

**Inequalities and Inclusiveness in Higher Education: A
Sociological Study of Lucknow City of Uttar Pradesh**

Abstract

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ABSTRACT

Introduction

Education is regarded as a key to individual and societal growth. Elementary and secondary education meets the needs of the common persons. However, higher education propels humankind into a dynamic environment by raising critical concerns and facilitating new awareness about society, generating creative innovations. It helps nations to achieve socio-economic development. Higher education is typically characterised as an education offered by colleges, universities, and technical institutes above the secondary level (Goddard and Puukka, 2008). Higher education is essential for every country to bring economic, social, cultural, and human development (Tribe, 1994). Therefore, it is necessary to make sure that each citizen has access to higher education, regardless of religion, ethnicity, socioeconomic status, or caste. Higher education in India mainly consists Under Graduate courses (UG), also known as Bachelor's degree, Post Graduate courses (PG) which are also known as Master's degree, Doctor in Philosophy (Ph.D.) degree and also Diploma Courses. Higher education at the bachelor's degree level usually requires three to four years to complete. In a nutshell, higher education refers to education at the university level. It offers a variety of courses ranging from Diplomas, Foundation Degrees, and Postgraduate programmes, including Masters and Doctorates (Alemu, 2018). Moreover, higher education across the globe for reflecting and bolstering a wide variety of talents helps achieve a decent standard of living. Moreover, Postgraduate studies are a form of education that allows you to earn a higher degree, which enables you to get the equity, sustainability, competitiveness, empowerment, collaboration, and stability in all the aspects of all human progress (Singh, 2011).

The human progress cannot be accomplished in a structure, where large segments of the population are having lack access to high-quality higher education. The state of higher education and its efficiency are valuable indices of a country's social and economic growth. It produces highly qualified and conversant individuals for societal and economic

development. Therefore, it has a more significant impact on the content and significance of public debate and policymaking. Every society promotes social justice and is concerned with improving the well-being of the common people and developing all potential talents, ensuring the progressive equality of opportunities for all the members of society (The Education Commission, GOI, 1966. 108). The United Nations Millennium Declaration also states that “men and women have the right to freedom to raise their children and live their lives in peace, free from poverty and free from the fear of terror, inequality, and injustice. Therefore, in other words, it means that the men and women both would benefit from sustainable growth. Still, it’s also true that the people facing the intersecting inequalities or income disparities that intersect with prejudice and exclusion, based on caste, race and other disadvantages, are most likely to be victims of exclusion from human development. UNESCO defines, “Education is a human right for all human beings throughout their lives. The access must be balanced by consistency and continuous training to express a mixture of sustained experience, knowledge and skill. Therefore, education is a complete method of improving human intelligence and behaviour. The International Dictionary of Education also defines education as “A social mechanism, in which one develops social competence and personal development in a structured, supervised environment such as a school or college”. Individuals are classified according to their economic and social class, with varying kinds and quantities of wealth available to them. These social stratification structures are thought to be interconnected (Weber 1998). As a result, intersectional is also known as the "dominant environment." Any person occupies a position in various social stratification structures, despite the fact that across the world, many stratifications include both social and economic and affect people in different ways.

The universe of the present study is Uttar Pradesh. Uttar Pradesh is the country's second-largest state, covering 240928 square kilometres. According to the 20011 Census, the state's total population is 19.95 million people (10.45 million males and 9.50 million females). It is India's most populated state; the state is organized into 17 divisions and 71 districts for governance purposes. The state is divided into 298 tehsils and 809 blocks. In Uttar Pradesh, there are four levels of schooling: primary, upper primary, secondary, and higher secondary. At the national level, the state follows a unified school education

system, with 12 years of schooling. This is known as the 10+2 pattern. Classes XI and XII, which make up the state's higher secondary stage (or Intermediate), are referred to as the "plus two" stage (Mehrotra, 2006). According to the 2015-16 Flash data from the Unified-District Information System for Education (U-DISE), India's most populous state (Uttar Pradesh) has the worst pupil-teacher ratio (PTR), i.e. Uttar Pradesh is having a teacher for every 39 children in primary school, which is 23:1 average in all India figures. According to government education data, the state of Uttar Pradesh has an enrolment of 25.3 million primary students (including both private and government schools) in 2015-16, who 665,779 teachers taught (including schools where primary, upper primary, and secondary co-existed). The state should have 840,000 teachers at the primary level, or 30 pupils per teacher, as required by the Right to Education Act (RTE). However, the state is short by 21%, or 176,000 teachers in the country (Census, 2011). Apart from this, the state of Uttar Pradesh is facing huge inequalities, exclusiveness and discrimination in the education sector of the state. The socially disadvantaged groups are always excluded and are facing huge inequalities in accessing education in the state. In fact, the caste system has been profoundly founded on the phenomenon of social disparities resulting in historically restricted opportunities for lower social groups (Misra and Bal, 2014). The socioeconomic situation of lower social groups is far worse than that of upper social groups. The fact that a more significant share of the population is from socially and economically disadvantaged groups has significant consequences in achieving educational attainment (Awasthi and Shrivastav 2017). Therefore, the present study aims to study the inequalities and inclusiveness in the higher education, sociologically in Lucknow city of Uttar Pradesh.

Statement of the Problem

Education is the cornerstone of national development, and it has come to be considered the primary tool for socio-economic transformation. Higher education has an essential role in society in supplying skilled people resources. Higher education helps bring social development by providing skills, talents, and attitudes that support social growth. Higher education is a strong instrument for improving access to highly skilled and well-paid professions and delivering high paid employment. It also contributes to the inclusive

growth of the country. The importance of education in ensuring inclusive growth is critical. Educational development is a critical component in achieving inclusive growth in any nation of the world. Inclusive development is a wide term that encompasses major measures. It encompasses all sectors, including individuals living below the poverty line and many disadvantaged groups in society. On the other hand, inclusive growth supports national growth by incorporating all regions of the country and all types of individuals without discrimination. Thus, access to quality education at all levels of society is required to accomplish the objective of inclusive growth. However, in Uttar Pradesh, there is a huge socio-economic disparity between castes wise in the state. The socially disadvantaged groups such as scheduled castes and scheduled tribes have remained educationally backward, which in return excludes them from getting decent job opportunities in the state. Although many studies reveal the disparities and exclusiveness among the socially disadvantaged groups in Uttar Pradesh, the present study aims to examine the inequalities and inclusiveness in the higher education system of Lucknow, Uttar Pradesh, India.

Significance of the Study

The Indian higher education system ranks third in the world in terms of enrolment. The current role of Indian higher educational institutions such as colleges and universities is to offer quality-based education in the fields of education, research, and other related fields to empower the present generation for self-sufficiency. The higher education system contributes significantly to the total growth of the nation, which includes both social and economic development. Higher education accelerates human capital in a world of competition by facilitating critical knowledge about society, generating new ideas, and supporting in nation-building. It generates highly trained individuals who can contribute to the social and economic development of the country. However, there are a huge number of individuals who don't have access to higher education—people with intersecting disparities such as gender, racial, social class, ethnicity, and nationality. Sexual identity, religion, age, disease, and disability are the most likely to be left behind. Caste hierarchies, social position, gender inequalities, cultural diversities, and uneven economic development have a significant impact on the issues of educational access and justice. It continues to

hinder the national progress in higher education. Therefore, beholding the nature and objectives of the study, the present study encompasses the respondents from six main universities of Lucknow, Uttar Pradesh. The present study has great significance as it is the first attempt to examine the inequalities and inclusiveness in higher education by taking the respondents from the six major universities of Lucknow, Uttar Pradesh. It highlights various factors due to which students face inequalities in higher education. The study also suggests some measures to combat this problem, which would be helpful in the process of policymaking at the government level.

Objectives of the Study

The present study veers around the following objectives.

- To examine trends of intersecting inequalities in higher education across gender, social categories and income condition in India.
- To explore issues of inclusiveness in terms of fair access to higher education in India.
- To find out the reasons behind different issues of inequalities in higher education in India.
- To examine the extent/rate of inequalities in different universities of different streams/disciplines in Lucknow e.g., Technical (UPTU), Management (IIM), Law (LOHIA LAW), Medical (SGPGI), and (BBAU) which has science and Social Science stream University.
- To suggest effective measures and strategies to make higher education all inclusive.

Hypothesis

The hypothesis of the present study are

- Intersecting inequalities in higher education are visible across gender, social categories and income categories.

- There are many issues pertaining to inclusiveness in terms of fair access to higher education.
- There are several reasons e.g. social, cultural, economic, and political etc. behind different issues of inequalities in higher education in India.
- The extent/rate of inequalities in different university of different streams in lucknow varies in terms of Gross Enrollment (GER), Rate of Drop-out etc.

Research Methodology of the Study

Research methodology is a research process for solving a research problem in a systematic way. It is a technique for measuring how scientific research is carried out. It is the method by which researchers go about their work of analyzing and predicting phenomena. Its goal is to provide a research work plan. It has both a broader and a specific meaning. In a broad sense, the methodology includes larger questions of social scientific philosophy, such as how social researchers go on their research, how they organize examinations and evaluate data, and so on. On the other hand, it refers to a broad approach and method employed in empirical research in a limited sense. The researcher discusses the methodology of the current study for the purpose of this systematic research in this chapter, which is organized around the following subjects. It briefly detailed the study's structure, the universe and sample, sample unit, samplesize, selection of data, research design, the research technique for data collecting, data processing, and output analysis and the study's limitations.

Research Design of the Study

A survey design examines a sample of a population to produce a quantitative or numeric account of its trends, attitudes, or opinions. (Creswell, 2013). The survey method was opted for the study due to its advantages of economic nature and characteristics of enabling the researcher to collect data from a large number of populations in a short period. The objective and hypotheses of the present study are related to the research design. As a result, the descriptive research design technique has been used. Descriptive research design is a scientific method that includes monitoring and describing a subject's activity without

interfering with it in any way. This research design gives the opportunity to use quantitative data for analyzing the collected data. SPSS will also be used in the research study to show the extension of inequalities and inclusiveness in higher education.

Area of the Study

Lucknow district is purposively selected for the research area of the study. There are four tehsils in the Lucknow district, namely Lucknow, Mohanlalganj, Malihabad, and Bakshi ka Talab. Lucknow is the capital of Uttar Pradesh. Bakshi ka Talab, Chinhat, Gosaiganj, Kakori, Malihabad, Mohanlalganj, and Sarojni Nagar are among the 8 blocks. Lucknow is located between the latitudes of 26°8' N and 27°2' N, as well as the longitudes of 80°3' E and 81°3' E. The city is located at a height of 123 metres (404 feet) above sea level. The district of Lucknow is 2,528 square kilometres in size. (Lucknow sits on the north-western coast of the Gomti River, surrounded on the east by Barabanki, on the west by Unnao, on the south by Raebareli, and on the north by Sitapur and Hardoi.) Lucknow According to the 2011 census, the area is 2,528 km, Male Population: 2,394,476 Total Population: 4,589,838 Density: 1,816 square kilometers Female Population: 2,195,362 from this 77.29 percent of the female population is literate. 82.56 percent of men are literate. The female literacy rate is 71.54 percent, with a sex ratio of 917 per 1000. Although the literacy rate in Lucknow is greater than in other districts in Uttar Pradesh, there are still large inequities and exclusion in higher education throughout Uttar Pradesh, including in Lucknow. Therefore, the present study aims to examine the inequalities and inclusiveness in higher education in Lucknow, Uttar Pradesh.

Universe of the Study

Lucknow, the capital of Uttar Pradesh state of India, has schools, colleges, universities & research institutions. But the researcher has taken only the universities of Lucknow as there are overall 16 universities in Lucknow city. These universities are divided into four groups: state universities, central universities, private universities, and deemed universities. There are 8 State universities in Lucknow city which includes Lucknow University, Sanjay Gandhi Post Graduate Institute of Medical Sciences, Dr. Ram Manohar Lohiya National

Law University, Khwaja Moinuddin University, King George Medical College, English and Foreign language university, Lucknow Campus, Dr. Shakuntala Mishra National Rehabilitation University (www.ugc.ac.in) There is only 1 central university in Lucknow City that is Babasaheb Bhimrao Ambedkar (A Central) University (www.ugc.ac.in). There are 6 Private Universities in Lucknow City which include Amity University, Babu Banarasi Das University, Gautam Buddha Technical University, Integral University, Era University, Dr. APJ Abdul Kalam University, and Indian Institute of Management (www.UGC.ac.in). There is only one deemed university that is Bhatkande Music Institute (www.UGC.ac.in)

Sample

The sample was drawn using the purposive sampling method. The sample of the study will consist of students of selected universities of Lucknow city of Uttar Pradesh to get deeper information about inequalities and inclusiveness in the higher education system of Lucknow, Uttar Pradesh, India. Also to see the awareness of policies formed by their institution and government. The population from the universe will consist of 300 respondents (50 respondents from each University).

Sample Unit of the Study

There are 16 universities in the Lucknow district of Uttar Pradesh. Through purposive sampling, the researcher has chosen these six universities because these six universities has different perspectives, i.e. central, state, national, private universities and have different streams and these perspectives help to know variations of inequalities and inclusiveness in higher education in these universities. Therefore from universe of the present study researcher has chosen following 6 universities. Sampling units have been chosen from Lucknow of Uttar Pradesh by using Purposive sampling technique.

- BBAU (Babasaheb Bhimrao Ambedkar University (A Central University))
- SGPGI (Sanjay Gandhi Postgraduate Institute of Medical Sciences)

- BBD (Babu Banarasi Das University)
- AKTU (Dr. A.P.J. Abdul Kalam Technical University)
- LOHIA (Dr. Ram Manohar Lohiya National Law University)
- LU (University of Lucknow)

Sample Size of the Study

After selecting area and universe of the study, which was conducted in Lucknow District of Uttar Pradesh. 50 samples was collected from all 6 universities, which has been further sub-divided as 25 samples from male students and 25 samples from female students in each university. Random sampling technique was used for collected the data. The total sample of the present study is 300 Samples.

Tools and Techniques of Data Collection

The present research uses both primary and secondary data. Questionnaires have been used to collect the primary data.

Primary Data

To collect primary data, a questionnaire was used. The information was gathered on a variety of issues, including their gender, social status, economic situation, and the issues they face in higher education at different universities. The questions have been created with the goal of obtaining effective information from the population.

Secondary Data

For the collection of secondary data, reference books, journals, articles, magazines, newspaper, government records, published works, and web sources have been consulted.

Limitations of the Study

- The present study takes account the higher education of the lucknow district of Uttar Pradesh, which is limited to university students only and doesn't consider college students.
- The study is only limited to 300 sample size, which consists of 50 samples from 6 universities in lucknow, Uttar Pradesh
- The study is only limited to 6 universities in Lucknow, Uttar Pradesh
- Due to the inadequate availability of secondary data from all universities, the results of the study mainly focused only on field-based data in the Lucknow district of Uttar Pradesh.
- The study is limited to above the age of 18 years.

Chapter Plan

To make the research more elaborate and descriptive, the present work has been derived into seven chapters. The chapter's plan is comprehended in such a comprehensive way that the issues can be dealt with in details from the theoretical level of field derived data.

Chapter 1: Introduction

The first chapter's introduction highlights the overall higher education system of India. The chapter focus on the issues and challenges with reference to inclusiveness in higher education in India, particularly in Lucknow, Uttar Pradesh. The most persistent issue confronting India's higher education sector is the prevalence of gaps in access to higher education in the country. Socio-economic disparities trigger inequalities in access to higher education in India.

Chapter 2: Inequalities and inclusiveness in higher education: A Conceptual and Theoretical Analysis

In this chapter the researcher has highlights various concepts and theories related to higher education across world. After independence, India's higher education sector has seen a massive rise in the number of Universities/University level Institutions & Colleges. Furthermore, the 'Right to Education Act,' which requires compulsory education and free education for all children aged 6 to 14, has ushered in the transformation of the country's education system.

Chapter 3: Socio-economic Profile of Study Area and Respondents

The chapter briefly describes the socio-economic profile of Uttar Pradesh. The term socio-economic is a combined word for economic and sociological conditions of workers together, which reflects the income, education, health, occupation and other important indicators of the individuals. Socio-economic development of a nation or a society reflects the quality life of a people, living in a society or in a nation. Uttar Pradesh accounts 16.4 percent of the country's population and is fourth largest state, which is covering a geographical area of 6.88 percent of the country. The state of Uttar Pradesh is encompassing a geographical area of 2,42,290 square kilometers and is having 75 districts and 901 development blocks.

Chapter 4: Gender and Social Category Wise Inequalities in Higher Education with Special Reference to Lucknow: An Empirical Study

This chapter deals with the gender-wise disparities in higher education in Lucknow, Uttar Pradesh. There is a huge disparity in higher education across Indian states. The state of Uttar Pradesh is also facing a huge disparity in access to higher education in the country. The chapter highlights a huge inequality across gender and social category wise in higher education in Lucknow, Uttar Pradesh. The highest educational inequalities are among the SC category in accessing higher education in Lucknow Uttar Pradesh.

Chapter 5: Gender and Social Category Wise Inclusiveness in Higher Education with Special Reference to Lucknow: An Empirical Study

This chapter briefly describes and reveals the inclusiveness in higher education in Lucknow, Uttar Pradesh. The Chapter is based on the primary data of 300 samples, which have been taken from the students of six different universities in Lucknow, Uttar Pradesh. The chapter highlights that the inequalities in access to higher education result from socio-economic inequalities in society. It is a cyclic chain of inequalities, i.e. Inequality in access to higher education result in inequalities in access to labour market information, which further leads to inequalities in employment and participation of people in labour market.

Chapter 6: Issues and Challenges in Higher Education with Special Reference to Lucknow: An Empirical Study

This chapter highlights the present issues in higher education with reference to socially disadvantaged students in Lucknow, Uttar Pradesh. Higher education helps the country prosper by having specialized skills and well-trained individuals. Although the school enrollment in India has increased and also the number of higher education institutions has risen, but still, India is facing a huge issue in higher education which includes poor infrastructure and services, vacant faculty positions, low student enrolment rates, obsolete teaching methods, decreasing research quality, unmotivated students, overcrowded classes, and pervasive regional, racial, and socioeconomic imbalances.

Chapter 7: Conclusions, Findings, Recommendations and suggestion

This chapter provides summary of previous chapters, findings of the primary survey, as well as provides some useful recommendations and suggestions.

FINDINGS OF THE STUDY

Findings from primary data (Demographic findings)

- **Findings of Chapter 4 “Gender and Social Category Wise Inequalities in Higher Education with Special Reference to Lucknow: An Empirical Study”**

of the study which highlights the gender disparities in the higher education of Lucknow, Uttar Pradesh. Nonetheless, there is a huge disparity in the higher education across Indian states. The state of Uttar Pradesh is also facing a huge disparity in access to higher education in the country.

- The results of the chapter highlights that there is a huge inequality across gender and social category wise in higher education in Lucknow, Uttar Pradesh.
- The social category wise, thinking regarding equal access to higher education. reveals that in General category, 60 percent of respondents said equal access are not available to higher education for students belongs to different social category, while none of the respondent, said yes there is equal access to higher education for students belongs to different social category. Similarly, in OBC category, 90 percent of respondents said equal access or opportunity are not available to attain higher education for students belongs to different social category. Whereas, none of them said that there is equal access to higher education are available for students belongs to different social category. In SC category, 20 percent of respondents believes, that there is equal access and opportunity for everyone who want to attain higher education, while 80 percent of them believes that there is not an equal access and opportunity for everyone.
- The Majority of educational inequalities are among the SC category in accessing higher education in Lucknow Uttar Pradesh. As for as attainment of higher education is concerned, the majority of respondents believes that there is not an equal access and opportunity for person, who belongs to different social category, it is mainly because of the poor economic conditions of the student's family as well as due to graded inequality and hierarchy among social categories.
- Moreover, the overall results also reveal that higher education is expensive and not affordable for everyone.
- Apart from this, inequalities in higher education are prevalent among the females in Lucknow, Uttar Pradesh Therefore, majority of respondents i.e., 80.0 percent,

believe that domestic work particularly cleaning is the major issue which is responsible for inequality in higher education of girls and is also attributed with the patriarchal ideology in the society in Lucknow Uttar Pradesh.

- Majority of the respondents agree that educated women are more likely to play role in political, economic, decision making processes at community, regional and national level therefore, their educational attainment is necessary for the socio-economic development of the country.
- **Findings of Chapter 5 “Gender and Social Category Wise Inclusiveness in Higher Education with Special Reference to Lucknow: An Empirical Study”** of the study which reveals the inclusiveness in higher education in Lucknow, Uttar Pradesh. The Chapter is based on the primary data of 300 samples, which have been taken from the students of six different universities in Lucknow Uttar Pradesh. The results reveal that the inequalities in access to higher education is resulted by socio-economic inequalities in the society. In fact, it is a cyclic chain of inequalities, i.e. inequalities in access to higher education results in inequalities in access to labour market information, which further leads to inequalities in employment and participation of people in labour market. Moreover, inequalities are also leading in the inequalities in earnings and hinders to improve the socio-economic development of the country. More particularly, the inequalities in access to education reflects, the loss in individual as well as social welfare. Inclusive education is essential and a good inclusive education is the major remedy for the socio-economic inequalities of the country. The inclusive education is meant to focus on poor, marginalized, disadvantaged groups of the society and those who are living in backward regions of the country. It is concerned with overall equity, not excluding any section of the society.
- Therefore, the study finds that majority of respondents from the study area, which constitutes 90 percent said that the inclusive education system helps to attain equity in higher education. Apart from this, university wise, majority of respondents i.e.,

82.33 percent said yes inclusive education system helps to attain equity in higher education.

- However, among female respondents, majority of them believes that Gender discrimination in family are the major issue, which is responsible for unfair access of students to higher education in India.
- Majority of respondents said, that they have notice caste-based inequalities in higher education in India.
- Majority of respondents, i.e. 80.67 percent believe that inclusive higher education is not sustainable for long period.
- . Nonetheless, the chapter also results also reveal that majority of respondents said that inclusive education plays instrumental role in integrating/mainstreaming marginalized sections in society and the majority of respondents have said that inclusive education plays instrumental role in integrating/mainstreaming marginalized sections in society.
- Majority respondents believe, that inequality in access to higher education leads to inequality in access to better jobs
- **Findings of Chapter 6 “Issues and Challenges in Higher Education with Special Reference to Lucknow: An Empirical Study,”** of the study which highlights the present issues in higher education with reference to socially disadvantaged students in Lucknow, Uttar Pradesh. Higher education helps the country to prosper by having specialized skills and well-trained individuals. Although the school enrollment in India has increased and also the number of higher education institutions has risen, but still India is facing a huge issue in higher education which includes poor infrastructure and services, vacant faculty positions, low student enrolment rates, obsolete teaching methods, decreasing research quality, unmotivated students, overcrowded classes, and pervasive regional, racial, and socioeconomic imbalances. Therefore, the nation is yet to see

progress in terms of qualitative change. With the increase of enrolments at the school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

Furthermore, there is still huge disparities across state wise and the Uttar Pradesh is one of the major states of India, where there is a large issue in the higher education. The state of Uttar Pradesh is facing huge disparities across gender and caste wise in higher education in state.

The schedule castes and schedule tribes' students are still lagging behind in accesses to the higher education in India. Although the institutional changes in the government development policies have forced higher education institutions to become economically viable and inclusive, but still huge disparities exist in the inclusive higher education system of India.

- Therefore, the present chapter examines the issues and challenges in higher education in Lucknow, Uttar Pradesh. The chapter is based on primary data of 300 samples taken from the various university students of Uttar Pradesh, which reveals that majority of respondents believe that SC category groups experience higher form of inequalities than others social category groups.
- Majority of respondents, which comprises 95.33 percent of the respondents said that the dropout rates are issues for inequality or inclusiveness in higher education in India.
- Majority of respondents, i.e. 97 percent of the respondents said yes, that the enrolment of women is less than men in higher education across subjects/discipline.
- Majority of respondents which comprises 93 percent respondents said that growth rate status of the weaker section is less than non-weaker sections in higher education.

- Majority of respondents, i.e. 61.33 percent believe that increasing rate of Privatization is responsible for socio-economic disparities and inequalities in higher education.
- Among male category majority of respondents have responded, that the Caste based inequalities are responsible for stream/discipline wise inequality in higher education in India.
- Whereas, among female category majority of the respondents have responded, that the Gender based inequalities are responsible for stream/discipline wise inequality in higher education in India.
- Moreover, the chapter also reveals that among General category majority of the respondents said, that the Class based inequalities are responsible for stream/discipline wise inequality in higher education in India.

CONCLUSION

On the basis of the above analysis following conclusions are drawn:

The results of the present field data highlights that there is a huge inequality across gender and social category wise in higher education in Lucknow Uttar Pradesh. The highest educational inequalities are among the SC category in accessing higher education in Lucknow Uttar Pradesh. As far as attainment of higher education is concerned, the majority of respondents believes that there is not an equal access and opportunity for person, who belongs to different social category, it is mainly because of the poor economic conditions of the student's family as well as due to graded inequality and hierarchy among social categories. Moreover, the overall results also reveal that higher education is expensive and not affordable for everyone. Apart from this there is also higher education inequalities among the females in Lucknow, Uttar Pradesh and the results reveal that women are highly engaged in unpaid or homebased works such as cleaning which is the major issue and is responsible for inequalities in higher education of girls and is also attributed with the patriarchal ideology in the society. However, the respondents also

believe that educated women are more likely to play role in political, economic, decision making processes at community, regional and national level therefore, their educational attainment is necessary for the socio-economic development of the country.

Further, the results of field data also conclude, that the majority of the respondents said that gender-based disparity is the major barrier in the attainment of inclusive education in India. Results reveal that majority of respondents have responded that inclusive education plays instrumental role in integrating/mainstreaming marginalized sections in society. Majority of respondents i.e., 90 percent said yes, inclusive education system helps to attain equity in higher education. Apart from this, among university wise, majority of respondents i.e., 82.33 percent said yes, inclusive education system helps to attain equity in higher education. However, among female respondents, majority of them believes that Gender discrimination in family are the major issue, which is responsible for unfair access of students to higher education in India. Nonetheless, the results also reveal that majority of respondents said that inclusive education plays instrumental role in integrating/mainstreaming marginalized sections in society and the majority of respondents believes that the inclusive education plays instrumental role in integrating/mainstreaming marginalized sections in society. Apart from this, the overall results reveal that majority of respondents said, that they have notice caste-based inequalities in higher education in India. The overall results also reveal that all of the respondents believe, that inequality in access to higher education leads to inequality in access to better jobs.

The findings of the present study also explore that although, after independence India has achieved huge milestones in promoting and maintain the quality of higher education in India. But the higher education system of India is still facing huge issues and disparities in-terms of access to attain education, infrastructure bottlenecks, teaching staff and enrollment ratio etc. The results of present study conclude that majority of respondents believe that SC category groups experience higher form of inequalities than others social category groups. It also reveals that majority of respondents believes that increasing rate of privatization is responsible for socio-economic disparities and inequalities in higher education. Results also reveal that among male category majority of respondents have

responded, that the Caste based inequalities are responsible for stream/discipline wise inequality in higher education in India. Whereas, among female category majority of the respondents have responded, that the Gender based inequalities are responsible for stream/discipline wise inequality in higher education in India. Moreover, the results also reveal that among General category, majority of the respondents have said, that the Class based inequalities are responsible for stream/discipline wise inequality in higher education in India. Whereas, in OBC and SC category majority of respondents have responded, that Gender based inequalities and Caste based inequalities are responsible for stream/discipline wise inequality in higher education in India. Apart, from this, the results also reveal that majority of respondents believes, that inequalities in the quality of higher education are one of the problems facing by all community of Indian society which affect inclusive education. Moreover, the respondents also believe that the socially disadvantaged groups perform less than socially advantaged groups in higher education in India. Nonetheless, the study also concludes, that among male category majority of the respondents have responded, that Political inequalities are responsible for women participation in higher education. While among female category majority of the respondents believes, that Socio- cultural inequalities are responsible for women participation in higher education. The present Study also reveals that respondents believe that higher education is successful in reducing inequalities in India. The study also concludes that the respondents believes, that the equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective. Therefore, the government should promote inclusive policies to avoid inequalities in higher education.

Recommendations

- The Central Government of India must ensure the adequate funding for the higher education infrastructure in the country, which will enhance the efficiency of higher education in India.
- The Government of India should also enhance the budget outlay for the economically and educationally backward students in the country.

- The Government of India should establish more equal opportunity cells (EOC) which should be constituted by UGC at all levels of university and college for disadvantages groups to provide guidance in academics effectively.
- The Government of India must also establish more central universities in the socially and economically backward areas of the country, so that the disparities in the higher education can be reduced.
- The State government must also ensure to recruit the faculty timely in place of vacant posts in the colleges and universities to maintain the pupil-teacher ratio in colleges and Universities in the country.
- Both the Centre and State Governments should also provide scholarships and fellowships among the students from marginalised categories so that it will help to reduce the dropout rates in the colleges and universities in the country.
- There must be additional universities and colleges for the socially and economically disadvantaged students across different states in India.
- The Government must implement stringent laws against the any kind of discrimination based on the gender, caste and religion in the higher education sector in India.
- There must be policies which should encourage to achieve and access the higher education attainment such as job-oriented courses, low fee structure and anti-discriminatory approach class work.

Suggestions for Further Research

- The present study has depicted some of the educational problems of gender, social category and socio-economic inequality and inclusiveness in higher education in Lucknow district of Uttar Pradesh.
- The status of Inequalities and inclusiveness in higher education in the state of Uttar Pradesh needs to be examined further.
- Planned and systematic sociological studies of comprehensive nature at large scale are needed to be assessed the higher educational status of inequality and inclusiveness in the state of Uttar Pradesh.

- An investigation into inequality between the higher education of gender and social categories in Uttar Pradesh needs to be undertaken to have a better and in depth understanding of the issues of intersecting inequality.
- Comparative studies concerning gender and social categories inequality in higher education several other forms of inequality in the area need to be carried out.
- Studies aimed at exploring problems and prospects of higher education of gender, social categories, and socio-economic status may also be undertaken indifferent regions of country.