



# Equitable and Inclusive Education: Learning for All

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## Abstract:

*Education is an integral part of human life. It is one of the most important and powerful instruments invented by mankind to shape and mould themselves in a desirable manner. The objective of the Education system is to benefit all children in India so that they don't miss any opportunity to learn and excel. The government policies have tried their best towards bridging gender and social category gaps in all levels of school Education but large disparities still remain especially for socio-Economically disadvantage group. Separate strategies have been formulated for attention on reducing the social category gaps in school Education. Teachers are also helpful in identifying learning disabilities of children and teach accordingly. The school curriculum should be free from biasness and it includes material that is relevant and relatable to all communities.*

**Keywords:** *Instrument, Invented, Mould, Bridging, Disparities, Strategies, Formulated, Disabilities and biasness*

## 1. Introduction

Education is an integral part of human life. It is the most important and powerful instrument invented by mankind to shape and mould themselves in a desirable manner. The word Education can be derived from latin words that is Educare, Educatum and Educo. Education is life long process and its purpose is to establish a learning society. A society in which the individual knows how to learn, to grow and to transform itself to the needs of ever-changing world. In the process of Education schools also play an important role. School Education is the necessary foundation for strengthening human resources that has been deemed central for the National development.

Education is an important factor which helps in bringing about social change. The factor of Education being exogenous to the rural communities, affects its structural components and thus facilitates the process of social change. However, this does not mean that Education is the only factor which is contributing to social change. The phenomenon of social change is very complex and is the result of the interplay of a number of factors. Amongst the various factors which affect social change, Education is considered mainly to be one of those important factors.

## 2. Objectives of the study

The following are the objectives of the present study-

1. To provide Equitable and Inclusive Education to all children.
2. To know the government policies formulated for Socio-Economically disadvantage group.
3. To identify different specific disabilities of children by the teacher.
4. To respond to rapid intellectual change. i.e from analysis to synthesis, from disciplinary to multidisciplinary.
5. To accommodate a holistic approach for addressing social, Educational and Economic needs of children.

### 3. Research Methodology

This research paper is descriptive and analytical in nature. In this paper attempt has been made to analyses about the Inclusive and equitable education for all children in India. The data used in it is purely from secondary sources according to the need of this study.

### 4. Definition of Education

Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education-while indeed an essential goal in its own right- is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive and contribute to the nation. The education system must aim to benefit India's children so that no child loses any opportunity to learn and excel because of circumstances of birth and background. This policy reaffirms that bridging the social category gaps in access, participation and learning outcomes in school education will continue to be one of the major goals of all education sector development programmes.

### 5. Education system of India

While the Indian Education system and successive government policies have made steady progress towards bridging gender and social category gaps in all levels of school education, large disparities still remain- especially at the secondary level- particularly for socio-economically disadvantaged groups that have been historically underrepresented in Education. Socio-economically disadvantaged groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals) socio-cultural identities (such as scheduled castes, scheduled tribes, OBC and minorities) geographical identities (such as students from villages, small towns and aspirational districts) disabilities (including learning disabilities) and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas and the poor). while overall enrolments in schools decline steadily from Grade 1 to Grade 12, this decline in enrolments is significantly more pronounced for many of these SEDGs, with even greater declines for female students within each of these SEDGs and often even steeper in higher Education.

### 6. Reason for lacking quality Education in Socio- economically disadvantaged groups (SEDGs):-

A multiple factors, including lack of access to quality schools, poverty, social mores and customs and language have had a detrimental effect on rates of enrolment and retention among the scheduled castes. Bridging these gaps in access, participation and learning outcomes of children belonging to scheduled castes will continue to be one of the major goals. Also, the other backward classes (OBCs) which have been identified on the basis of historically being socially and educationally backward also need special focus.

Tribal communities and children from scheduled tribes also face disadvantages at multiple levels due to various historical and Geographical factors. Children from tribal communities often find their school education irrelevant and foreign to their lives, both culturally and academically, while several programmatic interventions to uplift children from tribal communities are currently in place and will continue to be pursued, special mechanisms need to be made to ensure that children belonging to tribal communities receive the benefits of these interventions.

Minorities are also relatively underrepresented in school and higher education. The policy acknowledges the importance of interventions to promote education of children belonging to all minority communities and particularly those communities that are educationally underrepresented.

The policy also recognizes the importance of creating enabling mechanisms for providing children with special needs (CWSN) or Divyang, the same opportunities of obtaining quality education as any other child.

## **7. Formulation of different policies and strategies**

There have been various successful policies and schemes such as targeted scholarships, conditional cash transfers to incentivize parents to send their children to school, providing bicycles for transport etc that have significantly increased participation of SEDGs in the school system in certain areas. These successful policies and schemes must be significantly strengthened across the country. All scholarships and other opportunities and schemes available to students from SEDGs will be coordinated and announced by a single agency and website to ensure that all students are aware of and may apply in a simplified manner.

## **8. Role of government in providing Equitable Education**

The government of India constitutes a Gender-Inclusion fund to build the nation's capacity to provide equitable quality education for all girls as well as transgender students. The fund available to states to implement priorities determined by the central government for assisting female and transgender children in gaining access to education (such as the provisions of sanitation and toilets, bicycles, conditional cash transfers etc). Fund also enable states to support and scale effective community-based interventions that address local context specific barriers to female and transgender children's access to and participation in education. Similar inclusion fund schemes shall also be developed to address analogous access issues for other SEDGs.

## **9. Teachers' role in understanding SEDGs children**

Most classrooms have children with specific learning disabilities who need continuous support. Research shows that the earlier such support begins, the better the chances of progress. Teachers must be helped to identify such learning disabilities early and plan specifically for their mitigation. Specific actions include the use of appropriate technology allowing and enabling children to work at their own pace, with flexible curricula to leverage each child's strength and creating an ecosystem for appropriate assessment and certification.

The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups in order to reverse their underrepresentation and in order to ensure equitable access and opportunities for all students with learning disabilities.

All the above policies and measures are critical to attaining full inclusion and equity for all SEDGs. All participants in the school education system, including teachers, principals, administrators, counselors and students will be sensitized to the requirement of all students, the notions of inclusion and equity and the respect, dignity and privacy of all persons. Such an educational culture provides the best pathway to help students become empowered individuals who in turn enable society to transform into one that is responsible towards its most vulnerable citizens. Inclusion and Equity become a key aspect of Teacher Education. Efforts will be made to recruit more high-quality teachers and leaders from SEDGs in order to bring in excellent role models for all students.

Students will be sensitized through this new school culture, brought in by teachers, trained social workers and counselors as well as through corresponding changes to bring in an inclusive school curriculum. The school curriculum includes early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion and equity. It would also include more detailed knowledge of various cultures, religions, language, gender identities etc to sensitize and develop respect for diversity. Any biases and stereotypes in school curriculum will be removed and more material will be included that is relevant and relatable to all communities.

## **10. Conclusion**

On the basis of the present study, it can be concluded that Education is only the single tool for achieving Equality and social justice. Although there are lots of challenges for Socio-Economically disadvantage

group students in gaining equality in Education. Different policies and strategies made by government made it possible. Teachers also play a great role in identifying student's learning disabilities and they try to provide continuous support to them so that they can learn school curriculum at their own pace. The curriculum that is relevant and relatable to all communities.

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