

## Education And Inequality In India A Classroom View

Why—contrary to much expert and popular opinion—more education may not be the answer to skyrocketing inequality. For generations, Americans have looked to education as the solution to economic disadvantage. Yet, although more people are earning degrees, the gap between rich and poor is widening. Cristina Groeger delves into the history of this seeming contradiction, explaining how education came to be seen as a panacea even as it paved the way for deepening inequality. The Education Trap returns to the first decades of the twentieth century, when Americans were grappling with the unprecedented inequities of the Gilded Age. Groeger's test case is the city of Boston, which spent heavily on public schools. She examines how workplaces came to depend on an army of white-collar staff, largely women and second-generation immigrants, trained in secondary schools. But Groeger finds that the shift to more educated labor had negative consequences—both intended and unintended—for many workers. Employers supported training in schools in order to undermine the influence of craft unions, and so shift workplace power toward management. And advanced educational credentials became a means of controlling access to high-paying professional and business jobs, concentrating power and wealth. Formal education thus became a central force in maintaining inequality. The idea that more education should be the primary means of reducing inequality may be appealing to politicians and voters, but Groeger warns that it may be a dangerous policy trap. If we want a more equitable society, we should not just prescribe more time in the classroom, but fight for justice in the workplace.

"The Covid-19 pandemic disrupted the education of an estimated 90 percent of the world's school-aged children. [This report] is based on over 470 interviews with students, parents, and teachers in 60 countries between April 2020 and April 2021. It documents how Covid-related school closures did not affect all children equally, as governments failed to provide all children with the opportunity, tools, or access needed to keep learning during the pandemic. Students from groups already facing discrimination and exclusion from education even before the pandemic were disproportionately adversely affected. Governments' long-term failures to remedy discrimination and inequalities in their education systems, and often to ensure basic government services, such as affordable, reliable electricity in homes, or facilitate affordable internet access, meant schools entered the pandemic ill-prepared to deliver remote education to all students equally. Children from low-income families were more likely to be excluded from online learning because they did not have reliable electricity or sufficient access to the internet or devices. Historically under-resourced schools particularly struggled to reach their students."--Page 4 of cover.

This book explains the paradox of India's rapid growth and widespread poverty by looking at hundreds of life stories and the latest research.

This handbook critically examines the three concepts of exclusion, inequality and stigma and their interrelationship in the Indian context. Divided into five parts, the volume deals with the issues of exclusion, inequality, gender discrimination, health and disability, and assault and violence. It discusses important topical themes such as caste and social exclusion in rural labour markets, impact of poverty and unemployment, discrimination in education and literacy, income inequality and financial inclusion, social

security of street vendors, women social entrepreneurs, rural–urban digital divide, workplace inequality, women trafficking, acid attacks, inter-caste marriages, honour killings, health care and sanitation, discrimination faced by those with disabilities, and regional disparities in India. The book traces rising socio-economic inequality and discrimination along with the severe lack of access to resources and opportunities, redressal instruments, legal provisions and implementation challenges, while also looking at deep-rooted causes responsible for their persistence in society. With emphasis on affirmative action, systemic mechanisms, and the role of state and citizens in bridging gaps, the volume presents several policies and strategies for development. It combines wide-ranging empirical case studies backed by relevant theoretical frameworks to map out a new agenda for research on socio-economic inequality in India with important implications for public policy. Comprehensive and first of its kind, this handbook will serve as a key reference to scholars, researchers and teachers of exclusion and discrimination studies, social justice, political economy, sociology, anthropology, economics, political science, development studies, education and public administration. It will also be useful to policymakers, bureaucrats, civil society activists, non-governmental organisations and social entrepreneurs in the development sector, in addition to those interested in third world studies, developing economies and the global south.

The world at large is watching both China and India as powerhouses of economic growth. The two nations have achieved significantly high rates of economic growth ever since their respective economies liberalized in 1978 and 1991. Singapore, despite its limited land size and almost total dependence on external trade, has performed remarkably well and has moved from the third world to the first. This book documents and explains the rapid economic growth of the three key Asian economies. The book also looks at what has happened to income inequality in the context of superior growth performance. It makes comparative assessments and examines the implications for the three nations. Since free markets have nothing in them to produce a reduction in income inequality among persons/households, one must at best hope for equality of opportunity notably reflected in identical schooling for all; identical health care for all; and minimal rather than vulgar inequality in housing. This book is particularly useful for both China and India which may wish to study and learn from Singapore in regard to the policies, programmes and projects aimed at ensuring equality of opportunity. The book is backed by considerable expertise on the part of the researchers, with demonstrated expertise through their publications spawning a few decades. It is invaluable to those who are concerned with designing policies for developing countries aimed at rapid and inclusive economic growth. This book has been made possible by the intellectual and financial support extended by the Global Asia Institute, National University of Singapore.

This original conceptualization provides insights into the role of inequality in the processes of change in rural India. It presents in-depth analyses and understanding of the nature and form of inequality, and its causes and consequences. The volume examines interpersonal, intergroup, and intrapersonal inequalities in the country's rural transformation. Through research based on ethnographic, primary survey and secondary data methods, this multidimensional study discusses key themes such as normative and descriptive inequalities; class, caste and other identities; economic

poverty; educational poverty; poverty in health; gendered poverty; inequality and power; the impact of migration; ethical issues and vulnerabilities; and suicidal consequences of inequality. It builds cohesive arguments, based on the development of several new indicators, to examine rural inequality. This book will be of interest to scholars and researchers of political economy, economics, development studies, development economics, sociology, public policy, political science, political sociology and rural sociology.

Universalization of primary education has been high on the policy agenda in India. This book looks at the reproduction of social inequalities within the educational system in India, and how this is contested in different ways. It examines whether the concept of 'education for all' is just a mechanically conceived policy target to chasing enrolment and attendance or whether it is a larger social goal and a deeper political statement about the need for attacking entrenched social inequalities. Drawing on original data collected in the two states of Andhra Pradesh and West Bengal, the authors present the multiple ways in which social class impinges on the educational system, educational processes and educational outcomes. The book goes on to explore issues around autonomy and accountability via an analysis of the position of teachers within the educational hierarchy, and by looking at the various possibilities of making teachers accountable. Recommendations related to the necessity for a larger debate and normative framework are made, including whether private schools should play a role, and whether it is necessary to move from government action and responsibilities to a broader concept of public action. The book presents an interesting contribution for students and scholars of South Asian studies, as well as Education and Public Policy studies.

This book offers in-depth analyses of how education interacts with social inequality in Southern contexts. Drawing on a range of disciplinary frameworks, it presents new analyses of existing knowledge and new empirical data which define the challenges and possibilities of successful educational reform. It is a tribute to the work of the late Christopher Colclough, who, as a leading figure in education and international development, played a key role in the global fight for education for all children. The book critically engages with international evidence of educational access, retention and outcomes, offering new understandings of how social inequalities currently facilitate, mediate or restrict educational opportunities. It exposes the continuing influence of wealth and regional inequalities and caste and gendered social structures. Researchers in Ethiopia, Ghana, India, Pakistan and Uganda highlight how the aspirations of families living in poverty remain unfilled by poor-quality education and low economic opportunities and how schools and teachers currently address issues of gender, disability and diversity. The book highlights a range of new priorities for research and identifies some necessary strategies for education reform, policy approaches and school practice, if educational equality for all children is to be achieved. The book will be of great interest to researchers, scholars, educational practitioners and policy-makers in the fields of economics, politics and sociology of education, international education, poverty research and international development. Chapters 1, 6, 7 and 12 of this book are freely available as a downloadable Open Access PDF under a Creative Commons Attribution 4.0 license (Ch7) and Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license (Chs 1/ 6/ 12) available at

<https://www.taylorfrancis.com/books/e/9780429293467>

Seminar paper from the year 2014 in the subject Sociology - Knowledge and Information, University of Nairobi (Law), course: Social Foundations of Law, language: English, abstract: The presence of unequal opportunities and incentives for varied social statuses in a community or a state sums up my definition, which is open to debate, of inequality. These include the unequal distribution of resources and the distribution that is based on already established patterns that have been socially defined. In this context, there are categories of people in a given society and resources are distributed based on the category into which the people fall. Because of the inequalities in the society, the people at the upper classes would be always ahead of those in the lower-class. Those at the lower-class will therefore find it hard to abridge the wide gap between the classes. Some have said that education is the only way up the social ladder. A few however, refute the claim that no one needs to be educated to avoid poverty. That is education is no guaranteed solution for the inequalities They say, we cannot run to education as the only solution to poverty. Going to institutions of higher learning to find a way out of poverty or social problems should be out of anyone's mind (Marsh, p12). However, such mentality is not in its entirety justifiable as the power of education cannot be underestimated. Education may not be the only way out, but at least it has a bearing on the overall call for equality. Having said this, my paper finds out and its main purpose is to provide a justification that education may be in one way or another, a way out of inequality and poverty as would be argued in the rest part of this paper.

'Splendid and necessary' - Henry Marsh, author of Do No Harm, New Statesman There are dramatic differences in health between countries and within countries. But this is not a simple matter of rich and poor. A poor man in Glasgow is rich compared to the average Indian, but the Glaswegian's life expectancy is 8 years shorter. The Indian is dying of infectious disease linked to his poverty; the Glaswegian of violent death, suicide, heart disease linked to a rich country's version of disadvantage. In all countries, people at relative social disadvantage suffer health disadvantage, dramatically so. Within countries, the higher the social status of individuals the better is their health. These health inequalities defy usual explanations. Conventional approaches to improving health have emphasised access to technical solutions – improved medical care, sanitation, and control of disease vectors; or behaviours – smoking, drinking – obesity, linked to diabetes, heart disease and cancer. These approaches only go so far. Creating the conditions for people to lead flourishing lives, and thus empowering individuals and communities, is key to reduction of health inequalities. In addition to the scale of material success, your position in the social hierarchy also directly affects your health, the higher you are on the social scale, the longer you will live and the better your health will be. As people change rank, so their health risk changes. What makes these health inequalities unjust is that evidence from round the world shows we know what to do to make them smaller. This new evidence is compelling. It has the potential to change radically the way we think about health, and indeed society.

Just as Americans least disadvantaged by racism are most likely to call their country post-racial, Indians who have benefited from upper-caste affiliation rush to declare their country a post-caste meritocracy. Ajantha Subramanian challenges this belief, showing how the ideal of meritocracy serves the reproduction of inequality in Indian education.

The book traces the trajectory, location, and concerns of the discipline of Sociology of Education (SoE) in India. It makes theoretical and empirical engagements with the emerging key concerns of education today, which include themes of equality, identity, cultural diversity, and exclusion. It insists upon an understanding of education as a social institution. It is the first collective re-appraisal of the journey of SoE in India since the 1960s.

*Ethnic Inequality in the Northeastern Indian Borderlands* analyses the relationship between symbolic violence, inequality and ethnicity, and addresses the question of unequal integration of small ethnic groups into state structures by using the Limbus of the Northeastern Indian borderlands as a case study. Drawing on Pierre Bourdieu's concept of symbolic violence, the author argues that the ethnicization of the Limbus has been associated with the devaluation of their cultural identity, which was itself first constructed and naturalized by the same process of ethnicization. The book is a pioneering work in terms of the application of Bourdieu's sociology to Northeast India and the theoretical interpretation of ethnic inequality in Northeast India. In addition, the book contributes to the overall understanding of the constant structural identity of symbolic violence and its varying manifestations. Exploring the symbolic dimensions of power relations within state structures, this book will be of interest to a wide readership from various disciplines including area studies, global studies, comparative studies, borderland studies, inequality studies, sociology, anthropology and political science. The present volume seeks to review education in India through a matrix of nation-building, democratization process, identity, power, social and economic divisions, and social hierarchies. The book revisits the vision of education of some of the great Indian philosophers and leaders, deconstructs some of the seminal documents on education in India, brings out the significant role played by the people's movement in shaping education, and analyses the trends and progress in the implementation of educational programmes and policies. Please note: This title is co-published with Aakar Books, New Delhi. Print edition not for sale in South Asia (India, Sri Lanka, Nepal, Bangladesh, Pakistan, Maldives or Bhutan)

A sea change has occurred in the Indian economy in the last three decades, spurring the desire to learn English. Most scholars and media venues have focused on English exclusively for its ties to processes of globalization and the rise of new employment opportunities. The pursuit of class mobility, however, involves Hindi as much as English in the vast Hindi-Belt of northern India. Schools are institutions on which class mobility depends, and they are divided by Hindi and English in the rubric of "medium," the primary language of pedagogy. This book demonstrates that the school division allows for different visions of what it means to belong to the nation and what is central and peripheral in the nation. It also shows how the language-medium division reverberates unevenly and unequally through the nation, and that schools illustrate the tensions brought on by economic liberalization and middle-class status.

"This book focuses on primary education in India and interrogates what schooling means and does to children from weaker sections of Indian society and which values underpin the school system. It examines whether the concept of "education for all" is just a mechanically conceived policy target to chasing enrolment and attendance or whether it a larger social goal and a deeper political statement about the need for attacking entrenched social inequalities, and above all an affirmation of the idea that

schooling has a liberating potential. Drawing on original data collected in the two states of Andhra Pradesh and West Bengal, the authors first present the multiple ways in which social class impinges on the educational system, educational processes and educational outcomes. In the second part of the book, issues around autonomy and accountability are explored via an analysis of the position of teachers within the educational hierarchy, and by looking at the various possibilities of making teachers accountable. The last part centres on the learning process, with a particular focus on the classroom. The conclusion includes recommendations that are related to the necessity for a larger debate and normative framework, which includes private schools as possible partners in the pursuing of a public good for which a public entity should take some responsibility, and in conjuncture to that, the necessity to move from government action and responsibilities to a broader concept of public action"--Provided by publisher.

*Inequality in Education: Comparative and International Perspectives* is a compilation of conceptual chapters and national case studies that includes a series of methods for measuring education inequalities. The book provides up-to-date scholarly research on global trends in the distribution of formal schooling in national populations. It also offers a strategic comparative and international education policy statement on recent shifts in education inequality, and new approaches to explore, develop and improve comparative education and policy research globally. Contributing authors examine how education as a process interacts with government finance policy to form patterns of access to education services. In addition to case perspectives from 18 countries across six geographic regions, the volume includes six conceptual chapters on topics that influence education inequality, such as gender, disability, language and economics, and a summary chapter that presents new evidence on the pernicious consequences of inequality in the distribution of education. The book offers (1) a better and more holistic understanding of ways to measure education inequalities; and (2) strategies for facing the challenge of inequality in education in the processes of policy formation, planning and implementation at the local, regional, national and global levels.

First published in 1992, this book looks at the interaction between ideals and reality, with the focus upon social inequality and education in modern society, as well as the possibilities for education to lessen the related problems. The essays in this volume examine three forms of inequality in global society: aboriginal societies in modern industrial states; long-established communities that have been denied full status; and differences arising from recent population migrations. In doing so, it considers how education might support the efforts of all members of society to pursue the goal of equal status for all.

Examining the complex linkages between gender and education in the Indian context forms part of a wider matrix of inquiry related to understanding gender and its intersections with class, caste, religion and region. The sixteen essays in this Reader by eminent scholars offer critical feminist perspectives covering many issues related to these linkages, examining ideologies, structural contexts,

knowledge, pedagogy and experiences through a socio-historical lens. They point to the range of sources and methods that can be used to uncover the linkages between gender and education such as quantitative data, literature, autobiographies, oral histories and ethnography. Please note: Taylor & Francis does not sell or distribute the Hardback in India, Pakistan, Nepal, Bhutan, Bangladesh and Sri Lanka.

The emerging world was poor and illiterate just forty years ago. Today, over 70 per cent of the world's middle class resides in the erstwhile poor countries; world income inequality is down to levels last observed in 1870; and there has been a large reduction in absolute poverty. What accounts for such rapid development and catch-up? Distinguished economist Surjit S. Bhalla's *The New Wealth of Nations* offers a short answer—the spread of education. The very large increase in college graduates in the non-Western world, the growing educational achievements of women, and the radical change in gender roles is critical to the understanding of current-day mega-trends. Indeed, this unprecedented development—which creates competition globally and lowers employment costs—is also why world inflation has been low, and declining, for nearly twenty years. Here is a book that breaks new ground. Besides identifying the fallacies in anti-globalization rhetoric—voiced by Brexit and Trump supporters—it points out a major lacuna in current attempts to measure wealth inequality. Through a series of compelling arguments, anecdotes, studies, calculations, tables, and charts, Bhalla emphatically reminds us that education is the new wealth, and is, in fact, currently of a greater magnitude than financial wealth, and much more equally distributed. Even while acknowledging the giant strides made by the developing world, *The New Wealth of Nations* investigates the downsides to the explosion of education and technology, and why countries, rich and emerging, will have to explore options like basic income and negative income tax, so that a new welfare order, appropriate for the changed—and changing—21st century can emerge. \* Surjit S. Bhalla has been recently appointed as a member of PM Modi's Economic Advisory Council, and his new work is a ground-breaking achievement that argues for a new welfare order across nations which is better suited for the constantly transforming time we live in. \* Through a series of compelling arguments, anecdotes, studies, calculations, tables, and charts, noted economist Surjit S. Bhalla establishes in his latest book that education is the new wealth of nations. \* This book offers insights into the definitions of the poor, the middle class, and the rich, while relating each of these to advances in schooling attainment. It explores the economic reasons behind the political success of globalization in the Western world till the early 2000s, and now its fall from grace in these same countries as notably evidenced by Brexit and the rise of Donald Trump. \* Releasing for authors UK visit in February 2018.

Equal access to education is a basic human right. But in many countries gaps in education between various groups are staggering. An education Gini index -- a new indicator for the distribution of human capital and welfare -- facilitates

comparison of education inequality across countries and over time. For two years, beginning in 1988, Jonathan Kozol visited schools in neighborhoods across the country, from Illinois to Washington D.C., and from New York to San Antonio. He spoke with teachers, principals, superintendents, and, most important, children. What he found was devastating. Not only were schools for rich and poor blatantly unequal, the gulf between the two extremes was widening—and it has widened since. The urban schools he visited were overcrowded and understaffed, and lacked the basic elements of learning—including books and, all too often, classrooms for the students. In *Savage Inequalities*, Kozol delivers a searing examination of the extremes of wealth and poverty and calls into question the reality of equal opportunity in our nation's schools.

The high growth performance of the Indian economy since the launch of economic reforms in the early 1990s has been much lauded. But how much of this growth has made its way to the poor? In a radical assessment of 'inclusive growth', this book probes the impact of neo-liberal policies on employment, poverty and inequality. It critiques the claim that market-friendly economic reform policies 'trickle down' to the poor and reduce poverty and deprivation. The author uses exhaustive data — from the formal and informal sectors — to create a profile of the aam aadmi. He advocates the need for a broad-based growth and development strategy that alone will address the many-sided social and economic inequalities in India. The volume will be useful to scholars and students of economics, development studies, labour studies, and sociology.

Based on quantitative comparisons of colleges since the 1970s, Charles Clotfelter reveals that despite the civil rights revolution, billions spent on financial aid, and the commitment of colleges to greater equality, stratification in higher education has grown starker. He explains why undergraduate education—unequal in 1970—is even more so today.

Seminar paper from the year 2013 in the subject Women Studies / Gender Studies, University of Manchester, language: English, abstract: Far and beyond the world of education and global social justice lays the unknown mysterious world of Eunuchs who are better known as Hijras in India. The reality of their existence is still a secret and their omnipresence in the Indian society is unavoidable. They have always remained an integral part of the Indian society from ancient time. But unfortunately their present state of existence has been reduced to abject poverty, illiteracy, hatred and mockery. Strangely when the whole world is immersed in the rights and laws for gays and other homosexuals; the Hijras are still living in the shadow of rejection from every basic right to equality and education. They have only become the topic for exploration and research for their strange appearances. The world at large has forgotten that they are also human beings and have equal rights like everybody. The negative attitude of the people and their segregation from the society has left them with no opportunity. The Indian government has only given them the right to vote but they

face a bleak future without any access to education.

This report examines the links between inequality and other major global trends (or megatrends), with a focus on technological change, climate change, urbanization and international migration. The analysis pays particular attention to poverty and labour market trends, as they mediate the distributional impacts of the major trends selected. It also provides policy recommendations to manage these megatrends in an equitable manner and considers the policy implications, so as to reduce inequalities and support their implementation.

A university education has long been seen as the gateway to upward social mobility for individuals from lower socio-economic backgrounds, and as a way of reproducing social advantage for the better off. With the number of young people from the very highest socio-economic groups entering university in the UK having effectively been at saturation point for several decades, the expansion witnessed in participation rates over the last few decades has largely been achieved by a modest broadening of the base of the undergraduate population in terms of both social class and ethnic diversity. However, a growing body of evidence exists in the continuation of unequal graduate outcomes. This can be seen in terms of employment trajectories in the UK. The issue of just who enjoys access to which university, and the experiences and outcomes of graduates from different institutions remain central to questions of social justice, notably higher education's contribution to social mobility and to the reproduction of social inequality. This collection of contemporary original writings explores these issues in a range of specific contexts, and through employing a range of theoretical and methodological approaches. The relationship between higher education and social mobility has probably never been under closer scrutiny. This volume will appeal to academics, policy makers, and commentators alike. Higher Education and Social Inequalities is an important contribution to the public and academic debate.

Religion is not a popular target for economic analysis. Yet the economist's tools offer insights into how religious groups compete, deliver social services, and reach out to converts—how religions nurture and deploy market power. Sriya Iyer puts these tools to use in an expansive study of India, one of the world's most religiously diverse nations.

In times of growing economic inequality, improving equity in education becomes more urgent. While some countries and economies that participate in the OECD Programme for International Student Assessment (PISA) have managed to build education systems where socio-economic status makes less of a difference to students' learning and well-being, every country can do more. Equity in Education: Breaking Down Barriers to Social Mobility shows that high performance and more positive attitudes towards schooling among disadvantaged 15-year-old students are strong predictors of success in higher education and work later on. The report examines how equity in education has evolved over several cycles of the OECD Programme for International Student

Assessment (PISA). It identifies the policies and practices that can help disadvantaged students succeed academically and feel more engaged at school. Using longitudinal data from five countries (Australia, Canada, Denmark, Switzerland, and the United States), the report also describes the links between a student's performance near the end of compulsory education and upward social mobility - i.e. attaining a higher level of education or working in a higher-status job than one's parents.

This volume highlights issues of power, inequality, and resistance for Asian, African American, and Latino/a students in distinct U.S. and international contexts. Through a collection of case studies it links universal issues relating to inequality in education, such as Asian, Latino, and African American males in the inner-city neighborhoods, Latina teachers and single mothers in California, undocumented youth from Mexico and El Salvador, immigrant Moroccan youth in Spain, and immigrant Afro-Caribbean and Indian teenagers in New York and in London. The volume explores the processes that keep students thriving academically and socially, and outlines the patterns that exist among individuals—students, teachers, parents—to resist the hegemony of the dominant class and school failure. With emphasis on racial formation theory, this volume fundamentally argues that education, despite inequality, remains the best hope of achieving the American dream.

This book emphasizes the need for experimenting with more deliberate and rigorous policy processes to attain balanced regional development, which can promote both equity and efficiency in India's development discourse. The institutional mechanisms for dealing with regional imbalance in India have not been very successful so far. With rising discrepancies in development, demand for autonomy continues along with a new dimension of regionalism arising from submerged identity along with political and economic aspirations, which demanded new channels for solution. So far, attempts to create space for autonomy have possibly not optimally accommodated the conceptual mechanisms like equity and democratic process. Thus democratizing policy process using six pillars of voice: knowledge, objective, fundamental values, implementation framework and public awareness can ensure a better policy outcome for dealing with the persistent challenges of regional disparity in India. This book further focuses on the need for democratizing the policy process for regional development through discussion and inclusion. Such a transition needs innovation in policy regime, which can be attained through following six pillars (i) Democratic voice of stakeholders in policy development and implementation; (ii) Clear policy objectives that advance the common good, based on voice; (iii) Unbiased, sound and comprehensive knowledge and data bases. (iv) Consistency with constitutional values; (v) A sound implementation framework ensuring user-friendliness, transparency and rationality of decision-making processes, effective grievance redress, clear accountability and independent evaluation; (vi) Public awareness and support of policies with relevant and public

participation in implementation.

Offers a new perspective on the making of colonial education and the history of modern schooling in India.

This book examines the policy shifts over the past three decades in the Indian education system. It explores how these shifts have unequivocally established the domination of neoliberal capital in the context of elementary education in India. The chapters in the volume:

- Discuss a range of elementary education policies and programs in India with a focus on the policy development in recent decades of neoliberalism.
- Analyse policy from diverse perspectives and varied vantage points by scholars, activists, and practitioners, illustrated with contemporary statistics.
- Introduce the key curriculum, assessment, and learning debates from contemporary educational discourse.
- Integrate the tools and methods of education policy analysis with basic concepts in education, like equality, quantity, equity, quality, and inclusion.

A definitive inter-disciplinary work on a key sector in India, this volume will be essential for scholars and researchers of education, public policy, sociology, politics, and South Asian studies.

This book examines medium of instruction in education and studies its social, economic, and political significance in the lives of people living in South Asia. It provides insight into the meaning of medium and what makes it so important to identity, aspiration, and inequality. It questions the ideologized associations between education and social and spatial mobility and discusses the gender- and class-based marginalization that comes with vernacular-medium education. The volume also considers how policy measures, such as the Right to Education (RTE) Act in India, have failed to address the inequalities brought by medium in schools, and investigates questions on language access, inclusion, and rights. Drawing on extensive fieldwork and in-depth interviews, the book will be indispensable for students and scholars of anthropology, education studies, sociolinguistics, sociology, and South Asian studies. It will also appeal to those interested in language and education in South Asia, especially the role of language in the reproduction of inequality.

With six essays exploring different aspects of economic growth, poverty, inequality and social security, this book offers a critical perspective on India's development experience since independence. Incisive and empirically rich, the book opens up new vistas in development discourse and informs current policy debates.

Education and Inequality in India A Classroom View Routledge

Caste, Social Inequality and Mobility in Rural India: Reconceptualising the Indian Village investigates and presents a holistic view of today's rural India by analysing different social aspects such as caste, migration, mobility, education and inequalities. It further studies the village social structure comprising peasants, artisans, weavers and the middle class, and the role of education in reshaping the social life of rural people. It challenges current conceptualisation

and understanding of caste as a system, caste mobility, caste–class polarity and country–town divide. This book also argues that caste as a system has ceased to exist, but caste persists discretely as a non-systemic means of appropriation for political and social ends. This interdisciplinary dynamic study reconceptualises the ‘village’ by explaining the emerging social trends and patterns of social stratification in contemporary rural India.

Scholarly Essay from the year 2006 in the subject Politics - International Politics - Topic: Development Politics, grade: 1,3, Ruhr-University of Bochum (Institute for International Law of Peace and Armed Conflict), course: European Master Programme, 21 entries in the bibliography, language: English, comment: The history of India's educational system is complex and marked by many contradictions between policy and practices and between laws and their enforcement. While India is becoming the hub of technology providing world-class education to thousands, millions of children remain illiterate. UNICEF focuses on the poorest and most disadvantaged communities and to ensure that women and children are able to access basic services of educational facilities. Single spaced, abstract: Violence against women and girls is the most pervasive violation of human rights in the world today. Its forms are both subtle and blatant and its impact on development profound. But it is "so deeply embedded in cultures around the world that it is almost invisible." Fear of reprisal, censorship of sexual issues, the shame and blame of those violated, unquestioning acceptance of tradition and the stranglehold of male dominion all play their part. Inequities, driven by overwhelming poverty, affect both male and female children in the developing world. Yet cultural traditions, scant economic resources and limited opportunities rather marginalize girls, while young boys usually have better access to health care, nutrition and education. For UNICEF 1990 became the start of a decade in which education became a high programming priority. This included increased inter-sectoral work and a broadened definition of education that expanded its scope from traditional academic study to life skills, peace and conflict resolution, rights and empowerment. Getting children back to school was considered to be as vital as interventions in health, nutrition and water and sanitation. Still the situation of Ind

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