Review of Related Literature
CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of related literature implies searching, locating, studying and evaluating research reports, articles, papers published in various journals, encyclopedias and research surveys. For any worthwhile study in any field of knowledge, the research worker needs an adequate familiarity with the research that has been done in the area of choice of the researcher who needs to acquire up-to-date information about what has been done in the particular area. A review of related literature is an important component of the design for a research project. It helps the research worker to find out what is already known, what others have attempted to find out, what methods of attack have been promising and what problems remain to be solved. Hence the review of related literature is a very important step not only in finding a problem but also in the selection of methods as well as tools to be employed.

A study of related studies implies locating, reading and evaluating reports of research as well as reports of observation and opinions, that are related to the individuals planned research project. According to Mouly (1963), the investigator can be sure that his problems do not exist in vacuum, and that considerable work has already been done, on problems which are directly related to his proposed investigation. The success of his efforts may depend in no small measure, on the extent to which he capitalizes on the advances both empirical and theoretical made by previous researchers.
According to Turney and Robb (1971), the identification of a problem, the development of a research design, and determination of the size and scope of the problem, all depend to a great extent, on the care and intensity with which a researcher has examined the literature related to the intended research.

In short, the key to the vast storehouse of published literature may open doors to selection of significant problems and development of explanatory hypothesis and provide helpful orientation for definition of problem, background of selection of procedures and collection of data for interpretation of results.

2.2. STUDIES RELATED TO THE EQUITABLE EDUCATION

Though there are many reviews available for Equitable Education, very few studies have been conducted in the particular area taken. The literature available in the related areas are summarized and given under the following heads:

Dweck, Carol S. (2010) explained the importance of setting the minds of students and teachers that intelligence could be developed by citing two sets of beliefs she identified in her research. In the author's research, she has identified that people may have a fixed mind-set, in which they believe that intelligence is a static trait: some students are smart and some are not, and that's that. Or they might have a growth mind-set, in which they believed that intelligence could be developed by various means--for example, through effort and instruction. Recent research has shown that students' mind-sets have a direct influence on their grades and that teaching students to have a growth mind-set raises their grades and achievement test scores significantly. Rheinberg, a researcher in Germany, found that when teachers had a fixed mind-set, the students who had entered their class as low achievers left as low achievers at the end of the year. When teachers had a growth
mind-set, however, many of the students who had started the year as low achievers moved up and became moderate or even high achievers.

Richardson, Judy (2010) investigated the academic and social inequalities that exist in schools. Because U.S. schools are enriched by an increasingly diverse staff and student body and are challenged to provide a world-class education for each student, the author states that it is time to ask one's self, one's leadership team, and one's staff, "How equitably does this school serve each student?" The author suggests that one must begin the conversation in the school community about equal opportunities for academic success for each student. "Breaking Ranks II" and "Breaking Ranks in the Middle" provide self-assessment tools and a collaborative process that can support focused conversations about what one has versus what one wants. The "Breaking Ranks" framework can be used to evaluate educational equity in school. Closing the achievement gap and increasing academic achievement means addressing four main areas as a staff. In this article, the author describes these four areas: (1) equity of opportunity; (2) access to valued knowledge; (3) teacher quality; and (4) discipline and rewards

Shihua, Peng; Rihui, Tan (2009) made a preliminary exploration of promoting the equitable development of basic education in underdeveloped countries through the case study of Cili county. The unequally developed basic education in the county has been made clear, the reasons for the inequitable education have been analyzed, and, finally, some suggestions for promoting balanced education have been provided. [This article was translated by Ted Wang.]

Aikman, Sheila, Halai, Anjum and Rubagiza, Jolly (2011) focused on re-conceptualise gender equality in education quality. Four approaches to conceptualising gender equitable education quality are identified in the literature: human capital theory with a
focus on parity and sameness for all; a human rights and power perspective, within which gender equality is viewed as transforming unjust structures; postcolonial critiques, which celebrate and recognise difference; and the view of development as social action for empowerment with gender intersecting with other inequalities. The framework is applied to an analysis of a programme of research on education quality. The article maintains that for education quality at the level of classrooms to move beyond fairness of distribution of resources, to consider the nature of educational experience for boys and girls, requires a deeper questioning of the gender biased nature of schooling. It also indicates that education quality demands an analysis of gender dynamics in the wider social context of the lives of boys and girls. These findings have strong implications for large research programmes.

Knoeppel, Robert C and Della Sala, Matthew R.(2011) introduced a new statistic to capture the ratio of equitable student outcomes given equitable inputs. Given the fact that finance structures should be aligned to outcome standards according to judicial interpretation, a ratio of outputs to inputs, or "equity ratio," is introduced to discern if conclusions can be drawn with regard to the equity of both the financial resources and educational opportunity. In developing this ratio, the researchers were interested in knowing if educational outcomes were equitable given equitable inputs. Previous analyses of the equity of finance systems made use of measures of dispersion; yet a more complete understanding of the equity of the system must also include measures of distribution. As such, part of the discussion of the equity ratio will include both an analysis of both the dispersion and the distribution of the results.

Zuze, Tia L. and Leibbrandt, Murray (2011) investigated on direct and indirect resource effects in the context of a mass education system in Uganda. We find that under certain conditions, policies that promote physical resource availability can lead to substantial
equity gains. A school's social composition appears to improve educational quality but it is also related to wider gaps between rich and poor students. We also show that heavier teaching workloads have the most damaging effect on low-income students who have fewer private resources to devote to academic pursuits. The policy implication is that equalising access to formal primary education does not guarantee equitable outcomes.

(Contains 3 figures and 7 tables.)

Morales, Marlene (2010) examined teachers' beliefs and their practices concerning providing equitable opportunities for students with learning disabilities in a general education science classroom. Method: mixed methods approach was used to gather descriptive exploratory information regarding the teaching of science to middle grades students with learning disabilities within a general education classroom. The purpose of this study was Equitable science teaching practices take into account each student's differences and uses those differences to inform instructional decisions and tailor teaching practices based on the student's individualized learning needs. Students with learning disabilities are similar to their non-disabled peers; however, they need some differentiation in instruction to perform to their highest potential achievement levels.

Finson, Ormsbee, & Jensen (2011) identify patterns in the beliefs of middle grades science teachers about the inclusion of students with learning disabilities in the general education classroom. In the qualitative phase, the purpose of the study was to present examples of instruction in the classrooms of science education reform-oriented middle grades science teachers. The quantitative phase of the study collected data from 274 sixth through eighth grade teachers in the State of Florida during the 2007-2008 school year using The Teaching Science to Students with Learning Disabilities Inventory.
Overall, the quantitative findings revealed that middle grades science teachers held positive beliefs about the inclusion of students with learning disabilities in the general education science classroom. The qualitative phase collected data from multiple sources (interviews, classroom observations, and artifacts) to develop two case studies of reform-oriented middle grades science teachers who were expected to provide equitable science teaching practices. Based on their responses to The Teaching Science to Students with Learning Disabilities Inventory, the case study teachers demonstrated characteristics of successful teachers of diverse learners developed by Lynch (2000). Overall, the qualitative findings revealed that the case study teachers were unsure how to provide equitable science teaching practices to all students, particularly to students with learning disabilities. They provided students with a variety of learning experiences that entailed high expectations for all; however, these experiences were similar for all students. Had the teachers fully implemented equitable science teaching practices, students would have had multiple options for taking in the information and making sense of it in each lesson. Teaching that includes using a variety of validated practices that take into account students' individualized learning needs can promote aspects of equitable science teaching practices. Finally, this study provides implications for teacher education programs and professional development programs. As teachers implement science education reform efforts related to equitable science teaching practices, both teacher education programs and professional development programs should include opportunities for teachers to reflect on their beliefs about how students with learning disabilities learn and provide them with a variety of validated teaching practices that will assist them in teaching students with learning disabilities in the general education classroom while implementing science reform efforts.
Harma, Joanna (2011) explored whether or not Low Fee private schooling in rural India is pro-poor and equitable, and finds that these schools are unaffordable to the bottom two wealth quintiles of families. The explosion in low-fee private (LFP) schooling aimed at the poorer strata of society and this once-urban phenomenon has spread in the last decade to rural areas, with implications for equity due to the level of direct costs involved. This conclusion has implications for policy formation and shows that increased reliance on a market in education can not help to achieve equitable access to primary schooling for all.

Perry, Laura (2009) examined equity in national systems of education in terms of differences in student outcomes, as measured by mathematics achievement scores on Programme for International Student Assessment (PISA) 2003. The researcher used four measures for assessing equity in student outcomes: (1) the strength of the relationship between student socioeconomic status (SES) and math achievement; (2) the amount of variation in student achievement explained by differences between schools; (3) the size of the gap between high- and low-achieving students (also known as the "achievement tail"); and (4) the percentage of students who perform at low levels. Taken together, these four equity measures comprise the "dependent variable." The study included two groups of variables that may be able to explain why some countries have more equitable student outcomes than others: (1) demographic and social variables; and (2) variables related to systems and structures of education. The demographic and social factors are measures about the level of poverty, income inequality, and immigration within the society. The educational variables are the type of secondary school structure and degree of privatization, selectivity, and school choice within the educational system. All of these variables have been found or suggested to have an influence on equity of student outcomes. The main approach taken in
this article is to create a typology of equity in national educational systems in a sample of countries that participated in PISA 2003. Twelve countries were selected to provide a range of educational systems, levels of educational equity and demographic contexts. The equity measures for each country, along with a range of educational and social policies that characterize each educational system and its larger social context, are compiled into a table to allow patterns to be seen. A second table ranks the countries from most to least equitable along each equity measure. Finally, all four equity measure rankings are averaged to create an overall equity rank and score. The aim of the analysis is to: (1) show which countries are more equitable than others and along which equity dimensions; and (2) include a range of predictor variables to facilitate understanding about why some countries are more equitable than others.

**McQuaide, Shiling (2009)** examined the project (DEPRS) The Distance Education Project for Rural Schools which was implemented by the Chinese government between 2003 and 2007 to improve the quality of basic education in rural areas of China, especially in the poorer western provinces. It has been referred to as "the largest ICT project in the world up to now" because "it serves a larger population than any other similar projects and therefore will likely start a far-reaching information revolution in China." This study offers a descriptive analysis of the effectiveness and impact of DEPRS, explaining how and why it was implemented as a solution to close the wide gaps in access to high quality basic education. Focusing on the initial achievements of DEPRS, this paper explores if, how, and to what extent the three learning tools employed in DEPRS have improved basic education in remote rural areas.
**Prickarts, Boris (2010)** focussed on the Dutch government's International Baccalaureate (IB) Diploma Programme (DP) Pilot, allowing Dutch pre-university students to take part in the IB DP. Is it likely to create "equal", or rather "equitable", access opportunities for government-sponsored Dutch international secondary schools? The study advances the position that the IB DP Pilot is creating more equitable access opportunities for middle-class children. It can be expected, though, that less advantaged groups will increasingly be able to benefit from the opportunities that come with access to government sponsored international education.

**Zhu, Zhiting et.al (2011)** sketched the context in China and the challenges relating to quality and equality of education; reviews some of the major initiatives taken at the national level for ICT use in schools that strive for consistency and quality across huge numbers and regional differences; gives a more-detailed look at some current initiatives for teacher education relating to quality and equality of ICT use in schools; and then highlights some of the contributions of the East China Normal University in Shanghai to quality use of ICT for teaching and learning. China is a huge country with a large population. Providing equitable and quality "e-education" or use of ICT (information and communications technologies) for teaching and learning in elementary and secondary schools across the country is a national priority. The study concludes with a reflection on possible implications of China's activities relating to educational quality and equality in ICT use in schools for educational decision makers, teacher educators, and educational technologists outside of China.

**Houck, Eric A. and Eom, Moonyoung (2012)** analyzed the resource and output equity of Korean middle school education to verify if educational opportunities are inequitably provided in terms of educational resources and outputs as international
comparison surveys have reported. Contrary to previous studies, there is a horizontally and vertically equitable distribution of educational resources corresponding to SES status and region in Korean middle school education. However, the inequity in the distribution of educational resources for special needs students. The output equity analysis of student achievement shows evidence of equity—a possible indication that equitable educational resources, particularly throughput resources, are having desired effects on equitable, not equivalent, distribution of educational outputs. The vertical equity analysis of educational outputs implies that SES, region, percentage of non-tenured teachers, percentage of special education students and the number of professional development programs should be considered criteria for ensuring adequate provisions of education.

Lotan, Rachel (2006) described a systemic approach to restructuring the classroom with the goal of establishing and maintaining an equitable environment by creating curriculum, instruction, and assessments deliberately and purposefully to address the range of previous academic achievement and academic skills, the linguistic variability and the intellectual diversity found in heterogeneous classrooms. A reconceptualization of intellectual competence, academic ability, or just plain being smart is at the core of teachers' efforts to build equitable classrooms. In practice, to narrow the achievement gap and to build equitable classrooms, teachers need to work toward equal-status, balanced interaction among students working together in small learning groups. The article also details the necessary conditions for teachers to learn and to practice equitable pedagogy.

Lashley, Car and Tate, Alicia S(2009) investigated on the discipline of students is a challenge for school administrators, and its importance has been magnified as accountability reporting and public concerns for school safety have come into play.
School personnel are expected to maintain a safe school environment that focuses on student learning. Disciplinary interventions should be "educative," "equitable," and "empowering." Many disciplinary policies are derived from a zero-tolerance perspective that emphasizes efficiency, favors exclusion as a strategy, and focuses on expediency. Zero-tolerance policies are particularly destructive when it comes to disciplining students with disabilities. Disciplinary policies and practices should operate in "the best interests of the student" (Shapiro & Stefkovich, 2005, p. 7). The disciplinary provisions in the Individuals with Disabilities Education Act are a step in the right direction toward encouraging schools to implement more effective, educative, equitable, and empowering disciplinary strategies.

Nordstrum, Lee E (2006) traced the current increase in inequality through income and wealth distributions, and argue that educational equity should also be a priority for all nations. Part one of this article gives both quantitative and qualitative examples of growing economic inequalities, and posits reasons why this is detrimental to human society. Part two provides evidence that an equitable redistribution approach to education may serve as part of an answer to these problems. Part three addresses counterarguments to these assertions, and describes how education alone cannot solve the question of equity.

Motala, Shireen (2009) analysed the quantitative and qualitative data on school funding in South Africa and it aims to analyse the user fee policy option in public schooling in South Africa. Debate is ongoing about the role of private input into public schooling and whether this practice affects access (and the constitutional right) to basic education, and the effects of decentralised school finance policy and its outcomes. A central question is whether school fees have led to greater equality and equity in the schooling system or whether they contribute to greater inequity. Differentiation in the public schooling system
is often caused by the presence of private contributions which are used to employ extra educators and lower educator ratios-significant quality differentials. Using empirical data and a disaggregated methodology, this paper illustrates how key equity indicators are affected by the presence of private contributions. Further, it is suggested that while non-state provision of education is limited in South Africa the model of user fee and private contributions is an important feature of post-apartheid education. Finally it is argued that a key challenge in post-apartheid South Africa is to address equitable access to quality education for the majority of disadvantaged learners, and enhance redistributive mechanisms in education financing in public schools.

**McPherson, Ezella (2011)** discussed the role that social and political factors played in prohibiting schools from fully desegregating in the South. It ends with some suggestions on moving from equal to equitable schooling inside and outside of the Southern region of the United States. This literature review examines previous school desegregation cases and school desegregation plans to investigate how schools have been unsuccessful in fully implementing.

**Morpeth, Ros and Creed, Charlotte (2012)** conducted a study in South Asia, however, adds to evidence that the huge number of children out of school and the diversity of their needs can only be met by a diversity of provision, formal and non-formal; that because many state education systems cannot meet the demands in quantity and quality, governments must continue to reform, improve and expand the public system, but also consider reconceptualising their role away from being the exclusive provider and towards encouraging a more diversified and equitable educational system. This paper sets out six challenges for reaching marginalised children through such change, highlighting the political commitment.
needed to embed into national education policy framework a rights-based approach, with quality assurance and greater links between the formal and non-formal. It provides examples of non-formal providers, using open learning principles, which offer models of how a more flexible and equitable system could be delivered for marginalised children, with progression routes and accreditation equivalent to or the same as the formal system.

Goffney, Imani Dominique (2010) studied the problem of persistent inequitable educational opportunities and outcomes in the U.S. They have presented analyses of the causes of these inequities and proposed solutions ranging from increasing school funding to studying participation structures in classrooms. This dissertation takes the perspective that inequities are produced inside of classrooms as well as through the complex interplay of social and economic factors and argues that instructional practice is an important site for study and intervention. Therefore, although there exist numerous definitions of and strategies for working toward equity for underrepresented minority students, serious attention to instruction is crucial. This is specifically accomplished by studying the mathematical knowledge and skills, along with cultural awareness and sensitivities that would produce equitable, high quality teaching. In this dissertation, equitable teaching is defined as focused on quality mathematics and distributed intentionally to ensure that all students learn. This study probes the interplay in instruction of attention to equity and to the quality of the mathematical content, with a focus on what constitutes equitable mathematics instruction for students in elementary classrooms. Specific instructional practices are evaluated to determine whether and how particular teaching practices provide leverage and create access to the mathematics content for different groups of learners. This study has two central features. The first details the construction of the set
of Mathematical Quality and Equity codes, analytic video codes focused on issues of equity. The second section comprises analyses of three paradigmatic examples of instruction. One is of a teacher with high MKT (Karen); a second a teacher who has clear commitments to students and to equitable access (Rebecca), and a third a teacher who has both high levels of MKT and of commitment to students and to equity (Lauren). The analyses illustrate the central hypothesis in my dissertation, that teaching mathematics in equitable ways requires both attention to the quality of the mathematics combined with sensitivities to issues of equity and diversity for students. This dissertation contributes to the empirical examination of instruction and its contributions to equity.

Siegel, Marcelle A. (2007) investigated classroom assessments for English learners in middle school life science courses in two California schools. A framework for equitable classroom assessments, "McCes--Sounds like Success," was used to refine and evaluate assessments in the study. Ways to improve two written assessments for advanced English learners were developed through teacher research and tested with a pretest/posttest design. Eleven changes to the items were developed, such as adding visual supports and dividing prompts into smaller units. Regression analyses of raw and Rasch modeled data from the pretest/posttest showed that both English only students and advanced English learners scored significantly better on the modified classroom assessments. A new perspective on validating equitable classroom assessments as opposed to standardized assessments for English learners is discussed.

George Theoharis (2007) draws on the experiences and words of successful public school principals committed to advancing equity, social justice, and school reform to show why social justice leadership is needed and how it can be effective. Although
facing tremendous barriers, these principals made important strides toward closing the achievement gap in their schools through the use of humane and equitable practices. Featuring a mix of theory and practical strategies, this timely book portrays how real school leaders seek, create, and sustain equitable schools, especially for marginalized students. The author identifies seven "keys" that are crucial for social justice leadership: (1) Acquire Broad Reconceptualized Consciousness/Knowledge/Skill Base; (2) Possess Core Leadership Traits; (3) Advance Inclusion, Access, and Opportunity for All; (4) Improve Core Learning Context—Both the Teaching and Curriculum; (5) Create a Climate of Belonging; (6) Raise Student Achievement; and (7) Sustain Oneself Professionally & Personally.

Lucey, Thomas A. and Giannangelo, Duane M. (2006) explored financial educations' relevance to urban society. They consider research measuring children's financial development by observing environmental influences that affect both financial learning and personal judgments. These conditions necessitate financial curricula addressing associated challenges. The authors recommend a cooperative rather than competitive financial education curriculum. Such a framework would employ student-centered instruction to create awareness of the societal consequences for financially based personal judgments related to financial differences.

Carr-Stewart et al. (2011) compared available second level services and funding levels provided in schools operated by a Tribal Council and a provincial school division. Differences in service levels and funding, the authors argue, must be addressed if equitable services and enhanced learning experiences are to be available to all students regardless of school type attended. In a review of First Nations band-managed school policies, the Department of Indian and Northern Affairs Canada (2002) noted what had
been devolved was "the specific operation of the school. What was not devolved was an
[education] system which would support the school" (p. 5) delivery of quality educational
programming for First Nations' students.

Hall, Don (2006) related to how his school district has successfully addressed their problem on digital divide. He then presents an explanation of the strategies employed by his school district to provide equitable learning opportunities for all its students. [This article was produced by International Society for Technology in Education. School districts often struggle on how to close the digital divide. Digital divide represents students' equity in learning opportunity and productive participation in society. Some schools have this mistaken notion that the problem on digital divide could only be solved by merely providing students with more access to technology. However, the problem on digital divide could only be solved by providing equitable learning opportunities for all students,

Jerald, Craig D et.al (2009) outlined ten steps state policymakers and school district leaders can take now that hold the promise to make a difference in teacher quality and equitable access to the best teachers for low-income students and students of color. It includes: (1) Producing better information on teacher effectiveness; (2) requiring clear public reports on teacher quality and equity; (3) placing information on teacher effectiveness in the hands of those who need it; (4) requiring teacher evaluations to focus on effectiveness; (5) writing explicit policies that expect equitable access to effective teachers; (6) eliminating state policies that sustain the status quo in local districts; (7) Providing incentives for effective teachers to work in high-need schools; (8) making certain that high poverty districts and schools have what they need to attract and retain effective teachers; (9) Pumping up the supply of talented teachers; and (10) Requiring districts to fix counterproductive hiring and placement practices.
Darling-Hammond, Linda and Friedlaender, Diane (2008) highlighted five California high schools that have beaten the odds in supporting the success of low-income students of color. Animo Inglewood Charter High School, Stanley E. Foster Construction Tech Academy, June Jordan School for Equity, Leadership High School, and New Technology High School are located in California's largest cities and are nonselective in their admissions, but they have graduation rates and college-going rates significantly higher than the state average. All five schools provide personalized settings, offer rigorous and relevant instruction, and promote professional learning and collaboration. The study also identified four policy areas that influence the ability of high schools to enable students of color to succeed: organization and governance (for example, state and federal policies need to favor the creation of small high schools); human capital (for example, policies should ensure the creation of effective training programs for both teachers and principals); curriculum and assessment (for example, policies should promote the use of performance assessments and the practice of collectively scoring assessments); and funding (for example, policies should make funding more equitable by establishing weighted student funding formulas. Funds would follow the student and additional funding would be allocated for students with the greatest needs).

Schmidt, William H et.al. (2011) explored the extent to which students in different schools and districts have an equal opportunity to learn mathematics. Specifically, they discuss research on (1) the amount of variability in content coverage in eighth grade across 13 districts (or consortia of districts) and 9 states, and (2) the variation in mathematics courses offered by high schools in 18 districts spread across 2
states. They explain why all the different mathematics content roads do not fairly and equally lead to the same high-quality educational outcomes.

**Kramer, Liz (2002)** Examined the effectiveness of court challenges to education-finance systems in achieving need-driven educational equity, focusing on California, Kentucky, and Texas. Provides overview of education-finance litigation and goals of finance reform. Describes funding system in each state both pre- and post-litigation; uses statistical measures to discuss resulting level of need-driven equity.

**Saiti, Anna (2007)** discussed the using data derived from interviews with Greek school principals, the purpose of this paper is twofold: (a) to investigate whether or not equitable access to schools is for all children; and (b) to determine the extent to which the Greek educational system, in particular, offers equal opportunities to immigrant students. The results showed that Greek society supports and promotes social justice and equality while embracing the present socioeconomic and demographic changes. Greek education policy makes no distinction between children—whether they be Greeks or immigrants, all children have equal rights.

**Baker, Trish; Clark, Jill (2011)** explored issues of status based on race, ethnicity and cultural background in the New Zealand tertiary classroom where there is a diverse mix of domestic and international students. A four-year research project examined attitudes and perceptions of both domestic and international tertiary students towards cooperative learning. The findings of the research project indicate that initial assumptions of relative status and ability of group members have a major effect on the outcomes of the group. These assumptions, demonstrated by both domestic and international students, may be based on expectations of language ability and familiarity with the pedagogical
environment, including the assumed norms and behavioural patterns of the host educational setting, and may disadvantage students from different cultural backgrounds. This can become a self-fulfilling prophecy limiting the effective interaction and participation in the group by international students and other students perceived to be of low status, and the development of trust and reciprocal interdependence among group members. Strategies to weaken the effects of status, promote more equitable interaction and foster productive group outcomes are proposed.

**McCollum, et.al (2004)** presented the initiatives used by two elementary schools in the authors’ district to meet the learning needs of students who speak Spanish as their first language and are limited English proficient (LEP). Both schools have a 10-20% population of Hispanic students. In most cases, the parents are LEP as well. In this article, the authors offer a variety of strategies physical educators can incorporate into their classes, ideas for professional development activities, and school-wide initiatives to create a more equitable learning environment that meets the needs of LEP Hispanic students.

**Salmi, J.(2000)** Provided an overview of the Haitian educational system. Assesses whether private education is playing an appropriate role in Haiti in terms of providing and promoting quality education. Reviews strategies that could allow the government to use its limited financial resources in a more cost-effective and equitable manner. (CMK)

**Kelly, Catherine A(2002)** determined the best practices for enhancing preservice teachers' knowledge of gender equity and use of innovative instructional methods for developing classroom democratic social values. Found that development in understanding and application of appropriate, equitable classroom practices emerged over a semester in which
Preservice teachers were immersed into selected equity/diversity literature, observed in classroom settings, and constructed what educational approaches driven by equity, equality, and diversity would look like.

**Johnson, Ruth S(2002)** challenged the perpetuation of reform practices that do not measure their effectiveness on equitable student outcomes. It proposes a paradigm shift that embraces the need to change cultures and to challenge assumptions and belief systems that block or abort efforts of meaningful reform; a paradigm shift whereby schools are held accountable for how well they educate "all" students in an equitable fashion. Schools and communities must engage in inquiries that reveal institutional practices that contribute to low performance and they must gather data to measure "distribution of learning opportunities." The paper contends that they must then have the will and be bold enough to take the steps and risks to make the necessary fundamental changes in schools and districts. Educators must embrace data as part of their reform strategy, questions must be posed, and data must be gathered and analyzed to assess how well schools and districts confront and address equity issues. The paper discusses the notion of whole school inquiry as a part of school reform, and describes an example of the researcher's personal experiences in facilitating school and district inquiries that are focused on equitable student outcomes and some "lessons learned."

**Marshall, Nancy L et.al (1999)** noted that gender equity is important in elementary and secondary schools and can have long-term effects on students. Reviews research on the topic and presents guidelines for early-childhood classrooms. Observes that gender-equitable classrooms establish a set of shared goals achieved through a combination of curriculum and teacher behavior.
Mewborn, Denise S. (1999) created an equitable school environment is easier in theory than in practice. This article provides background information to help educators understand the importance of gender issues and offers concrete teaching strategies (in the areas of assessment, curriculum, school climate, and instructional supervision) to minimize gender bias.

Johnson and Delayne Yvette (2009) investigated conceptions of equity held by pre-service elementary teachers who were enrolled in a mathematics methods course. These pre-service teachers' discourse with respect to race in the context of mathematics education was also investigated with specific attention to if and how they addressed race and their explanations of why race was or was not addressed with respect to equity in school mathematics. The practical objective of the study is to determine pre-service teachers' existing conceptions, knowledge, and dispositions in order to identify the ways in which they can be further supported in learning to teach for equity in school mathematics. In the first stage of the study data collected through a questionnaire were used to determine participants' conceptions of equity in mathematics education and to identify participants as Silent or Vocal on issues of race in this context. Data analyses indicated that pre-service elementary teachers in this study, who were mostly White females, held narrow conceptions of equity that largely focused upon equity in terms of equality. Further, while participants attended to issues of gender and socioeconomic status with respect to equity in school mathematics, attention to issues of racial equity were less prevalent. In the second stage of the study, participants' conceptions of equity were further examined through interviews. Interviews were used to investigate participants' discourse about race in mathematics and their explanations of why race was or was not addressed. Data analyses from the second stage indicated that these pre-service elementary
teachers did not address race because they feared offending others or being labeled racist, believed that race was not relevant to mathematics, and had limited opportunities to address issues of racial equity during their teacher education program. These results indicate that in order to learn to teach for equity in school mathematics pre-service teachers require greater opportunities to broaden their conceptions of equity and to engage in discourse that allows them to gain insight into the ways in which race does or does not matter in mathematics education.

**Alabado, Roy R. (2010)** examined whether six general inclusion classrooms teachers treated students receiving IDEA services in the same manner as they treated general, non-IDEA students through an analysis of teacher-student interactions of praise and desisting. The study took place in six separate self-contained classrooms that adopted inclusion and were located in a suburban elementary school outside of Philadelphia, Pennsylvania. There were a total of 121 students involved in the study. Teacher-student interactions were classified as either praise or desisting. Furthermore, this study used a statistical technique known as a regression analysis that was used to assess the effects of one independent variable, IDEA status (Special or General Education) while controlling for other independent variables (Grade, Gender, and Race). The other independent variables were used to disentangle the effects of IDEA status from other student characteristics that might affect the dependent variables. There were five dependent, teacher behavior variables: (1) The frequency of praise; (2) The frequency of desisting; (3) The total number of teacher-student interactions; (4) the percentage of the teacher-initiated interactions involving praise towards each student; and (5) the percentage of teacher-initiated interactions involving desisting behavior towards each student in the inclusion classrooms. The value of
each dependent variable was the aggregate value of each student for all observed classes. Students with IDEA status experienced major differences from students without IDEA services in the frequency of desisting and the percentage of desisting. Students with IDEA experienced more desisting than their classmates who are categorized as general education students. The frequency of praise, the total number of teacher-student interactions, and the percentage of praise were not affected by the students' being with IDEA services and students without IDEA services. In conclusion, desisting findings of the research are aligned with the findings of previous research on desisting behaviors.

**Kogoe, Akrima (1990)** examined two sets of measures may improve the effective and equitable use of public funds for education in Togo. The first measure is related to the reduction of enrollment and the per capita costs of higher education. The costs of higher education borne by individuals and the state drain monies from the primary and secondary education sectors. The quantitative and qualitative development of primary education underpins the second measure. An expansion of "qualitative" public school programs for a quantitative increase in the number of students requires a concomitant infusion of government funding for worthwhile programs that would: provide training to school administrators to help them help teachers; form and furnish a school evaluation team; and facilitate regular evaluations of pupils' progress. (JAM)

**Smith, Julia; Lee, Valerie (1996)** aimed to identify organizational properties of schools that are simultaneously associated with both effectiveness and equity, with a focus on equity. The investigation addresses the ways that achievement gains in mathematics and science correspond to the social distribution of family socioeconomic status. Using data from the first three waves of the National Education Longitudinal
Study, researchers compared the equity of achievement between schools that follow restructured reform practices to those following more traditional practices. In addition to finding improved achievement and equity in restructuring schools, the study identified specific characteristics of these schools' academic and social organization that help explain their improved student performance. These include smaller school size; a restricted, unified academic curriculum; and a strong commitment to viewing learning resources as a public, rather than a private good.

Lee, Valerie E et.al.(1977) analyzed data from the 1988 National Educational Longitudinal Study, which suggests that school policies and practices can reduce or exacerbate learning differences among students from different socioeconomic backgrounds. Results indicated that schools organized around a communal mission with more holistic assessment fared better than traditionally structured schools. (MJP)

Pisapia, John (2004) examined from the equity viewpoint, and suggestions are made to address equity issues. Equity in school computer use must involve not only equal access but also equal consideration of the learning needs of poor, minority, and female students. Unfortunately, equity has become a quantitative idea, measured by counting computers and computing averages and ratios. This leads to ignoring the inequities found between rich and poor, urban and rural, and minority and nonminority students. Equity issues related to educational technology have been defined as: (1) access to computer literacy and computer-assisted learning; (2) tracking through differential users of computer technology; and (3) exposure to gender bias and stereotyping in educational software. The evidence seems to be clear on the relationship of socioeconomic status and equitable distribution and use of computers in schools. Other factors may be related to equity,
such as the design or content of software and amounts of keyboard time. Standards could be developed to address potential inequities in computer use, and school policies should incorporate ideas into their technology policies that include all faculty in training and expose all students to computers in at least one learning situation. Equitable software, parent training sessions, and the infusion of computers into the curriculum are among the approaches educators should take to ensure equity in educational technology use. (SLD)

Mosca, Gretchen F. and Shmurak, Carole B (1995) designed to maintain middle school students' interest in math and science education by their investigating a famous male or female scientist or mathematician. The project involved group work with a final written, oral, and graphic presentation, and allowed for use of multiple intelligences.

Scott, Kathryn P. (1986) focused on social skills in which there is a disparity between male and female performance, including leadership, self-confidence, emotional sensitivity, empathy, and prosocial behaviors. Guidelines for educators to use in helping students overcome sex bias are offered.

Urban, Cynthia M. (1986) revealed that inequalities exist between males and females, racial minorities and whites, and rich and poor in accessibility to and use of computers. This study reviews the research in the field of computer-based education to determine the extent of and reasons for these inequities. The annotated research articles are arranged into five sections and within the sections, arranged chronologically.

Section One consists of surveys and studies dealing with the availability of computers as related to school characteristics. Section Two focuses on differences in access to and use of computers as related to user characteristics. Section Three focuses on knowledge of computers as related to user characteristics. Section Four consists of
surveys of attitudes toward computers as related to user characteristics. Section Five contains studies of computers used as related to teacher characteristics. A discussion and set of conclusions follow. It is recommended that (1) states develop equitable means of distributing educational resources; (2) low-income, minority, and female students be encouraged to use computers for computer science and programming; (3) low-income and minority students' knowledge and attitudes toward computers be researched; (4) subject areas other than mathematics use computers; (5) traditional computer classes be modified and offered as non-mathematics electives; (6) counselors, teachers and parents encourage females to take computer courses; and (7) computer environments emphasize cooperative work at computers for females. (APG)

Muskin, Carol (2010) criticized the mediocre state of learning in high schools in the United States. In order to insure that all students have equal access to high quality teaching, it is argued that educators must explore the potent connections among school setting, ability grouping, teaching methods, and student opportunity to learn. The research described in this paper analyzes student opportunity to learn U.S. history in 6 schools and 24 classrooms across various ability groups. The goal study's was to determine whether inequitable opportunity to learn exists within a varied sample of high school U.S. history classrooms, and to discern whether such differences can be explained by school level characteristics, teacher characteristics, and the ability group structure. The paper presents a conceptual framework and literature review; study design and sample; the opportunity structure established by school policy regarding ability grouping, class size, and curriculum/tests utilized; the degree of engagement instruction; school, teacher and ability group differences in the opportunity offered by instruction; and summary of school, teacher and
ability group influences on student opportunity to learn. A number of complex
interrelationships among school, teacher, and ability groups influences are observed. For
example, questions concerning the equitable distribution of opportunity to learn U.S. history
and critical skills such as discussion and writing are raised. Differences in teacher pedagogic
skills, such as classroom organization and management, clearly influence student opportunity
to learn. A number of figures and tables are included as is a 35-item bibliography. (DB)

Young, Donna and Wyman, Elizabeth (1982) presented the results of classroom
interaction research to determine if elementary and secondary school teachers in a North
Carolina school district treated males and females differently, and to find out if an
intervention strategy would foster more equitable treatment. An experimental group of
teachers participated in workshops that provided information on sexism in
communication and helped teachers to identify differential treatment of male and female
students. The experimental group was compared with a control group on the nature of
their interactions with students based on observer ratings on two kinds of instruments:
1) the PIT model, which quantified verbal and nonverbal behaviors in personal events
(those related to emotions), institutional events (those concerned with classroom
management and school operations), and task events (those concerned with teaching and
learning subject matter); and 2) the IDER model, which categorized teachers' verbal
behavior as direct or indirect, and nonverbal behavior as encouraging or restricting. The results
did not conclusively support other research findings of differences in teachers' interactions with
male and female students. Neither was it possible to conclude that the workshops resulted in
differences in teacher behaviors, although the findings did suggest that the intervention might
prompt teachers to become more encouraging and direct. The inconclusive results were partly attributed to inappropriate instruments and weak subject selection methods. (Author/MJL).

**Cheong, Jacquelline and Barr, Mary (1993) examined** the use of classroom assessments in the context of the new assessment system for California schools, the California Learning Assessment System, is discussed by describing the California Learning Record (CLR). The CLR emphasizes the central role of teachers in equitable assessment of student learning for students of diverse cultural and ethnic backgrounds. The CLR documents a student profile based on three principles for assessing student progress: (1) use of multiple perspectives on students' progress; (2) use of multiple sources of information; and (3) use of multiple contexts of learning and instruction. The first section of the paper provides background information on the development of the CLR and some basic assumptions. The second section describes the CLR in use. Fairness and equity as principles guiding the development and use of assessments like the CLR are discussed in the third section, and in the fourth section, suggestions are made for integrating classroom assessment information with information from other components of the state assessment system. Implications are discussed for the professional development of teachers to help them assess students fairly. (Contains 16 references.) (SLD)

**Slark, Julie (1993)** conducted a study at Rancho Santiago College (RSC) District campuses to determine the extent to which the college provides a welcoming, receptive, inclusive, friendly, and non-hostile environment for students of special groups, including minority students, older students, women students, and disabled students. Five areas of study related to an equitable campus climate were identified, including College and Community, Student Life and Comfort, Student Performance and Retention,
Curriculum and Pedagogy, and Faculty and Staff. Questionnaires were administered to a random sample of RSC students, to all staff and full-time faculty, and to high school seniors and staff in RSC's service area. In addition, interviews were conducted with RSC faculty and staff. Following an introduction, this report presents five detailed sections corresponding to the five areas of study. The first section provides analysis of responses to equity questionnaires completed by RSC faculty and students, and area high school students, teachers, and counselors. Section 2 analyzes responses to staff surveys, student satisfaction surveys, transfer student surveys, and graduate surveys, as well as results of staff interviews. Section 3 examines student persistence and academic performance data, and reviews RSC programs for select student groups. Section 4 analyzes questionnaire results as they relate to RSC curriculum and instruction. Finally, section 5 reviews faculty and staff characteristics, presents results of faculty and staff equity questionnaires, and discusses staff interview results. Appendixes provide tabulated survey results, the survey instruments, and copies of RSC policy statements and other documents relating to issues of diversity and affirmative action. (PAA)

**Genova, William J et.al (1981)** summarized the results of ethnographic research and a survey on how home climate, school climate, and interaction between the two might affect learning and school behavior among students of different racial/ethnic groups, sex, and socioeconomic background; and provides guidelines for measuring and improving equity in multicultural schools. Based upon a study conducted among seventh graders of five different ethnic groups in several schools in Boston, Massachusetts, it is concluded that: (1) outcomes vary among different ethnic groups within the same school; (2) some schools are more equitable than others; (3) schools vary more than homes; and
(4) higher ratings of school climates than home climates on a number of factors often lead to positive school outcomes (higher achievement and higher attendance). Use of a survey questionnaire developed for the study is suggested for educators who wish to determine general school climate and to measure the extent of equity in schools. Indicators of school outcomes and school climate are described, and ways in which selected school climate characteristics might be improved are discussed. A procedure presented for improving equity in multicultural schools considers such steps as initiative-taking; forming school improvement teams; developing a team work plan; setting clear purposes; collecting assessment data; analyzing data; developing a school improvement plan; implementing the plan; and evaluating results. (Author/MJL)

**Flum, Joseph (2013)** interpreted and evaluated the mandates of the article and explains the dual subsidy funding formula prescribed by the legislature. In order to effectively support fiscal neutrality at the state level, the paper recommends and then discusses full state funding. The educational opportunity rights of students are not founded on statutory funding, the paper says, but rather on constitutional mandate. The primary purpose of the education article of the Pennsylvania constitution is to maintain and support substantive education as a state function by offering free and equal educational opportunities. It concludes that state permissiveness in allowing local policy to be at odds with state constitution mandates infringes on the freedom of less fortunate students. The book contains numerous visual aids to explain the print section. (Author/LD)

### 2.3 CRITICAL ANALYSIS OF STUDIES

Review of related studies are reflected the Equitable Education, Social Inequalities due to Social Factor, Gender inequality in Education, Teachers’ Concept On Equitable

**EQUITABLE EDUCATION**

Shihua, Peng; Rihui, Tan (2009) made a preliminary exploration of promoting the equitable development of basic education. Knoeppel, Robert C and Della Sala, Matthew R. (2011). Zuze, Tia L. and Leibbrandt, Murray (2011) investigated direct and indirect resource effects in the context of a mass education system. Zhu, Zhiting et al. (2011) sketched the context in China and the challenges relating to quality and equality of education. Houck, Eric A. and Eom, Moonyoung (2012) analyzed the resource and output equity of Korean middle school education to verify if educational opportunities are inequitably provided in terms of educational resources and outputs as international comparison surveys have reported. Pisapia, John (2004) examined from the equity viewpoint and suggestions are made to address equity issues. Schmidt, William H et.al. (2011) explored the extent to which students in different schools and districts have an equal opportunity to learn mathematics. Knoeppel, Robert C and Della Sala, Matthew R. (2011) introduced a new statistic to capture the ratio of equitable student outcomes given equitable inputs. Perry, Laura (2009) examined equity in national systems of education in terms of differences in student outcomes, as measured by mathematics achievement scores on Programme for International Student Assessment (PISA) 2003. The researcher used four measures for assessing equity in student outcomes: (1) the strength of the relationship between student socioeconomic status (SES) and math achievement; (2) the amount of variation in student achievement explained by differences between schools; (3) the size of the gap between high- and low-achieving students (also known
as the "achievement tail"); and (4) the percentage of students who perform at low levels. Taken together, these four equity measures comprise the "dependent variable." The above papers of review dealt with equitable development of basic education, education system and equitable education.

SOCIAL INEQUALITIES DUE TO SOCIAL FACTOR

The following studies focused on social inequalities in school system:

Richardson, Judy (2010) investigated the academic and social inequalities that exist in schools. Lashley, Car and Tate, Alicia S (2009) investigated on the discipline of students is a challenge for school administrators, and its importance has been magnified as accountability reporting and public concerns for school safety have come into play. Urban, Cynthia M. (1986) revealed that inequalities exist between males and females, racial minorities and whites, and rich and poor in accessibility to and use of computers.

McPherson, Ezella (2011) discussed the role that social and political factors played in schools. George Theoharis (2007) draws on the experiences and words of successful public school principals committed to advancing equity, social justice, and school reform to show why social justice leadership is needed and how it can be effective.

GENDER INEQUALITY IN EDUCATION

Gender inequality is also affected the quality of Education system. Aikman, Sheila, Halai, Anjum and Rubagiza, Jolly (2011) focused on re-conceptualise gender equality in education quality. Saiti, Anna (2007) discussed the using data derived from interviews with Greek school principals, the purpose of this paper is twofold: (a) to investigate whether or not equitable access to schools is for all children; and (b) to
determine the extent to which the Greek educational system, in particular, offers equal opportunities to immigrant students. The above study substantiates that Gender inequality can be removed for the quality of Education system.

TEACHERS’ CONCEPT ON EQUITABLE EDUCATION

Dweck, Carol S. (2010) explained the importance of setting the minds of students and teachers. Scott, Kathryn P. (1986) focused on social skills in which there is a disparity between male and female performance, including leadership, self-confidence, emotional sensitivity, empathy, and pro social behaviors. Guidelines for educators to use in helping students overcome sex bias are offered. Jerald, Craig D et.al (2009) outlined ten steps state policymakers and school district leaders can take now that hold the promise to make a difference in teacher quality and equitable access to the best teachers for low-income students and students of color. Kelly, Catherine A (2002) determined the best practices for enhancing preservice teachers' knowledge of gender equity and use of innovative instructional methods for developing classroom democratic social values. Marshall, Nancy L et.al (1999) noted that gender equity is important in elementary and secondary schools and can have long-term effects on students. Johnson and Delayne Yvette (2009) investigated conceptions of equity held by pre-service elementary teachers who were enrolled in a mathematics methods course. View of Teachers of above studies support setting minds of the students and social skills.

RURAL

Harma, Joanna (2011) explored whether or not Low Fee private schooling in rural India is pro-poor and equitable, and finds that these schools are unaffordable to the bottom two wealth quintiles of families. McQuaide, Shiling (2009) examined the project (DEPRS) The
Distance Education Project for Rural Schools. The above selected studies found out the inequality of Education due to locality of the learners.

**ECONOMICAL FACTOR**

The following studies support the economic is important for equality of education: Nordstrum, Lee E(2006) traced the current increase in inequality through income and wealth distributions, and argue that educational equity should also be a priority for all nations. Motala, Shireen (2009) analysed the quantitative and qualitative data on school funding in South Africa and it aims to analyse the user fee policy option in public schooling in South Africa. Lucey, Thomas A.and Giannangelo, Duane M.(2006) explored financial educations' relevance to urban society.

**PROBLEMS IN EQUITABLE EDUCATION**

Goffney, Imani Dominique(2010) studied the problem of persistent inequitable educational opportunities and outcomes in the U.S. Hall, Don (2006) related to how his school district has successfully addressed their problem on digital divide.

**EQUITABLE EDUCATION IN CLASSROOM MANAGEMENT**

Is it likely to create "equal", or rather "equitable", access opportunities for government-sponsored Dutch international secondary schools. Lotan, Rachel (2006) described a systemic approach to restructuring the classroom with the goal of establishing and maintaining an equitable environment by creating curriculum, instruction, and assessments deliberately and purposefully to address the range of previous academic achievement and academic skills. Siegel, Marcelle A.(2007) investigated classroom assessments for English learners in middle school life science courses in two California schools. Baker, Trish; Clark, Jill (2011) explored issues of status based on race, ethnicity and cultural background in the New Zealand tertiary classroom where there is a diverse mix of domestic and international students. Salmi, J. (2000) Provided an overview of the Haitian educational system. Marshall, Nancy L et.al(1999) noted that gender equity is important in elementary and secondary schools and can have long-term effects on students. Alabado, Roy R. (2010) examined whether six general inclusion classrooms teachers treated students receiving IDEA services in the same manner as they treated general, non-IDEA students through an analysis of teacher-student interactions of praise and desisting. Cheong, Jacquelline and Barr, Mary (1993) examined the use of classroom assessments in the context of the new assessment system for California schools, low-income students Genova, William J et.al (1981) summarized the results of ethnographic research and a survey on how home climate, school climate, and interaction between the two might affect learning and school behavior among students of different racial/ethnic groups, sex, and socioeconomic background; and provides guidelines for measuring and improving equity in multicultural schools. Darling-Hammond, Linda and Friedlaender, Diane (2008) highlighted five California high schools
that have beaten the odds in supporting the success of low-income students of color. The above studies substantiates that classroom has unique place in development of Equitable Education.

**SCHOOL ENVIRONMENT**

*Mewborn, Denise S.(1999)* created an equitable school environment is easier in theory than in practice.  
*Slark, Julie (1993)* conducted a study at Rancho Santiago College (RSC) District campuses to determine the extent to which the college provides a welcoming, receptive, inclusive, friendly, and non-hostile environment for students of special groups, including minority students, older students, women students, and disabled students. Five areas of study related to an equitable campus climate were identified, including College and environment.

**2.4 CONCLUSION**

Above all the related studies analyze the Social inequalities due to Social Factor, Gender inequality in Education, Teachers’ Concept On Equitable Education, Rural, Economical Factor, Problems In Equitable Education, Equitable Education In Classroom Management and School Environment. No study was identified to survey the Equitable Education in Tamil Nadu. Hence the researcher selected the topic for relevant to the importance of society for developing primary Education. The above studies pave way to identify the proper research design, sampling techniques, selection of tools, indicating the research gape and procedure of the study.