UNIT 11 EDUCATIONAL INSTITUTIONS

Structure

11.0   OBJECTIVES

After you have read this unit you should be able to:

●   explain the factor of inequality in the system of education,

●   analyse various aspects of the educational profession;

●   identify factors leading to discrimination in education; and

●   describe the education of scheduled castes and tribes.

11.1   INTRODUCTION

In this unit on educational institutions we are going to teach you about education in various aspects. This unit begins with aspects of education and inequality. This includes types of educational institutions. The unit goes on to study the educational profession in some detail. It touches upon achievement in school, and some comments are made on textbooks that are used. The next section has a fairly detailed discussion on discrimination in education on gender basis, class basis and so on. This unit therefore provides fairly a broad idea of educational institutions.

11.2   EDUCATION AND INEQUALITY

After reading the last unit you may well assume that the hierarchical division within society make it difficult for education to achieve its stated goals. This is undoubtedly true, it is equally important to remember that the educational system itself is not free from inequalities. Over here we shall deal with stratification's within the school system, biases in text books and the processes of discrimination in the class. We shall then look at how the non-formal stream has been affected by the assumptions of the formal system. Finally we shall briefly examine suggested solutions to some of the issues raised.

In Britain there is a link between education in one of the expensive fee-paying public schools, and admission to the renowned universities of Oxford and Cambridge and access to top professional and management jobs. A small percentage of Britons control the share market as well as dominate in a number of other occupational fields. In India, the colonial legacy has resulted in similar trends: a student from a public school such as Doon School or St. Paul's or a high fee-paying non-residential private school is much more likely to gain admission to the country's better-known colleges and universities than his peer in a government school. The chief reason is that the former not only train students to compete for a limited number of seats but also to use the English Language fluently. Despite all our attempts at giving the national languages place in the sun, English remains the language of the elite or those who occupy dominant positions in society.

11.2.1 Primary Schools

According to recent figures, there are 6.9 lakh educational institutions in the country. Over 70 per cent of these are primary schools. These are funded by the government, municipal corporations and private bodies. The largest number of these institutions are funded and run by the government; however if we look at the figures of those who gain access to the prestigious institutions for higher education such as the IITs, IIMs, Medical Colleges and the professional institutions, a majority come from the small percentage of private schools. Clearly, government support to schools does not guarantee studentsí access to higher education, much of which is also funded by the government. Paying relatively low fees the son of a top civil servant or the daughter of a flourishing doctor train to be architects or engineers in institutions where public funds heavily subsidise education. In time they are absorbed in well-paid jobs in established institutions.

The majority of Indian children go to government and municipal schools, but only a few find their way to college and professional institutions. Again, for many of those in school, facilities are woefully inadequate: government figures indicate that 40 per cent of schools have no proper buildings nor black-boards, while almost 60 per cent have no drinking water facilities. On the other hand, the fifty-five odd public schools modelled after their British counterparts teach their students horse riding and archery, chess and photography in picturesque surroundings, and amidst much luxury. In a somewhat fresh attempt at providing rural and less privileged children access to similar schools, the government has launched its scheme of Navoday Vidyalaya or model schools. The aim of these schools is to provide deserving students, particularly in the rural areas, access to quality education irrespective of the economic status of their parents.

11.2.2 Private Schools

The government is supposedly opposed to the perpetuation of privilege through high fee-paying private schools; however, these Navoday Vidyalayas are doing precisely this, except that their catchment area is somewhat different. The powerful landed elite in rural areas, who had so far felt discriminated against by the educational system are now being provided with prestigious education for their children. In principle, while there is nothing wrong with the establishment of more quality institutions, these do not necessarily spread greater equality. At best they help in widening somewhat the base of privilege & opportunity. A report from Maharashtra, where 7 such schools are functioning, indicate that haste in initiating the programme has resulted in a somewhat uneven beginning. While one of the aims of these 'pace-setting' institutions is to encourage rural girls to participate in quality education, it has been shown time and again that parents are reluctant to send their daughters to co-education institutions. Further, the notion of co-education residential institutions at the school level is itself an innovative one; even the elite would perhaps hesitate to send their children to such institutions. Consequently, in the school at Amaravati, there were 29 girls out of a total of 120 students, and 8 out of 74 in the Tuljapur Navoday Vidyalaya. Given the dismal picture of girlís education, this is quite an encouraging beginning; what remains to be seen however, is how long these girls will stay on in these schools. It is more than possible that these Vidyalayas will soon become an essential part of the selective educational structures catering to the sons of the fast-growing rural upper and middle classes.

Thus we find that the educational system is not an independent agent of change but rather its institutions reinforce existing inequalities as well as create new disparities. For instance, the Navoday Schools are widening the divide in rural society, and even succeeding in

transmitting urban, consumerist norms to those so far protected from the school, namely, the attitude of teachers, biases in text books and so on.

Check Your Progress 1

Note: a)   Use the space below for your answer

b)   Compare your answer with the one given at the end of this unit.

1)   How does inequality enter into primary educational institutions? Use about ten lines for your answer.

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11.3   EDUCATIONAL PROFESSION

If we look at the works of the well-known philosophers of education the assumption appears to be that if the legitimate needs of teachers could be met, they would be successful professionals. In the late twentieth century, the situation is somewhat different: the social base of those to be educated is being increasingly widened, while teachers tend to come from the hard core of the middle classes. In such a situation, a teacherís involvement with the job is determined by other factors which are almost as important as security of tenure and reasonable working hours. Essential for teacher-student empathy is the sharing of a common value code between the teachers and the taught. Further, if this is not possible, there is the need to appreciate that any culture which is different from that of the teacher is not necessarily inferior and in need of immediate reform. In India, students in elite privately-run schools have more facilities than those studying in government and municipal schools. This is also true of the extent of teacher involvement and identification with students and their problems. The typical public school product is expected to be truthful, fearless and cultured. Subsequently, he/she often becomes a member of the country's elite professions or a successful business person. Boys and girls from the top echleons of society are trained by masters familiar with the dominant norms of that particular culture. There is no basic conflict between the broad objectives of elite private and public schools and aspirations of the pupilis families. Both want preparation for high status and well-paid occupations.

11.3.1 Studies on Teachers

Comparative studies of teachers in urban private and government schools have indicated that the former find it easier to identify with their students. In the government schools, lower middle class and middle class teachers are keen to maintain their distance from their students, most of whom are from the working class. The usual reaction of teachers interviewed in the government schools is that their students are stupid, ignorant and cunning. Such attitudes are strengthened by value systems which stress differences in language, sentence construction and vocabulary as well as, the teachers perception of decent behaviour. The British educational sociologist Basil Bernstein has dealt at length with how knowledge is transmitted in schools. He feels that there are distinct social class-based linguistic codes which determine class room interaction, either at the level of speech or through the written word. These codes favour the upper and middle socio-economic groups who consequently have access to and control over a particular style of life. This style of life which the sociologists

have characterised as the piling up of culture capital, constantly reinforces the relationship between social class and a particular kind of education: those children who do not follow the dominant middle class language of the classroom remain isolated, if not alienated.

Studies from the U.S.A. and Britain have shown how race and ethnicity become vital elements in the teacher assessment of students. Often, these are not borne out by objective intelligence tests. A British study established that middle class teachers tended to favour the more neatly dressed children as well as those whom they felt came from 'better' homes. This labelling can be harmful as students themselves soon internalise the stereotypes which teachers have developed of them. A study in an elementary school for black children in the U.S.A. found that students about whom teachers had high expectations became achievers while the performance of low-expectation students decline.

11.3.2 Education and Teachers

In the black area of Harlem in New York city it was found that teachers were systematically imposing white values, culture and language on the students. If children were unable to adapt to this essentially alien way of life, they were treated as potential failures. Teachers who were the primary agents in superimposing this culture were fully convinced of the importance of their role. The above analysis has highlighted two different pedagogical approaches: the first relates to deliberate neglect of the working class child and the second to school reform which attempts to stamp out a subculture and impose another on pupils from different backgrounds. Critics of American educational reforms in the Sixties found that the latter was being practised in many schools throughout the country. On the other hand, in India where the majority of the country's children up to the age of 14 years come from underprivileged homes and share little in common with either their teacher or the formal school curriculum, the problem is more of neglect. Implicit in this neglect is the belief that the middle class school curriculum and the culture it professes is superior to that of the poor child; hence if the child does not understand, the fault lies with him or her, and not with the teacher, teaching method or the curriculum. The assumption is that if the child was able to accept the middle class ways of life, as taught in school, the chances of social and occupational mobility would perhaps be much greater. The initiative for learning, however, lies with te child. On the other hand, in U.S.A., teachers are trained to make children learn an alien idiom. There are few concessions made to cultural and ethnic differences which may affect a childís adjustment process.

Activity 1

Visit a Government School in your neighbourhood one day and find out from its teacher(s) about the class background of their students and whether it is related with their performance in studies or not. Repeat the same in a Public/Convent School one day. Write an essay of two pages on 'Education and Inequality' based on your findings and share it with other students at your Study Centre. Also, discuss this topic with your Academic Counsellor.

11.3.3 Achievement in School

It is now accepted that school achievement is the outcome of a wide range of factors.

In India, where the problem of school drop-outs is admitted to be 'intractable', it is essential to carry out further research into the role of the teacher and curricula in the educational system and also the child's alienation from the system. Again, a working class child's staying on in school is also dependent on whether the family finds education useful. A high opportunity cost will take children away from school; so will the attitudes of parents who feel that teachers and school administration are unsympathetic. Apart from the teacher, textbooks and work assigned in class tends to be geared to the average middle class child. If you look at some of the prescribed school books, you will no doubt be struck by the fact that in the languages, often stories deal with situations and characters with whom children from certain homes can hardly have any familiarity: if the aim of education is to promote understanding, an obvious method would be through learning situations with which the child is familiar. At the same time, the perpetuation, or even creation, of stereotypes can, in the long run, be counter-productive. A case in point is the portrayal of girls and women in textbooks.

11.3.4 Writing Textbooks

It is now being increasingly recognised that the text-book, whether it teaches English or Mathematics, can, through the use of characters and symbols in certain situation become a powerful medium for the perpetuation of stereotypes and role models. For instance, an NCERT sponsored study in Hindi text books which are widely used in the country found that the ratio of boy-centred stories was 21:0. Again when the books made biographical references, 94 out of 110 relate to prominent men. In the thirteen English language text-books published by the Central Institute of English. Hyderabad, boy-centred stories outnumbered girl-centred ones by eighty-one to nine. Further, the general tenor in books, in both the languages was to portray boys as courageous, achieving and interested in science and technology; girls and women were rarely, portrayed in the role associated with economic activity or independence. A study of Marathi text books found that even when girls were seen as being employed, they were invariably portrayed in menial and subordinate roles.

Taking note of the fact that such gross deviations from reality could indeed affect self-perceptions, the women's Education Unit in the NCERT recently undertook projects to devise handbooks on how text books should be written so as to improve the status of women. The handbook for Mathematics demonstrates aptly how change in attitudes can be introduced through a supposedly gender specific subject. Earlier in the text book pro-male gender biases were depicted. At present gender neutral problems are asked to solve. For example, suggested problems ask students of class III to work out how much Lakshman had in his bank account before he distributed equal sums to his daughter and to his son. At the middle school level, ratios, graphs and equations are introduced through the biographical details of women scientists and mathematicians. Of greater importance than the sums themselves are the instructions to teachers who are asked to weave in the text while teaching students how to solve a problem.

The originators of these innovative handbooks are well aware of the fact that unless the teachers are convinced of the need to teach more imaginatively, children will concentrate on the solution only and not on the text. Clearly this is the crux of the problem: teachers are by and large a conservative force, who are not easily convinced of the need to teach or preach greater equality between the sexes through Mathematics, Physics or Hindi. Nor is it easy to start the process of text books revision or ensure that the same text books are to be taught in all the schools in the country. Further, text book writers themselves are singularly resistant to change as they feel that radical deviations would clearly disturb the well-entrenched expectations of both the school community as well as the family.

Check Your Progress 2

Note: a)   Use the space below for your answer

   b)   Compare your answer with the one given at the end of this unit.

1)   Write a note on education and values. Use about five lines.

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2)   Discuss aspects of achievement in school. Use about five lines for your answer.

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11.4 DISCRIMINATION IN EDUCATION

We find that it is not only text books and teachers who discriminate against certain sections of the student populations but that the process has grown deep roots within the system. Irrespective of the level of education being considered, Indian boys have an advantage over girls in terms of access, retention and the future use of their training. Further, in the case of the small percentage of the population which can exercise the option of going in for higher education, girls are invariably concentrated in the lower status, less competitive forms of education. In this, girls from the upper middle class and middle class share with the first generation literate son of a farmer or a potter, a common destiny. There is a distinct dividing line between the high status of relatively few medical colleges, institutes of technology, management and engineering and the bulk of higher education consisting of the proliferating degree colleges, polytechnics and technical institutes. While, by and large, the former are the preserve of boys from privileged background, the latter cater to their sisters as well as to boys who are unable to succeed in highly competitive selection tests which assume a fluency and familiarity with a certain sub-culture as well as the English language.

Thus the dual system of higher education which separates a select, self perpetuating elite from the majority trained in different institutions is divided not only on the basis of socio-economic status but also on the basis of sex. The relevant difference here is that while boys from certain backgrounds often cannot succeed in gaining admission to elite institutions, the girls in question are not allowed to try to succeed. While middle class boys too have to face pressures of various kinds when making choices, these are of a qualitatively different nature. In male-dominated society, the stress imposed on boys by the syndrome of achievement, examination and selection is not inconsequential; yet there is a commitment to getting into and in succeeding in wider range of courses through open competition. Theoretically, girls are supposed to have access to the same courses as boys. In actual fact, if they are allowed to go to college, they tend to flock to a few, selective 'feminine' areas of study. Boys are socialised to compete and succeed and girls to accept participation in well demarcated, 'safe' educational realms. These statements will become a little clearer to you if we examine some empirical data.

11.4.1 Various Disciplines

There is an assumption that girls are better at somethings than at others. Of equal importance is the labelling of male-dominated disciplines associated with Science, Mathematics, and Engineering as more prestigious and requiring a high level of intelligence. A limited number of institutions specialising in these areas, access to which is determined by highly competitive entrance examinations, serve to create an elite crops in higher education. Girls as we shall see, are rarely among the chosen few. In India one major advantage of the 10+2+3 system (where 10+2 refers to the years in school and +3 to the time spend on a first degree) is that it makes the learning of Science and Mathematics obligatory for all students up to the class X (10) level. Yet, though this pattern of education was officially adopted in 1968, it has still to be accepted in a few states. Consequently, under the old scheme, schools can continue to offer Home Science and Art for girls rather than Science and Mathematics. However, we also find that schools under the new scheme find ways of countering the system due to the professed inadequacy of teaching staff: thus in the Jama Masjid area of Delhi, which caters to a largely Muslim populations, girls' schools are unable to offer Science and Mathematics because qualified women teachers are not available. It is also not improbable that such schools are in fact catering to the demands for education of a certain kind for girls from an essentially purdah society. That the notion of what is right and proper for a girl to study permeates the education system in general is evident from the kind of choices that girls make at the +2 level, that is for classes XI and XII. A recent study of Delhi Schools indicated that while girls constituted about 60 per cent of the Art stream and about 30 per cent in the Science and Commerce stream, over 40 per cent flocked to the relatively new vocational stream. Further, the subject-wise breakdown of vocational options showed that girls were concentrated in typing, weaving, textiles, health care and beauty culture while boys chose ophthalmics and optics, auditing and accounting in addition to office management. Again, for the socially useful productive work options in a non-academic area which was offered in classes IX and X, choices are markedly sex-typed and girls continue to do the same tasks in school as are assigned to them at home. However, a look at the performance of girls in school-leaving examinations in various parts of the country indicate that not only is the level of girls higher

than that of boys but also those who have opted for the Science stream often fare as well if not better; than their male peers. Taking the Delhi Secondary school (class XII) results for 1985, we find that girls secured a higher pass percentage than boys in all the four groups of Science, Humanities, Commerce and Vocational Studies. While over 70 per cent of those who opted for Science were boys, 60 per cent of the Humanities students were girls and the Commerce stream was evenly divided between boys and girls; the vocational group was more popular among girls. Interestingly, though a fewer number of girls were in the Science group, their pass percentage was as high as 83.8 per cent as against 70.7 per cent for boys.

Activity 2

Interview 5 male students and 5 female students about their choice of subject and career options. Write a page on 'Gender & Education: Pattern and its changes'. Discuss your answer with other students at your Study Centre, as well as your Academic Counsellor.

11.4.2 Science and Gender

Two important questions need to be asked. Firstly, how many girls who fare well in Science at the class X examinations do in fact opt for it at the +2 stage? Secondly, how many of those who offer Science for the final school leaving examination continue with it or with related subjects at the degree level? While it is difficult to give precise answers, there are indications that in some of the best schools in the country there is one girl to four boys in the Science section. Further, class room observations of teacher trainees show that these girls are quiet and reserved non-participants. While they were diligent about their home work and performed well in unit tests, they rarely took part in discussions which were dominated by the boys. The fact that they were in a minority may have accounted for their low degree of participation. Nonetheless, those who taught classes VI and VII found that adolescent girls were as assertive and definite in their point of view as boys, indicating that adolescent girls soon internalised the need to be submissive and obedient, rather than be questioning and argumentative, particularly, in a male-dominated environment. A principal of a leading co-educational school in Delhi commented that most girls who did take up Sciences, hoped to become doctors. The majority of those who were not successful in the premedical tests, went in for Home Science, the Natural Sciences, Bio-Chemistry, or switched to Arts subjects. Very few aspired to be Engineers, Research Scientists or Geo-physicists. With approaching adolescence, the socialisation of girls stresses docility, obedience and a sense of duty to the family collectively. Social scientists have pointed out that the inner life of the school reflects a hierarchy of authority, based on middle class domination; as we have seen, this is evident in linguistic codes as well as in the text books used.

Boys from underprivileged homes share many of these disabilities with girls. For instance, if we look at studies conducted among the Scheduled Castes we find that students often suffer because they are unable to comprehend all that is being taught to them. A more or less uniform curriculum in the regional language is not always comprehensible to children from a variety of linguistic and social class backgrounds. Both the language as well as the subject matter are often alien to some students who then drop out of the system. Further, corruption within educational institutions acts as further disincentives as families rarely have the resources to pay for routine "pass karani" and hospitality fee for examiners and others. Even then Scheduled Caste boys manage to make it to the portals of higher learning.

11.4.3 Scheduled Castes and Tribes

A Case study of thirteen Scheduled Castes and Scheduled Tribe students admitted to the B.Tech course at the IIT, Bombay in 1973 found that only five were still enrolled at the end of the second year. Though all had been through a crash course designed to help them overcome some of their social and educational disadvantages, this was clearly not enough to make up for the disabilities of birth. While half left because they found the academic standard too high, the rest complained of antagonism from their caste peers. Staying in the hostel, using cutlery and crockery as well as having to speak and writing English were problematic. Only a very few qualify for these quality institutions; most are concentrated in colleges for general education or ITIs or their equivalent.

This is not to suggest that the Scheduled Castes are a homogeneous category and that all are as fortunate. Here too, some important comments are applicable as we find that some are

more equal than others. Reservation of seats provides the opportunity for a small percentage of the Scheduled Castes to compete while the large majority remain outside the system. The distribution of scarce resources within a large community has certain side effects, and the better organised and politically more powerful Scheduled Castes take the lion's share of seats. By widening the gap between the underprivileged and the more advantaged within the community, education creates new inequalities. Of course, we are not arguing against reservations but merely attempting to make you aware of the fact that even when policy makers intend otherwise, the beneficiaries of a particular strategy are not always those for whom it is really meant.

If we are talking about privilege and opportunity, it would be safe to conclude that large sections of the population which include girls, members of the Scheduled Castes and Tribes and those who are otherwise economically and socially deprived, are in fact non-participants in the formal educational system. In the earlier unit we had mentioned briefly that the non-formal system too suffers from a number of problems. A major difficulty arises out of the inability to devise syllabi and course material which are sufficiently relevant to the target population. Here again, as most text book writers and planning and teaching personnel are from the middle class, perceptions of what is required is often at variance with actual needs. In isolation, non-formal or adult education classes can be of limited use: it is essential that they should be linked to the wider issues of development and skill acquisition. Otherwise these programmes will remain irrelevant and pointless. As those involved with many such projects have pointed out, only those immediate requirements such as accessible drinking water supply, cheaper grain and medical aid when illness keeps them away from work or regarded as relevant matters. For poverty creates a legitimate indifference to "debating the fundamentals of citizenship, social integration, the sharing of political power".

11.4.4 Education and Voluntary Organisation

Increasingly, voluntary organisations, women's groups and others have been concerned with making non-formal education more relevant. This is not always easy in a situation where the education is barely trained to teach differently. Further, course material, flip charts, diagrams and so on are not always relevant. In such a situation, much is to be gained by innovation and enterprise: the experiences of some groups in Maharashtra indicate how a little imagination and initiative can go a long way in stimulating interest. In a non-formal class among women of the nomadic Gosavi group, participation was maximised by combining group singing, story-telling and the dissemination of basic health information with distribution of the primer.

Not many non-formal centres are run like the above. Both the formal as well as non-formal sectors suffer from excessive bureaucratisation and lack of imagination. Obsession with opening institutions without verifying whether existing ones are working as desired has resulted in Navoday Vidyalayas where the Nav Yug schools have not got off the ground. This is a problem which, to a greater or lesser extent, has been shared by several countries. Consequently since the end of the nineteen sixties a period of disillusionment with education set in, and concerned persons have been speaking and writing about alternatives. Few social scientists felt that schools should be abolished as they only spread inequality and taught children to compete excessively in a system based on a hidden curriculum. This curriculum measured a child's ability in terms of the amount of learning he or she consumed: results were more important than content. Experts who devised a unique method of educating the poor in Latin America, believed that it was confusing the issue if we assume that formal, structured education could help combat the disadvantages of birth.

Box 11.01

Ivan Illich (1971) was one of the main proponents of the deschooling society. He wrote a book with the same title **Deschooling Society (1971)**, Harper $ Row. The aim of schools, according to Illich, should be to prepare students to make a better society and to live in the society successfully. This aim, he believes can be fulfilled by getting educated outside the walls of the formal school.

Other social scientists, such as, John Holt (How Children Fail, Del. Publishing Co.); Paul Goodman (Compulsory Miseducation, Horizon Press); Everelt Reimer (School is Dead, Doubleday and Com.), have also led the de-schooling attack on the educational status quo. They all belong to conflict school of thought.

However, these experiments too have only been partially successful. You are by now familiar that education, rather than promote positive change, can often act as a hindrance. For instance, as we have seen, its role in perpetuating new inequalities is not inconsequential. When you read the units on socialisation, social structure, status and role and so on, it will be easier for you to fit these two units into a wider context. Most social institutions change and are subject to modification as soon as they become a part of the essential interactive process. When studying sociology we should not have pre-conceived notions on what institutions should be like; instead we need to constantly remind ourselves that change and modifications are essential for human growth and survival.

Check Your Progress 3

Note: a)   Use the space below for your answer

b)   Compare your answer with the one given at the end of this unit.

1)   Fill in the blanks:

a)   Irrespective of the level of education being considered important .... have an advantage over .... in terms of access.

b)   The dual system of .... which separates a select, self perpetuating elite from the majority trained in indifferent institutions is divided not only on the basis of .... status but also on the basis of ....

2)   What is the situation for the education of scheduled caste and tribes? Use about five lines.

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11.5   LET US SUM UP

In this unit you have learnt various aspects of educational institutions. We will mention here the themes that were tackled. Firstly the theme of education and inequality was discussed. Secondly various aspects of the educational profession were considered. Thirdly the question of discrimination in education was taken up. These themes have been discussed in various aspects. The discussion was both wide ranging and detailed.

11.6   FURTHER READINGS

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11.7   KEY WORDS

Achievement	: Refers here to performance in academic pursuits e.g. marks in class.
Discrimination	: To have an attitude against certain types of student, e.g. poor students.
Gender	: There are two genders – male or female.
Innovative	: Refers to any new steps in education, e.g. audio-visual aspects to ordinary printed lessons.
Purdah	: A veil which hides the face. Also refers to the social practice by women of concealing one's face in the presence of certain categories of male relations.

Opportunity Cost   : Loosing of particular monetary benefits (opportunity) to gain some other one. For example a young man gives up an opportunity to join a service to pursue his study. Here service is the opportunity cost.

11.8 MODEL ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

1) Inequality enters the primary educational institutions through the kind of educational facilities that are provided to the students. The majority of Indian students go to government and municipal schools. Out of these only a few find their way to college and professional institutions. While for a minority of students who come from better off families, public schools provide educations. These schools have best facilities in terms of quality as well as quantity. Students from these institutions generally, go on for higher education and do well there. They also acquire jobs later. Thus inequality is perpetuated in our system of education.

Check Your Progress 2

1) Values enter into education at every level. Often a student and her/his teacher belong to different classes of the society. They are brought up in different value-systems. Therefore, when a teacher tries to change the way of dressing or speaking of a student he or she is imposing his or her values on the child.

2) School achievement is the outcome of a wide range of factors. The role of teachers, the curricula and text books play an important part in encouraging a child, Parental initiative and sympathy and understanding of the teacher affects the child's progress. Otherwise the child becomes alienated and loses interest.

Check Your Progress 3

1) a)   Indian boys, girls

     b)   Higher education, socio-economic, sex

2) In spite of government support the scheduled caste and scheduled tribe students are not able to overcome some of their social and educational disadvantages. This is clearly evident from the case study conducted in various parts of the country. (referred to in the section 11.4.3)

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