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Discrimination in Education

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ABSTRACT

In this paper, I have explained a methodology to measure discrimination in education. It is the right of students to get an education free of discrimination. Gender, colour, age, social class, financial condition, and other factors all play a role in educational discrimination. The focus of this research is on educational discrimination based on social class and financial condition. "Higher Education has been considered as a site of knowledge, and it is a place, where one can pursue it. But, the distribution of knowledge and acquiring knowledge is controlled by various factors. For example, caste, class, language, region, religion, gender, race, etc. The two principal factors, i.e. language and caste, determine one's access and then survival in higher educational institutions." In a world where education is frequently used to justify inequality, raising concerns about education-based discrimination as a social wrong may appear absurd. Those who have taught us not to perceive what has effectively become an elephant in our living room must be challenged. Otherwise, we will never be able to use our public educational systems to achieve universal freedom and empowerment.

Keywords: *Discrimination in education; language; parent; social class; financial status; caste, religion, educational institutes etc.*

I. INTRODUCTION

It is essential to perceive how rapidly and how significantly lawful comprehension of the ideas of 'correspondence' and uniformity regulation has changed and keeps on evolving. The current review targets distinguishing the degree of correspondence and segregation in instructive settings in an area in Iran. This study targets researching whether there is equity in instructive circumstances for students in the Mazandaran area in Iran and how much the likely contrasts in friendly and monetary status might be connected with schooling segregation. Run a catchphrase search through Humanistic Digests, ERIC, or any comparable web-based scholarly information base for 'training' and 'separation' and you will concoct a rundown of thousands. Run a similar hunt on Google and you will produce a rundown of more than 50 million. Yet, take a stab at looking on any of these locales for 'training-based segregation' (or some variation) and you will view it as close to nothing. Among a couple of hits, you do get will be legitimate specialists and

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human asset counselors telling frustrated work searchers that schooling based segregation isn't viewed as separation according to the law, In this paper, I contend that we want to begin giving much more consideration to the peculiarity of instruction based segregation in our general public than we do now. To do as such, we want to get back to the different customs in friendly and instructive hypotheses and research that have proposed the issue of schooling based separation (though regularly under various names) previously: the studies of credentialism, instructive evaluation, and insight testing; the scrutinizes of disparities in instructive open door and the disappointments of government-funded training; and, above all, the study of meritocracy. By instruction based separation, I mean the indiscriminate, inconsistent, and vile refusal of freedoms, honors, opportunities, voice, or regard to those ailing in training, where schooling may differently or all the while allude to a singular's scholarly accomplishments, formal qualifications, tutoring a valuable open door or local scholastic capacity. I utilize the term here as a method for connecting the related at this point unmistakable surges of the instructive hypothesis that are straightforwardly pertinent to getting the more extensive main thing in need of attention; and to associate this hypothesis to the applied structure of segregation, with which we are all together so natural today, in academic circles as well as in the domain of instructive arrangement and practice also. As with the vast majority of different types of separation, there are certain areas of training, (for example, work recruits or school confirmations) in which separating among people in light of instruction is authentic or essential - albeit, even here, the exact manners by which such separation is described may turn as unfair and shameful also. Assuming that we neglect to address the general issue of general, instruction based segregation, nonetheless, I recommend that we will always be unable to involve our public arrangement of training for all-inclusive liberation and strengthening, and we will observe our schools and colleges swelled and misshaped by interests and capacities to which they ought to never have been tackled in any case. Instructors' assumptions appear to influence understudies' way of behaving. Various investigations have archived what is known as the impact of self-fulfilling prophesy, through which understudies perform better (or more awful) just because they are relied upon to do as such. For instance, in the original paper in the writing, Rosenthal, and Jacobson (1968) has shown that singular understudies beat different understudies in school after their educators were told toward the beginning of the school year that they had dominated on a state-sanctioned test (although they were haphazardly picked as "dominating"). Albeit this impact has been all around archived, we don't yet comprehend the variables that instructors use to plan earlier feelings about understudies' capacities.

(A) Literature Review

1. Measuring Discrimination In Education; (Linden, 2009)

This paper illustrates a methodology to quantify discrimination in educational setting. In our country if we conduct an exam and assigned teachers to grade them. Children were directed to mention their age, gender and caste on top of the sheets. This paper has found that Discrimination disproportionately affects the lower caste children who were low performing and females who were top performing. Remarkably, it has found that low caste teachers are the ones that discriminate against low caste students, whereas teachers from higher caste groups do not appear to discriminate at all. The most crucial thing is to note that this study only looks at one aspect of classroom discrimination. Discrimination can also take other forms, such as selecting students from some groups but not from others, discouraging specific groups from continuing their education, and so on. If discrimination exists in the subtle grading of an exam, other more overt forms of discrimination may exist as well, as we have shown. As a result, its findings gave additional motivation for research into how race, ethnicity, and gender affect how children are treated in the classroom.

2. A Comparative Study of Discrimination in Education: The Learning Environment and Behaviours of Students and Teachers in Iran (Ghaffarzadeh, 2016)

Education is a fundamental human right that plays a vital role in the development of nations and society. Providing all children with a suitable educational environment can help to reduce poverty, poverty-related diseases, maternal diseases, and hunger. Education has the potential to boost the country's economy. "Education influences people's lives, their engagement in economic activity, and overall economic development," Michaelowa (2000) stated (p. 1). In a pamphlet published by UNESCO in 2000, it was stated that everyone has the right to free education. Education may provide a clear picture of one's surroundings while also igniting the flames of interest and reasoning skills. Economically, the best positions go to the best educated people, resulting in a higher standard of living. To put it another way, social and political issues are intertwined. A country's cultural deficiency is caused by a lack of or deficit in education. Education is a wonderful thing. An important aspect in societal improvement that must be encouraged through financial investment time and money. The study of English language education and language classes is the focus of this work. The teaching and learning of a foreign or second language is referred to as language education. Communication in many languages has become increasingly important as a result of globalisation. A good learning environment is one that is free of distractions. In order to help students learn a language, it is vital to provide

them with the resources they need.

(C) Research Methodology

In this research paper, I have conducted a survey to examine whether discrimination exists or not in education. For this I have talked about different aspects of discrimination that students could face. After that I have discussed that data collected from the survey and laid out the empirical methodology.

(D) Research Questions

1. Is there discrimination in educational institutes?
2. Do Faculties discriminate amongst students on basis religion, race, caste, sex or place of birth or any of them?
3. How do students feel post discrimination?

II. DEFINING DISCRIMINATION

“Discrimination in education is the act of discriminating against people belonging to certain categories in enjoying full right to education. It is considered a violation of human rights. Education discrimination can be on the basis of ethnicity, nationality, age, gender, race, economic condition, disability and religion.”

If we simply explain this, this involves some unwanted actions towards a specific group or any other because of their nationality, ethnicity or language ability. Discrimination as viewed and experienced by children is a notably difficult process to research. The most important thing that we need to examine is how the student is experiencing the discrimination. Combating discrimination's consequences is difficult, especially because the impact of discrimination on children is sometimes magnified by other, contextual issues.

It's somewhat obvious that discrimination is most likely to occur at school, where youngsters spend the majority of their waking hours. Discrimination comes in many forms, which adds to the complexity. Discrimination can take place at both the institutional (i.e. structural) and personal levels. Children are most likely to notice or perceive prejudice in school through their peers and teachers, among the various ways they may be exposed to it. Then, when they approach adolescence, they may come across it in other public places. Discrimination on any basis, including religion, race, caste, sex, place of birth, and others, is outlawed under the Constitution's Article 15. This represents a significant shift away from the caste system's graded inequalities and discrimination. The constitutional obligation, on the other hand, has a long way to go before it is fully realised in our society. Discrimination exists on many levels, including

caste, race, religion, gender, age, class, handicap, area, language, family occupation, or a combination of these factors. These have infiltrated every facet of society, including the educational system.

Article 21A of the Indian Constitution requires the state to provide free and compulsory education to all children aged 6 to 14 years in such a manner as the state may determine by law; and Article 15(4) of the Indian Constitution requires the state to make special provisions for the advancement of scheduled castes. "Untouchability" and its practise in any form were declared a "offence punishable under law" by the Constitution. Article 30 (2) prevents the state from discriminating in awarding financing to educational institutions based on the fact that they are managed by a minority. No citizen will be denied entrance to any educational institution maintained by the State or receive aid from State funds solely on the basis of religion, race, caste, language, or any combination of these factors.

III. CASTE BASED DISCRIMINATION IN SCHOOL EDUCATION

Discrimination based on caste exists in the educational system on two levels: institutional and relational. Institutional discrimination refers to the many ways in which the educational system denies Dalit students equitable educational opportunities, services, and support mechanisms that would allow them to receive an equal quality of education and reduce educational disparities between Dalits and non-Dalits. It can involve both active and passive kinds of discrimination, as well as unintentional and intentional discrimination.

IV. THE UNESCO CONVENTION AGAINST DISCRIMINATION IN EDUCATION

The UNESCO Convention on the Elimination of All Forms of Discrimination in Education is a multinational convention aimed at eliminating discrimination in the academic sphere. It was adopted in Paris on December 14, 1960, and went into force on May 22, 1962. The Convention also guarantees national minority groups the freedom to choose their religious education and private school, as well as the right to use and teach their native languages. Any reservation is prohibited by the Convention. The Convention had 106 states as members as of December 2020. It is the first international instrument that comprehensively covers the right to education and has international legal effect. It is considered a cornerstone of the Education 2030 Agenda and a significant tool for achieving the Sustainable Development Goals (SDG4).

Any distinction, exclusion, limitation, or preference based on race, colour, sex, language, religion, political or other opinion, origin national or social standing, economic status, or birth is defined as "discrimination" in Article 1.

However, the article identifies a number of scenarios that should not be considered discriminatory. This includes the establishment or maintenance of separate educational systems or establishments for pupils of both sexes when they have easy access to education: establishment or maintenance on religious or linguistic grounds, and the establishment or maintenance of private educational institutions if the purpose of such institutions is not to ensure the exclusion of any group but to supplement the educational opportunities provided by the public authorities.

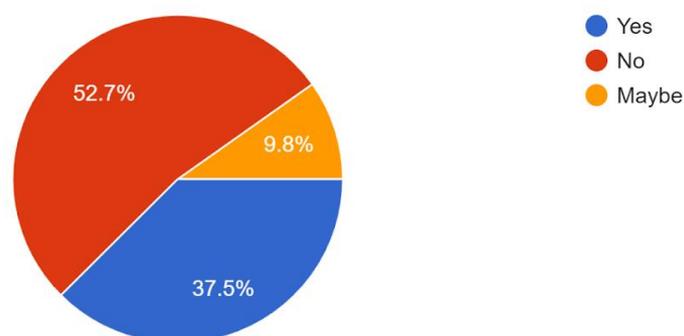
Article 3 mandates that states eliminate and prevent discrimination, while Article 5 affirms that parents have the right to choose private schools for their children, and that national minorities have the right to engage in their own educational activities, as well as the employment or teaching of their own language. Any reservation to the Convention is prohibited by Article 9.

V. RESEARCH ANALYSIS

To address the question I have done an empirical study through Google forms. The method I demonstrated can be used to examine discrimination in a range of school institutions and settings. I have demonstrated it in Indian context only. I took the sample size approximately 200 for this survey, in which 112 people took part in this survey. My main source for this study was social media. For this survey, I asked total fifteen questions which also include their name, gender and age for proper evaluation. Out of 112, most of the people were either studying in school or college. In this study, 46.4% were female, which is 52 in numbers, and 53.6%, which is 60 in numbers, were male. 86 people were from the age group from 18 to 25 years, 25 were from the above 25 years of category and 1 was from the below 18 years of age category.

Have you ever experienced discrimination at your school or college?

112 responses

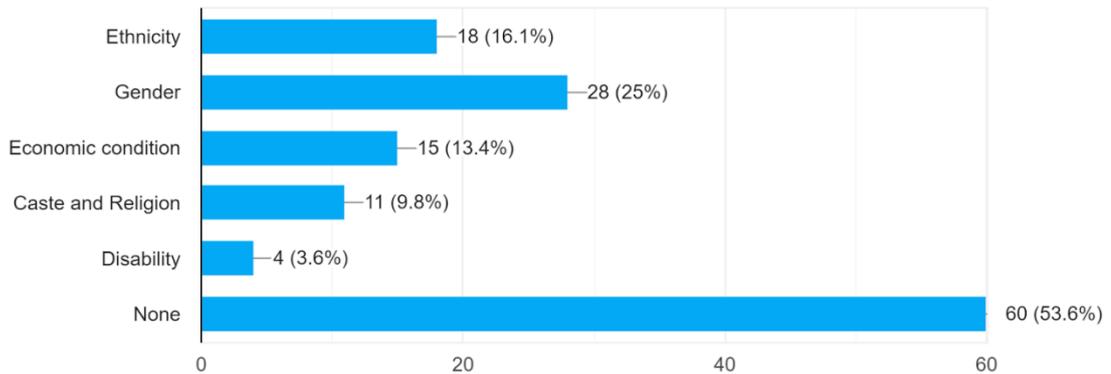


In the above shown picture, out of total responses approximately 53% of population said that

they did not face discrimination at their school or college and approximately 38% of population chose the option ‘yes’ as they agree that they faced discrimination at their school or college level whereas 9.8% of population were not sure about it.

Which type of discrimination did you face?

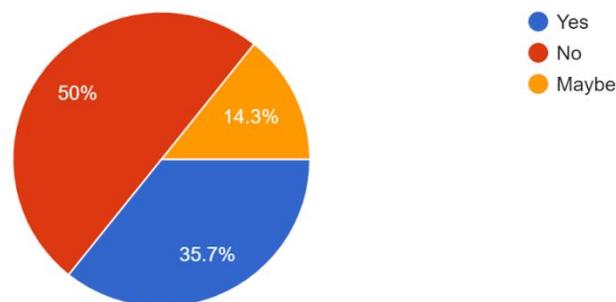
112 responses



The next question they were asked was that which type of discrimination they faced in which I mentioned few basic types of discrimination? So from the above graph we can see that out of 112, 18 chose ethnicity, 28 chose gender and 15 people faced discrimination on the basis of economic condition. According to 11 people they faced discrimination on the basis of caste and religion and 4 people also faced discrimination on the basis of disability whereas 60 people believed that they never faced any type of discrimination in their school or college.

Have you been assigned a task at school based on your gender?

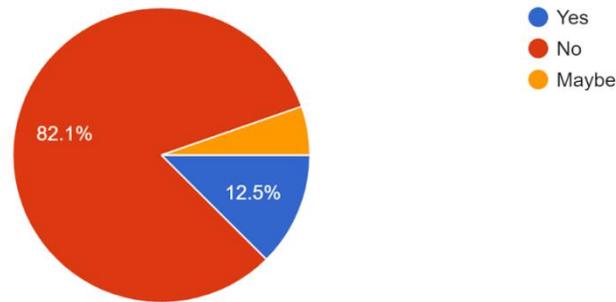
112 responses



In the above representation we can see that out of total population, 50% of population believed that they were never assigned a task on gender basis and approximately 36% of population said that they were assigned task on gender basis whereas approximately 15% of population were not sure about it.

Have you ever been denied access or admission to a school or college based on religion, race, caste, sex or place of birth or any of them?

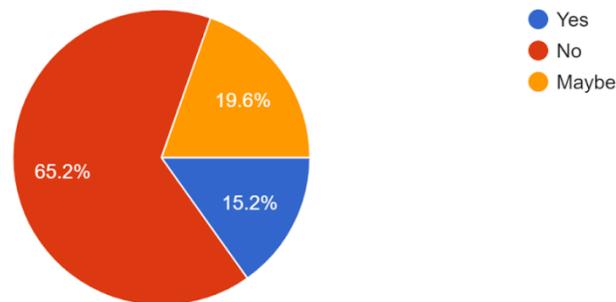
112 responses



When I asked if they ever have been denied access or admission to a school or college based on religion, race, caste, sex or place of birth or any of them, approximately 82% of population chose the option no and 12.5% people said yes. As you can refer to above representation approximately 6% people were not sure about it.

Are you subject to derogatory vocabulary from other students, teacher or staff?

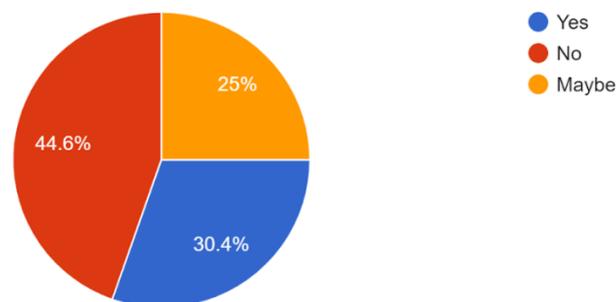
112 responses



In the above chart, approximately 65% of population believed that they never being subject of derogatory vocabulary from other students, teacher or staff and 15% of population believed opposite to this whereas approximately 20% of population were not sure about this.

Do you believe teachers encourage students of other races, genders, etc. more?

112 responses

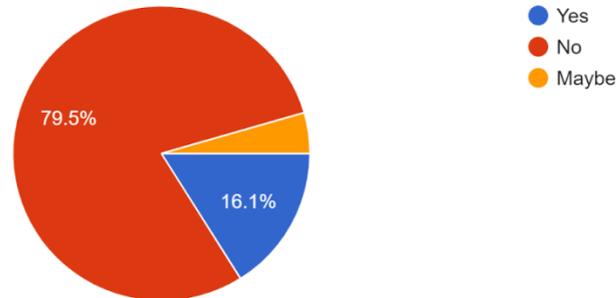


In the above representation, approximately 45% of population believed that teachers don't encourage students of other races, genders etc and approximately 30% of population believed

just opposite of this whereas 25% of population were not sure about it.

Have you been told you can not join a club based on religion, race, caste, sex or place of birth or any of them?

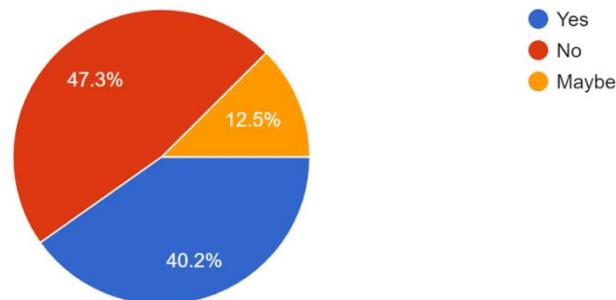
112 responses



In the above shown picture, approximately 80% of population never being told that they cannot join a club based on above mentioned criteria and only 16% of population said that they faced this biasedness whereas rest of the population were not sure about it.

Do you notice students “grouped” according to gender, race, religion, etc. at your school?

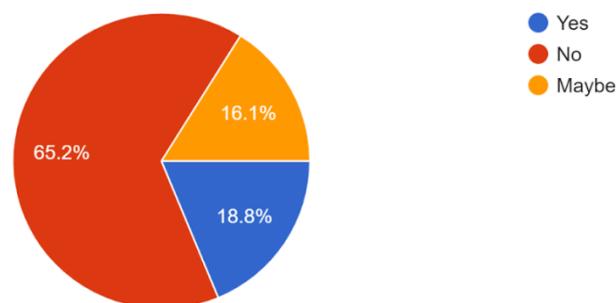
112 responses



In the above shown pie chart, approximately 47.3% of population did not think that students “grouped” according to gender, race, religion, etc. at your school and approximately 40% of population think just opposite of this whereas approximately 13% of population were not sure about it.

Have you ever been discriminated on the basis of medium of education?

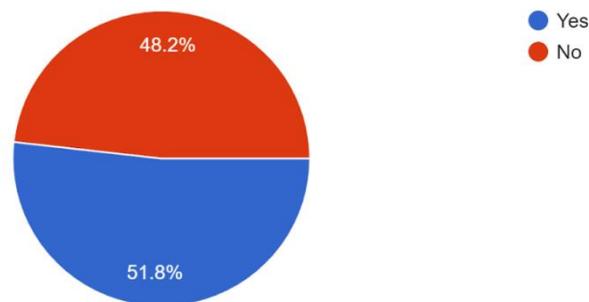
112 responses



In the above representation, approximately 65% of population never been discriminated on the basis of medium of education and approximately 19% of population had been discriminated on the basis of medium of their education whereas 16% of population were not sure about it.

Are you aware of the UNESCO Convention against discrimination in education

112 responses



When they were asked about UNESCO convention against discrimination in education we can see in the above representation half of the total population were not aware about this.

Did you ever lodged a complaint regarding the discrimination you faced at educational institute to the competent authorities?

112 responses



When they were asked that did they ever lodged a complaint regarding whatever discrimination they faced, approximately 88% of total population said “no”. Only 7.1% of total population reported it to the competent authorities.

VI. RESULT

Now I turn to the result which I have observed after analysing the data received from survey. After analysing the data I reached to this conclusion that

1. Discrimination exist in education as a lot of the people who have filled the survey form have faced this at their school or college.

2. Teachers do discriminate on basis of religion, race, caste, sex, or place of birth or any of them.
3. This is the most important thing to examine how the child is experiencing discrimination. The different types of discrimination is another level of complex question. The child may face social isolation from peer groups, unjust grading, verbal insults from instructors and classmates, and physical assault on a personal, or individual, level. Personal prejudice is frequently referred to as "microaggressions," because to its subtle and often brief, but harmful nature.

VII. WAY FORWARD

From this research it is quite clear that children face discrimination from their teachers and classmates in their childhood and in the society and institutional level also when they reach to the adolescent age. Discrimination has an impact on children's psychological well-being, academic performance, and social interactions. These negative impacts, on the other hand, can be minimised in a variety of ways, with significant ramifications for both families and schools. Families should talk about their cultural background and teach their children to be proud of their heritage. This is something that not every family does. However, a strong, positive ethnic identity can be both helpful on its own and a useful shield against discrimination. Parents should also make it plain to their children that if they are discriminated against, they can seek family support and counsel. This entails maintaining open lines of contact with their children and periodically checking in on them about their school experiences, both with their teachers and classmates. Finally, parents should assist their children in developing approach coping techniques in the event that they are discriminated against. They might, for example, talk about who the kids should tell if something bad happens at school.

In addition to families, any adult who interacts with children should be aware of the detrimental implications of discrimination. Doctors and school counsellors, for example, are frequently the first points of contact when a child exhibits symptoms of depression, anxiety, or attention-deficit hyperactivity disorder (ADHD). Health and mental health practitioners, as part of their assessment methods, and other forms of discrimination are having a harmful impact on the child. If this is the case, assisting students in coping with discrimination (as well as assisting the school in reducing discrimination) may be the most effective strategy to address negative psychological symptoms and behaviours. Several levels of anti-discrimination protection can be provided by schools. At the most basic level, schools should carefully evaluate services aimed at immigrant children to ensure that they are not engaging in institutional discrimination.

Children should not feel themselves as stigmatised or isolated, hence programmes should be undertaken to address this.

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