and means of achieving substantial progress in the field. *Kothari Commission* considered women education as a programme of major importance. It proposed for a special administrative machinery to look after the education of girls and women. The commission also suggested to take steps required to close the gender gap in school education, at vocational course & higher education including the fields of research. *Programme of*

Recommendation was made by Bhaktavatsalam Commission (1963):

Public co-operation should be encouraged in the fields of establishment of private school, construction of school infrastructure, provision of educational material to the needy children, organization of school betterment committees and improvement conference & provision of Mid-Day-Meal.

State should take up the responsibility of creating public opinion in favor of women's education; may adopt and arrange Seminars, Radio talks, School improvement, Audio visual aids and distribution of information pamphlets, etc.

Pre-primary schools should be attached with primary schools, particularly in the rural areas

More and more women teacher should be appointed in primary schools

Provision of relaxation of Age limit for the married and unmarried women teacher.

Adequate Hostel & Training facilities for meet the demand of teacher

Organizing programmes for adult education and efforts made to liquidate illiteracy among rural women.

Action (1992) urged to take following measures for the purpose- Enhance self-esteem and self-confidence, developing ability to think critically, Ensuring equal participation in developmental processes, Providing information, knowledge &

skill for economic independence and Enhancing access to legal literacy and information relating their rights and entitlements in society.

Several initiatives taken over the recommendation in earlier reports and statements provided with an object to establishment of an egalitarian society. Central Institute of Educational Technology (CIET), a constituent unit of NCERT, came into existence in the year 1984 undertakes various activities to widen educational opportunities promote equity and improve the quality of educational processes at the school level by using technology. Several schemes has been adopted under SSA to foster women education, e.g., Mahila Samakhya Program (MSP-1988, as a result of the NEP-1968), Kasturba Gandhi Balika Vidyalaya Scheme (KGBV-2004), and National Programme for Education of Girls at Elementary Level (NPEGEL-2003). MSP & KGBV conducted with a special purpose to empower females from underprivileged and rural areas, accordingly, NPEGEL programme model school founded to enhance the opportunities for female education.

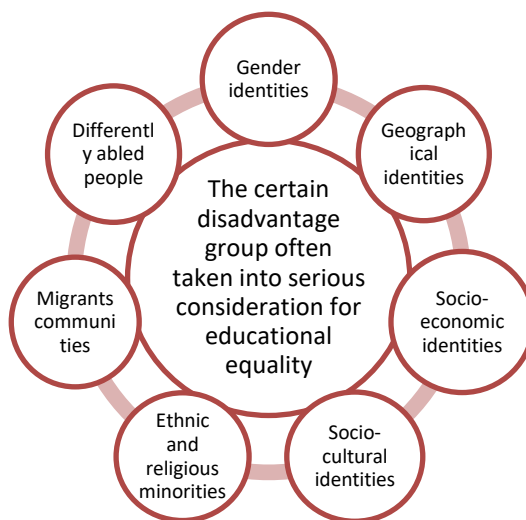


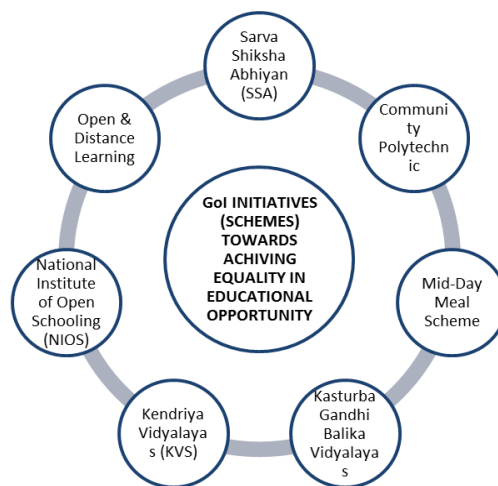
Figure 6: The certain areas that need to be addressed to solve issues of equity.

The progress of education system has been suffering from lack of Quality-Quality-Equity. There is certain marginalized groups based on Gender, socio-economically backwardness, ethnic and religious minorities, migrants and differently abled. Education till now inaccessible to that large segments of population. Steps has been taken to abolish the hurdles. The educational development of children belonging to the Scheduled Castes, Scheduled Tribes, Other Backward Classes and Educationally Backward Minorities is special focus in the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). To promote equity with inclusive education NIOS has been offered its Secondary courses in 6 regional languages as mediums and 17 languages as subjects, Efforts to set up more Study Centers in Educationally Backward Districts/Blocks; more relevant elements introduced with academic courses that may help in livelihood and poverty alleviation.

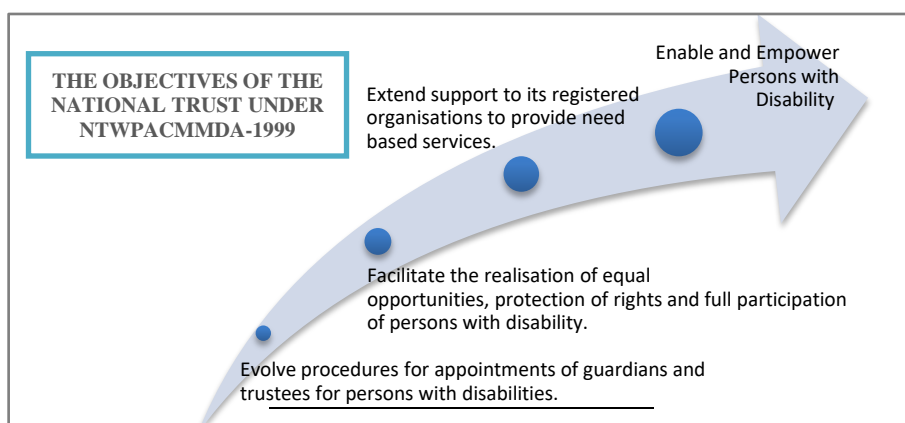
The vision of RMSA; for the Equity in Education (Source: RMSA Scheme: Rashtriya Madhyamik Shiksha Abhiyan (RMSA)”. Retrieved from https://teachersbadi.in at Nov, 2022)		
<i>Access</i>	<i>Retention</i>	<i>Quality</i>
<ul style="list-style-type: none"> Up-gradation and strengthening of Ashram schools. New schools proposed in SC/ST concentrated area. Engagement of community organizers from SC/ST communities. Extensive publicity about availability of educational provision in the identified pocket. Regular enrolment drives. Conducting special camps and bridge courses Open and Distance learning. Ensuring safety and security of girl child while commuting to the 	<ul style="list-style-type: none"> Monitoring attendance in pockets identified for intensive activities. Publicly facilitation of children with good academic/ attendance records. Community involvement in mobilizing parents for regular attendance of their children. Organization 	<ul style="list-style-type: none"> Contextualization of pedagogic processes Development of local specific teaching-learning material. Special teaching support as per need. Provision of one additional language teacher (tribal languages) at least TGT level (per school). Special coaching classes/remedial classes especially for Educationally Backward Minority girls. Creation of a congenial learning environment in the classroom where they are given the opportunity to learn. Urdu as a medium of instruction may

<p>school.</p> <ul style="list-style-type: none"> • Exclusive Secondary and Higher Secondary schools for Girls should be set up. 	<p>of retention drives.</p> <ul style="list-style-type: none"> • Providing scholarships. 	<p>be facilitated in schools and deployment of Urdu teachers for the same.</p> <ul style="list-style-type: none"> • Teacher sensitization programmes. • Deployment of more female teachers in schools. To increase the participation of educationally backward communities. • Residential scheme for women teachers.
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According to Kothari Commission, one of the important social objectives of education is to equalize opportunity, enabling the backward or underprivileged class to use education as a means to improve their condition NPE-1986 & POA-1992 urges to integrate the physically and mentally handicapped with general community as equal partners and promote quality education accessible to disadvantaged and the minorities to secure their place, ameliorated social & regional imbalance. Govt. should take strong recommendation and commitment to provide free and compulsory education for all on priority groups & areas.



National Policy for Persons with Disabilities (2006) deals with Physical, Educational & Economic Rehabilitation of persons with disability primarily, concerning suitable environment, social security, and scope for research. The Rehabilitation Council of India (RCI) was set up as a registered society in 1986 and it became a Statutory Body on 22 June 1993. The mandate given to RCI to regulate and monitor services given to PWD, to standardise syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education¹. PWD act 1995 emphasised on the the need to provide free educational along with relevant environment, transport facilities, financial incentives, removal of architectural hindrances from institutions, supply of education materials in free of cost, suitable evaluation system, restructuring curriculum and administrative cogitation beneficial to students with disabilities. The ‘National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities’ Act (Act 44, 1999) aimed to enable and empower persons with disability to live as independently and as fully as possible within and as close to their community. Indian constitution included several policies to do so far and mandated to promise the right of education without discrimination. Remarkably many govt. and non govt. organization are working to implement those above principles in a promising ground.



India become one of 135 nations to make education a fundamental right of every child with the RTE Act (Right to Education Act) came into force at 2010, 1st April. The act ensures free & compulsory education to all children within the age group of 6 to 14. It has many facets that

Free and compulsory elementary education
• Article 21-A; Article 45
Education for women
• Article 15 (1), (3)
Promotion of education and economic interests of SC, ST and other weaker sections
• Article 46
Religious education
• Article 25; Article 28(1), (2), (3)
Education of minorities, protection of interests of minorities
• Article 29
Right to linguistic minorities to establish and administer educational institutes of their choice
• Article 30 (1); Article 350 (A), (B); Article 351

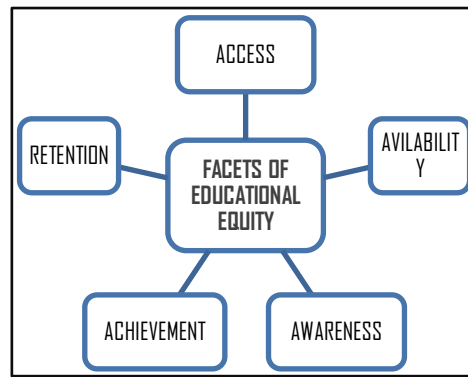
NEP-2020 APPROACH TOWARDS EDUCATIONAL EQUALITY

Socio-economic progress of a country significantly rely on its education in senses of quantity & quality, which provide ability and skill to become finest (human) resource. Education help to manifest inner power of being, enlighten thoughts and visions. Thus, a well-defined and futuristic policy important. NEP-2020 views quality education is one of the urgent need for sustaining social justice and equality. Moreover assisting to build-up economic equity; to become self-reliance. However, the recent policy does not overlooked ethical and moral requirement of educational equality. By keeping in mind the immense diversity in physical-cultural-economic dimensions recommended to structure such an education system where empathy- respect for others- cleanliness- courtesy- democratic spirit- spirit of service- respect for public property- scientific temper- liberty- responsibility- pluralism- equality and justice should be consisted. For the purpose students will taught ethics and values from primary stage in its congruous form.

The implementation of previous policies (e.g. NPE-1986, POA-1992) focused on the issues of access and equity. Since then the major step was RTE-2009 which laid down legal underpinnings for achieving universal elementary education. NEP-2020 assessed the significance and initiatives to fill the gap between current states of learning outcomes and required, under caption “Equitable and Inclusive Education: Learning for All” through ‘the reforms that bring the highest quality, equity, and integrity into the system’. The policy desired to ensures all the children of the country despite of circumstances of birth or background should get the opportunity to learn and excel. The effectiveness of implication would be valued by measuring lowering social gaps & quality learning outcomes. The policy immensely overviewed the disparities exist in secondary education and often even steeper in higher education. The status of briefly observed from all possible grounds, specially focused on Socio-Economically Disadvantaged Groups (SEDGs)-

- Bridging the gaps in access, participation, and learning outcomes of children belonging to SEDGs will continue to be one of the major goals; accordingly initiatives should be taken to identify the critical detrimental factors, such as language which have significant effect on rates of enrolment and retention among the Scheduled Castes.
- Identifying backward groups based on socio-economic background; moreover, on the basis of historically being socially and educationally backward also need special focus.
- The Policy acknowledges the importance of interventions to promote education of children belonging to ‘CWSN’ category and providing opportunity of obtaining quality education as others.
- To promote ‘Education for All’ integrative approach in education system should be adopted for focused attention on reducing the social category gaps.
- The various ad-hoc policies looks right on resolving the issues related to participation of SEDGs in the schooling system in certain areas; e.g., targeted scholarships, conditional cash transfers to incentivize parents to send their children to school, providing bicycles for transport, etc.
- Researches on the area should be motivated that ascertains which measures are particularly effective for certain SEDGs.
- Several measures are recommended to ease the learning process of CWSNs - One-on-one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, and suitable technological interventions, etc.

- Identifying geographical regions contains large SEDGs population should be declared Special Education Zones (SEZs), accordingly policies & schemes will be implemented.
- The 'women' cut across all underrepresented groups, making up about half of all SEDGs, hence the condition of women regulate inequity that SEDGs face. The policy accounted the importance of providing a quality education for present & future generation by keeping in mind the critical role that women play in society and in shaping social mores.
- The Government of India will constitute a 'Gender-Inclusion Fund' to build the nation's capacity to provide equitable quality education for all girls as well as transgender students and will be spent by states.
- More Jawahar Navodaya Vidyalayas (JNV) and Kendriya Vidyalayas (KV) will be built in aspirational districts, SEZs, and other disadvantaged areas, to increase high-quality educational opportunities, with additional facilities; e.g., free boarding, suitable arrangements for the safety of all children, especially girls and Pre-school sections covering at least one year of early childhood care and education will be added to KV and other primary schools.
- Ensuring inclusion of CWSNs in regular schooling system with highest priority. It is also to be noted that in due time of preparing National Curriculum Framework, NCERT will ensure that consultations are held with expert bodies such as National Institutes of DEPwD.
- Resource center will be established to support rehabilitation and educational needs and to provide adequate necessary resource for the integration of children with disabilities and, recruitment of special educators with cross-disability training. Institution will consider the different needs of differently abled students to adopt suitable teaching-learning environment, assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials.
- As per the RPWD Act 2016, children with benchmark disabilities shall have the choice of regular or special schooling and resource centre will assist parents/guardians in achieving high-quality home schooling and skilling.
- Technology-based solutions will be used for the orientation of parents/caregivers along with wide-scale dissemination of learning materials to enable parents/caregivers to actively support their children's learning needs will be accorded priority.
- Children with learning disabilities need to be detected as early as possible with the help of teacher to provide continuous support in many ways viz., use of appropriate technology allowing and enabling children to work at their own pace, with flexible curricula to leverage each child's strengths, and creating an ecosystem for appropriate assessment and certification.
- Assessment and certification agencies, including the proposed new National Assessment Centre, PARAKH, will formulate guidelines and recommend appropriate tools for conducting such assessment.
- The awareness and knowledge should be an integral part of teacher education programme that will promote teachers the essential skills and sensitization towards hurdles all underrepresented groups in order to reverse their underrepresentation.
- Curricula will be restructured as recommended by NCFSE to reduce and eventually eliminate the underrepresentation of children in higher education, thus skillful teachers capable in orientation to new pedagogical practices will be enrolled in education system.
- Libraries and laboratories will be strengthened and adequate reading materials and other teaching-learning materials will be made available.
- Special care will be taken to abolish disparities in the educational development of Scheduled Castes and Scheduled Tribes. Moreover under the aegis of the Ministry of Defence, State Governments may encourage opening NCC wings in their secondary and higher secondary schools at tribal dominated region.
- All the eligible students will be aware to achieve scholarships, schemes and other opportunities available and apply accordingly in a simplified manner on such a 'single window system'.
- Enforcing equity though policies or schemes becomes critical to attain if not all the members of system sensitized the requirements.
- Inclusion and equity will become a key aspect of teacher education and in this regard required reforms will be initiated.
- The school curriculum will include material on human values, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. At higher education will promote human and societal well-being towards establishing a democratic, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all.



POTENTIAL OBSTACLES IN ATTAINMENT OF GOAL

Equity in education assure receive the resources, opportunities, skills, and knowledge they need to succeed in our democratic society. In another word, education equity confronts differences in students' outcomes, such as academic performance, social and emotional well-being, and post-secondary educational attainment, do not depend on their socio-economic background. Our nation striving for equity from decades. The present study and reviews of several other literatures marked hindrances in attainment educational equity. Here primary obstacles are denoted –

- Insufficient funding
- Lack of trained teachers
- Lack of proper learning-teaching materials
- Scanty infrastructural facilities for CWSN
- Social prohibition & negligency towards girl's education
- The right to education for CWSNs & transgender were denied by many educational institutions
- Socio-cultural diversity (e.g., lingual diversity)
- Insufficient research and evaluation
- Shortfall in true data regarding the study context
- Inadequate technical assistance
- Lack of basic amenities for living
- Caste-based discrimination has profound impact in Indian society
- Lack of social security
- Marginalization and social isolation is very familiar at several region

CONCLUSION

The approach of barriers free education streamed through all the way of construction education planning. The earnest idea to all behind these was to attain educational 'equality'. Though it better sound if it replaced by 'equity'. Education equality assumes that all the privileged group has the same requirement while educational equity acknowledge individuality and promotes justice & fairness. One of the urgent requirement of the decade is to promote equity in education, is essential for social mobility. Policies and practices aimed at providing equal educational opportunities should be strengthened by administration. In this concern country set ambitious goals and monitors for population of marginalized section. Therefore, additional resources provided to targeted group, develop teachers' capacity to identify students' needs and manage diverse classrooms, promote better communication between parents and teachers, and encourage parents to be more involved in their child's education. Even informal education has been speeded to educate underprivileged and underrepresented group of population. Adult education, vocational education, education for women and contemporary awareness programmes has been highly valued at every planning framework. All activities projected to foster students' well-being and create a positive learning environment for all students subsequently resulted into reduction of the discrimination and concentration of disadvantaged students at certain part of country. Reviewing and assessing the effectivity, vulnerability and sustainability should be prioritize to successful completion of each project, whether, inclusion of sensitization or awareness towards education and social equity will be the genuine justification.

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