

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

**SUBMITTED TO THE
BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY
LUCKNOW**



**FOR THE AWARD OF THE DEGREE OF
DOCTOR OF PHILOSOPHY
IN
SOCIOLOGY**

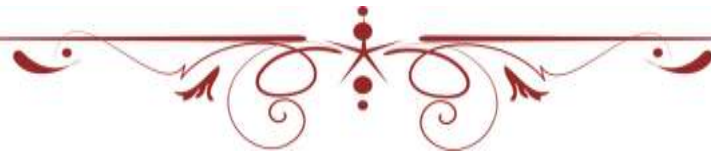
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UTTAR PRADESH, INDIA
2022**



**DEDICATED TO
MY BELOVED PARENTS AND
SUPERVISOR**



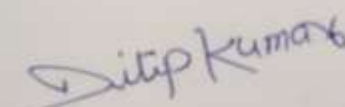
DECLARATION

I, Dilip Kumar, declare that the work embodied in this thesis entitled "**Inequalities and Inclusiveness in Higher Education: A Sociological Study of Lucknow City of Uttar Pradesh**" has been carried out by me, under the supervision of Prof. Jaya Shrivastava, Professor, Department of Sociology, Babasaheb Bhimrao Ambedkar University (A Central University), Lucknow.

The work included in this thesis has not submitted for any other degree and unless otherwise stated, is all original. I have duly acknowledged all the sources used by me in the preparation of this thesis. I also declared that thesis is essentially free from all kinds of plagiarism.

Place: Lucknow

Date 30/5/2021


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CERTIFICATE

This is to certify that the Thesis entitled “**Inequalities and Inclusiveness in Higher Education: A Sociological Study of Lucknow City of Uttar Pradesh**” submitted by Mr. **Dilip Kumar** is an original research work and has not been previously submitted in part or full for the award of any other degree or diploma to this or any other university.

The thesis submitted to Babasaheb Bhimrao Ambedkar University, Lucknow satisfies all the requirements as stipulated in the *Doctor of Philosophy* Ph.D. Regulations- 1999 as amended in 2013 and it is fit for submission and evaluation for the award of the degree of Doctor of Philosophy of the University.

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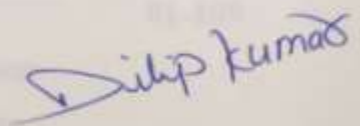
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CONTENTS

	<i>Page No.</i>
<i>Declaration</i>	<i>i</i>
<i>Certificate</i>	<i>ii</i>
<i>Acknowledgement</i>	<i>iii-iv</i>
<i>List of Tables</i>	<i>vi-x</i>
<i>List of Figures</i>	<i>xi-xiii</i>
CHAPTER 1: Introduction	1-35
Chapter 2: Inequalities and inclusiveness in higher education: A Conceptual and Theoretical Analysis	36-58
Chapter 3: Socio-economic Profile of Study Area and Respondents	59-80
Chapter 4: Gender and Social Category Wise Inequalities in Higher Education with Special Reference to Lucknow: An Empirical Study	81-109
Chapter-5: Gender and Social Category Wise Inclusiveness in Higher Education with Special Reference to Lucknow: An Empirical Study	110-147
Chapter 6: Issues and Challenges in Higher Education with Special Reference to Lucknow: An Empirical Study	148-190
Chapter 7: Main Findings, Conclusion, Recommendations and Suggestions	191-204
• References	205-220
• Appendix	221-228

LIST OF TABLE

Table 1.1. Total No. of Universities in India as on 02.05.2022	27
Table 1.2. Total Number of Universities in Uttar Pradesh	28
Table 1.3. Total Number of Universities in Lucknow	28
Table 3.1: Population of Uttar Pradesh and Scheduled Castes in Uttar Pradesh (in Lakhs)	62
Table 3.2: Distribution of Population in Uttar Pradesh by Age Groups (in Percent)	64
Table 3.3: Census Wise Sex Ratio in India and Uttar Pradesh	65
Table 3.4: Population Density (Population per Sq. Km)	66
Table 3.5: Literacy Rate in Uttar Pradesh (In Percent)	68
Table 3.6: Trends of Literacy rate of Scheduled Castes in Uttar Pradesh (In Percent)	70
Table 3.8: Gender Wise Distribution of Respondents	71
Table 3.9: Religion Wise opinion regarding Distribution of Respondents	72
Table 3.11: Gender Wise opinion regarding Age Distribution of Respondents	73
Table 3.12: Social Category Wise opinion regarding Family Occupational Background of the Respondents	74 76
Table 3.13: Social Category Wise opinion regarding Family's Annual Income of the Respondents	77 79
Table 3.13: Social Category Wise opinion regarding Education of the respondents	79
Table 4.1: Has any Member of your Family Completed Higher Education (Graduation, Post-graduation, PhD, or Post-Doctoral)?	82
Table 4.2: Social Category Wise opinion regarding Choices to Continue Education after 12 th Standard	84
Table 4.3: Gender Wise opinion regarding about Motivation to take Admission in Higher Education	85
Table 4.4: Social Category Wise opinion of the respondents about Motivation to take Admission in Higher Education	87
Table 4.5: Social Category Wise opinion of the respondents about Equal Access to Higher Education to Different Social Category	88
Table 4.6: University Wise opinion of the respondents that "whether equal access to higher education to different marginalised social categories is in practice or not"	90
Table 4.7: University wise Reasons for Un-equal access to Higher Education to Different Social Category Groups	91
Table 4.8: Social Category Wise opinion of the respondents regarding equal access to Higher Education to Different Economic Backgrounds	93
Table 4.9: Gender Wise opinion of the respondents regarding equal access to Higher Education to Different Economic Backgrounds	94
Table 4.10: Gender Wise opinion of the respondents that Education of Women Interface through Gender Inequality at the Workplace and in the Family.	95
Table 4.11: Social Category Wise opinion of the respondents that Education of Women	96

Interface through Gender Inequality at the Workplace and in the Family	
Table 4.12: Social Category Wise opinion of the respondents that Perception of Respondents about (cooking, cleaning and caring) Domestic Work is Responsible for Inequality in Higher Education of Girls.	98
Table 4.13: Gender Wise opinion of the respondents about (cooking, cleaning and caring) Domestic Work Responsible of Inequality in Higher Education of Girls	99
Table 4.14: Social Category Wise opinion of the respondents regarding “do you think that there is a General Opinion in the Society that a Woman should prefer Admission in Arts, and Humanities and Social Sciences in place of Science and Technical Subjects”	101
Table 4.15: Gender Wise opinion of the respondents regarding there is a General Opinion in the Society that a Woman should prefer Admission in Arts, and Humanities and Social Sciences in place of Science and Technical Subjects	102
Table 4.16: Social Category Wise opinion of the respondents about the causes of women’s selection of their stream	104
Table 4.17: Gender Wise opinion of the respondents about the preference or selection of subjects by the students	105
Table 4.18: Social Category Wise opinion of the respondents about Perception of Respondents that do you think Educated Women are more likely to play role in Political, Economic, Decision making processes at Community, Regional and National level	106
Table 4.19: Gender Wise opinion of the respondents about Perception of Respondents that do you think Educated Women are more likely to play role in Political, Economic, decision making processes at Community, Regional and National Level	108
Table 5.1: Gender Wise opinion of the respondents regarding the Implementation of Inclusive Practice in Higher Education	111
Table 5.2: Social Category Wise opinion of the respondents regarding the Implementation of Inclusive Practice in Higher Education	112
Table 5.3: University Wise opinion of the respondents regarding the Implementation of Inclusive Practice in Higher Education	113
Table 5.4: Gender Wise opinion of the respondents regarding Barriers in Attainment of Inclusive Education	114
Table 5.5: Social Category Wise opinion of the respondents regarding Barriers in Attainment of Inclusive Education	116
Table 5. 6: Gender Wise opinion of the respondents regarding Inclusive Education System Helps to Attain Equity in Higher Education	117
Table 5.7: Social Category Wise opinion of the respondents regarding Inclusive Education System Helps to Attain Equity in Higher Education	119

Table 5.8: University Wise opinion of the respondents regarding Inclusive Education System Helps to Attain Equity in Higher Education	120
Table 5.9: Gender Wise opinion of the respondents regarding Factors which are Responsible for Unfair access of Students to Higher Education in India	122
Table 5.10: Social Category Wise opinion of the respondents regarding Factors which are Responsible for Unfair Access of Students to Higher Education in India	124
Table 5.11: Gender Wise Opinion Regarding Current Form of Higher Education Broadens The Disparity between Rich and Poor in Contemporary India.	126
Table 5.12: Social Category Wise Opinion of the respondents Regarding Current form of Higher Education Broadens the Disparity between Rich and Poor in Contemporary India	128
Table 5.13: Gender Wise opinion of the respondents regarding Understanding by the Concept of Inclusive Education in India	129
Table 5.14: Gender Wise opinion of the respondents regarding Whether Inclusive Education Plays Instrumental Role in Integrating/Mainstreaming Marginalized Sections (In-terms of Caste, Class, and Gender) in Society	130
Table 5.15: Social Category Wise opinion of the respondents regarding Whether Inclusive Education Plays Instrumental Role in Integrating/Mainstreaming Marginalized Sections (in terms of Caste, Class, and Gender) in Society	131
Table 5.16: Gender Wise opinion of the respondents regarding types of Inequalities you have noticed in Higher Education in India	133
Table 5.17: Social Category Wise opinion of the respondents regarding Types of Inequalities you have noticed in Higher Education in India	134
Table 5.18: Gender Wise opinion of the respondents regarding Inequality in Access to Higher Education Leads to Inequality in Access to Better Jobs	136
Table 5.19: Social Category Wise opinion of the respondents regarding Inequality in Access to Higher Education Leads to Inequality in Access to Better Jobs	137
Table 5.20: Gender Wise opinion of the respondents regarding Inclusive Mode/form of Higher Education Gives Equitable Opportunity to Every Section of the Society	138
Table 5.21: Social Category Wise opinion of the respondents regarding Inclusive Mode/form of Higher Education Gives Equitable Opportunity to Every Section of the Society	139
Table 5.22: Gender Wise opinion of the respondents regarding Inclusive Higher Education is not Sustainable for Long Period	140
Table 5.23: Social Category opinion of the respondents regarding Inclusive Higher Education is not Sustainable for Long Period	141
Table 5.24: Gender Wise opinion of the respondents regarding Unequal Education Reproduces Social Inequalities	142

Table 5.25: Social Category Wise opinion of the respondents regarding Unequal Education Reproduces Social Inequalities	143
Table 5.26: Table: Gender Wise opinion of the respondents about the extent of inclusiveness in Higher Education in India	144
Table 5.27: Social Category Wise opinion of the respondents about how much Inclusive is Higher Education in India	145
Table 6.1: Gender Wise opinion of the respondents regarding Parent's different Occupations Affect Equal Access to Higher Education of their Children	149
Table 6.2: Social Category Wise opinion of the respondents regarding Parent's different Occupations Affect Equal Access to Higher Education of their Children	150
Table 6.3: Gender Wise opinion of the respondents about the reasons of Socio-Economic Disparities and Inequalities in Higher Education	151
Table 6.4: Social Category Wise opinion of the respondents about the reasons of Socio-Economic Disparities and Inequalities in Higher Education	153
Table 6.5: Gender Wise Opinion Regarding nature of inequalities are Responsible for Stream/discipline Wise Inequality in Higher Education in India	155
Table 6.6: Social Category Wise Opinion Regarding nature of inequalities are Responsible for Stream/discipline Wise Inequality in Higher Education in India	157
Table 6.7: Gender Wise Opinion of the respondents about Inequalities in the Quality of Higher Education are one of the Problems facing by all Community of Indian Society, which affect Inclusive Education	159
Table 6.8: Social Category Wise Opinion of the respondents about Inequalities in the Quality of Higher Education are also one of the Problems facing by all Community of Indian Society, which affect Inclusive Education	160
Table 6.9: Gender Wise Opinion of the respondents regarding Socially Disadvantaged groups perform less than Socially Advantaged groups in Higher Education in India	162
Table 6.11: Gender Wise Opinion of the respondents about the type of Inequality is/are Responsible for Women participation in Higher Education	164
Table 6.12: Social Category Wise Opinion of the respondents about the type of Inequality is/are Responsible for Women participation in Higher Education	166
Table 6.13: Gender Wise Opinion of the respondents regarding "whether Higher Education is successful in reducing Inequalities in India"	167
Table 6.14: Social Category Wise Opinion of the respondents regarding "whether Higher Education is successful in reducing Inequalities in India"	168
Table 6.15: Gender Wise about representation of SC and ST in India's Universities Compared to their Population share in Higher Education	169
Table 6.16: Social Category Wise about representation of SC and ST in India's Universities Compared to their Population share in Higher Education	170

Table 6.17: Gender Wise opinions of the respondents regarding Which Group experience higher form of Inequalities more than others	171
Table 6.18: Social Category Wise, Which Group experience higher form of Inequalities more than other	172
Table 6.19: Gender Wise, Growth Rate in Higher Education Status of the Weaker Section is less than Non-weaker Sections	174
Table 6.20: Social Category Wise, Growth Rate in Higher Education Status of the Weaker Section is less than Non-weaker Sections	175
Table 6.21: Gender Wise, Enrolment status of Women is less than Men in Higher Education across Subjects/discipline	176
Table 6.22: Social category Wise Enrolment status of Women is less than Men in Higher Education across Subjects/discipline	177
Table 6.23: Gender Wise opinion of the respondents about Dropout Rates are issues of Inequality or Inclusiveness in Higher Education in India	178
Table 6.24: Social Category Wise opinion of the respondents about Dropout Rates are issues of Inequality or Inclusiveness in Higher Education in India	179
Table 6.25: Gender Wise opinion of the respondents about Inclusive Education give Respect to all social categories.	179
Table 6.26: Gender Wise opinion of the respondents about Inclusive Education give respect to all social categories.	180
Table 6.27: Gender Wise opinion of the respondents about effectiveness of Equal Opportunity Cells (EOC) constituted by UGC for Disadvantaged Groups.	181
Table 6.28: Social Category Wise opinion of the respondents about effectiveness whether Equal Opportunity Cells (EOC) constituted by UGC for Disadvantaged Groups.	182
Table 6.29: Gender Wise, Give Opinion that how much Higher Education Policies successful to mainstream marginalized Section in higher education	184
Table 6.30: Social Category Wise Give Opinion that how much Higher Education Policies successful to mainstream marginalized Section in higher education	184
Table 6.31: Gender Wise opinion of the respondents about Should Government promote Inclusive Policies to avoid Inequalities in Higher Education	185
Table 6.32: Social Category Wise opinion of the respondents about Should Government promote Inclusive Policies to avoid Inequalities in Higher Education	186
Table 6.33: Gender Wise opinion of the respondents regarding Formulation of Policies for Marginalized Sections leads to Equity in Higher Education	187
Table 6.34: Social Category Wise opinion of the respondents regarding Formulation of Policies for Marginalized Sections leads to Equity in Higher Education	188

LIST OF FIGURES

Figure 3.1: Population of India, Uttar Pradesh and Scheduled Castes in Uttar Pradesh	62
Figure 3.2: Distribution of Population in Uttar Pradesh by Age Groups	64
Figure 3.3: Census Wise Sex Ratio in India and Uttar Pradesh	66
Figure 3.4: Population Density (Population per Sq. Km)	67
Figure 3.5: Literacy Rate in Uttar Pradesh (In Percent)	69
Figure 3.6: Trends of Literacy rate of Scheduled Castes in Uttar Pradesh (In Percent)	71
Figure 3.8: Religion Wise opinion regarding Distribution of Respondents	73
Figure 3.9: Social Category of the Respondents	74
Figure 3.10: Gender Wise opinion regarding Age Distribution of Respondents	75
Figure 3.11: Social Category Wise Family Occupational Background of the Respondents	77
Figure 3.12: Social Category Wise opinion regarding Family's Annual Income of the Respondents	78
Figure 4.1: Has any Member of your Family Completed Higher Education (Graduation, Post-graduation, PhD, or Post-Doctoral)?	83
Figure 4.2: Social Category Wise opinion regarding Choices to Continue Education after 12 th Standard	85
Figure 4.3: Gender Wise opinion regarding about Motivation to take Admission in Higher Education	86
Figure 4.4: Social Category Wise opinion of the respondents about Motivation to take Admission in Higher Education	88
Figure 4.5: Social Category Wise opinion of the respondents about equal access to Higher Education to Different Social Category	89
Figure 4.6: Reasons for Un-equal access to Higher Education to Different Social Category Groups	93
Figure 4.8: Social Category Wise opinion of the respondents that Education of Women Interface through Gender Inequality at the Workplace and in the Family	97
Figure 4.9: Social Category Wise opinion of the respondents Perception of Respondents about (cooking, cleaning and caring) Domestic Work is Responsible for Inequality in Higher Education of Girls	99
Figure 4.10: Gender Wise opinion of the respondents about (cooking, cleaning and caring) Domestic Work Responsible for Inequality in Higher Education of Girls	100

Figure 4.11: Social Category Wise opinion of the respondents regarding “do you think that there is a General Opinion in the Society that a Woman should prefer Admission in Arts, and Humanities and Social Sciences in place of Science and Technical Subjects”	102
Figure 4.12: Gender Wise opinion of the respondents regarding there is a General Opinion in the Society that a Woman should prefer Admission in Arts, and Humanities and Social Sciences in place of Science and Subjects	103
Figure 4.13: Social Category Wise opinion of the respondents about the causes of women’s selection of their stream	105
Figure 4.14: Gender Wise opinion of the respondents about the preference selection of subjects by the students	106
Figure 4.15: Social Category Wise opinion of the respondents about Perception Respondents that do you think Educated Women are more likely to play role in Political, Economic, decision making processes Community, Regional and National level,	107
Figure 4.16: Gender Wise, Perception of Respondents that do you think Educated Women are more likely to play role in Political, Economic, decision making processes at Community, Regional and National level	109
Figure 5.1: Gender Wise opinion of the respondents regarding Barriers in Attainment of Inclusive Education	115
Figure 5.2: Social Category Wise, Barriers in Attainment of Inclusive Education	117
Figure 5.3: Gender Wise opinion of the respondents regarding Inclusive Education System helps to Attain Equity in Higher Education	118
Figure 5.4: Social Category Wise opinion of the respondents regarding Inclusive Education System Helps to Attain Equity in Higher Education	120
Figure 5.5: University Wise opinion of the respondents regarding Inclusive Education System Helps to Attain Equity in Higher Education	122
Figure 5.6: Gender Wise opinion of the respondents regarding Factors which are Responsible for	124
Figure 5.7: Social category Wise opinion of the respondents regarding Factors which are Responsible for Unfair access of Students to Higher Education in India	126
Figure 5.8: Gender Wise Opinion of the respondents Regarding Current form of Higher Education Broadens the disparity between rich and poor in contemporary India	127
Figure 5.9: Social Category Wise, Opinion of the respondents Regarding Current form of Higher Education Broadens the Disparity between Rich and Poor in Contemporary India	129

Figure 5.10: Gender Wise opinion of the respondents regarding whether Inclusive Education Plays Instrumental Role in Integrating/Mainstreaming Marginalized Sections (In-terms of Caste, Class, and Gender) in Society	131
Figure 5.11: Social Category Wise opinion of the respondents regarding Whether Inclusive Education Plays Instrumental Role in Integrating/Mainstreaming Marginalized Sections (in terms of Caste , Class, and Gender) in Society	132
Figure 5.12: Gender Wise opinion of the respondents regarding Types of Inequalities you have noticed in Higher Education in India	134
Figure 5.13: Social Category Wise opinion of the respondents regarding of Inequalities you have noticed in Higher Education in India	136
Figure 5.14: Gender Wise opinion of the respondents regarding Inclusive Higher Education is not Sustainable for Long Period	140
Figure 5.15: Social Category Wise opinion of the respondents regarding Inclusive Higher Education is not Sustainable for Long Period	142
Figure 5.16: Gender Wise opinion of the respondents about the extent of inclusiveness is Higher Education in India	145
Figure 5.17: Social Category Wise opinion of the respondents about how much Inclusive is Higher Education in India	146
Figure 6.1: Gender Wise opinion of the respondents about the reasons of Socio Economic Disparities and Inequalities in Higher Education	153
Figure 6.2: Social Category Wise opinion of the respondents about the reasons of Socio-Economic Disparities and Inequalities in Higher Education	155
Figure 6.3: Gender Wise Opinion Regarding nature of inequalities are Responsible for Stream/discipline Wise Inequality in Higher Education in India	157
Figure 6.4: Social Category Wise Opinion Regarding nature of inequalities are Responsible for Stream/discipline Wise Inequality in Higher Education in India	159
Figure 6.5: Gender Wise Opinion of the respondents about the type of Inequality is/are Responsible for Women participation in Higher Education	165
Figure 6.6: Social Category Wise Opinion of the respondents about the type of Inequality is/are Responsible for Women Participation in Higher Education	167
Figure 6.7: Gender Wise opinions of the respondents regarding Which Group experience higher form of Inequalities more than others	172
Figure 6.8: Social Category Wise, Which Group experience higher form of Inequalities more than others	174

List of Abbreviations

AKTU:Dr. A.P.J. Abdul Kalam Technical University

BBAU:BabasahebBhimraoAmbedkar University (A Central University).

BBD:BabuBanarasi Das University

EOC:Equal opportunity cell

GER: Gross Enrollment Ratio

GOI: Government of India.

ISA: Ideological State Apparatuses

LOHIA: Dr. Ram ManoharLohiya National Law University

LU: University of Lucknow

MHRD: University Grants Commission

NPE: National Policy Education

NSSO: National Survey Organisation

PG:Post graduate

Ph.D: Doctor of philosophy

RTI:Right to Education Act

SGPGI:Sanjay Gandhi Postgraduate Institute of Medical Sciences

U.P: Uttar Pradesh

UG:Under graduate

UGC:University Grants Commission

UN: United Nations

UNESCO: United Nations Educational Scientific and Cultural Organization

CHAPTER 1:
INTRODUCTION

CHAPTER 1

Introduction

1. 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 income of an individual plays an important role in getting an education, but usually, it has been seen that expenditure on education is very high in contemporary society. Expenditures on education is a type of expenditure, which leads to the creation of human capital (Schultz, 1961). However, socio-economic and cultural factors play a significant role in delivering higher education and its benefits. Higher education has always been about equity a problem in a diverse country like India. Despite its expansion, access to higher education has remained a challenge for socially, and economically privileged groups the gap between rich and poor in India is increasing. The educational system has a significant

impact on reducing the economic disparities, poverty alleviation, hunger and other chronic. Therefore, access to a proper education can change people's lives and shift them from the incidence of poverty and marginalization to a much better life. Moreover, education serves as a leveller and a catalyst for greater social inclusion. Therefore, all countries should make rapid investments in high-quality public education for all citizens (Walker, *et.al*, 2019).

However, 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 reality, it is a cyclic chain of inequality, i.e. inequalities in access to higher education further lead to inequalities in labour market knowledge and thus create inequalities in getting jobs and labour market participation. Furthermore, inequalities create earning and income disparities and obstruct the country's socio-economic growth. Moreover, inequalities in access to education reflect the loss of individual well-being and social welfare (Tilak, 1987). Therefore, Inclusive education is essential and highly inclusive education is the major remedy for the socio-economic inequalities of the country. According to UNESCO, inclusive education means when all the children will be treated with respect and equal opportunities to learn together (UNESCO, 2009). Inclusion is not only about schooling; it is all about social justice (Sapon and Shevin, 2003).

Moreover, the Commission on Growth and Development (2008), defines inclusiveness as a concept that encompasses equity, equality of opportunity, and protection of the people, mainly to the weaker sections in education, market and employment transitions. Therefore, inclusive education is an essential ingredient for the distribution of economic gains, which provides security for vulnerability, unemployment and leisure in social life' (World Bank, 2006). Thus, inclusive education is meant to focus on poor, marginalized, disadvantaged groups of the society and those living in backward regions of the country. It is concerned with overall equity, not excluding any section of the society. However, to achieve inclusivity, it is necessary to improve the capabilities of persons who are vulnerable and weaker sections of the society (DESA, 2009). Therefore, inclusion must be the key word in India's current education policy. In 2010, 73 million children of primary school age were

out of school. Moreover, eighty percent of the Indian population lives in rural areas without the provision of proper schools.

Higher education is an important stage of education that provides the way for an individual's livelihood, employment, and social mobility therefore, Higher education is the centre around which a sustainable nation is built for the development of society. Therefore, different committees, policies, and commissions had made to combat inclusive education in India's society. It was the British who introduced education policy in India It was Sir Charles Wood's dispatch of 1854, called the "magna carta of English education in India," was dispatched when the school system was established is the first one to recommend developing universities in pre-independence India on the model of the University of London. It defines Indian education as the transmission of European arts, science, philosophy, literature, and the study of Indian languages. These reforms included law, medicine, and engineering, followed by establishment universities at Calcutta, Bombay, and Madaras in 1857. In the post-independence period, it is important to understand that the current view of higher education is governed by the 1986 "National Policy on Education" and the 1992 "Program of Action." The "Higher Educational Commission" of 1948-49 (popularly known as the Radhakrishnan Commission) and the "Education Commission" of 1964, (popularly known as the Kothari Commission Report) are the foundations for the 1986 policy and Action Plan of 1992. These two historic recommendations set the foundation for the country's national higher education policy. The University Education Report lays out ambitions for the progress of higher education in the country. The most significant and essential reform needed in education in 1948-49 is to modify it, to endeavour to relate it to people's lives, needs, and ambitions, and thus transform it into a strong tool of social, economic, and cultural revolution essential for national goals. Education should be implemented in order to enhance production, achieve social and national integration, accelerate the modernization process, and cultivate social, moral, and spiritual qualities. The National Policy on Higher Education of 1986 clarifies the Radhakrishnan and Kothari Commission's vision in five principles for higher education: greater access, equal access (or equity), quality and excellence, relevance, and social value promotion. The policy guidelines and actions covered under the 1992 "Program of Action" include goals formulated and put into practice. Since the founding of the University Grant

Commission in 1953, the importance of the first three aims, namely access, equal access, and quality, has shaped institutional ability for higher education. K.B.Powar (1999).

India's educational system has always responded to societal demands. The NEP 2020 strategy plan envisions some milestones that hold education as a fundamental human right in Higher Education. The Government and Higher Educational Institutions (HEIs) must ensure access to education by insisting on Equity, Equality and Inclusiveness. It outlines the requirements for improving the Gross Enrolment Ratio (GER) in higher education to create a pluralist society. This policy statement aims to go beyond altruistic notions of education by examining the current educational system's significant difficulties. Fragmentation of the educational ecosystem, strict disciplinary separation, restricted teacher and institutional autonomy, economic-social-digital regional language gap, lack of research funding, inefficient regulatory systems, and poor governance and leadership are only a few of them. The other emphasises the importance of developing learners' skills and competencies through the design and delivery of a holistic multidisciplinary education, with a focus on promoting values-based education that will enable students to appreciate India's rich intellectual frameworks of Philosophy, Scientific Knowledge, Values, Traditions, and cultural perspectives on education. Through its initiatives and educational reforms, the NEP 2020 has provided a destination to strive for the holistic development of society. This policy statement incorporates all of the Sustainable Development Goals SDGs' most important aims. It directs HEIs to restructure, reconfigure, and transform themselves into thriving multidisciplinary institutions that promote and foster learning. Therefore higher education must build sustainable development for addressing forms of exclusion of marginalised society, inequality, increasing enrollment rates and vulnerability in access to higher education for the progress of every individual in society entirely. (https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)

In the Current scenario, India has the world's 3rd largest higher education system, After the United States and China. (Source: ASHE 2013 Annual Status of Higher Education of States and UTs in India). There are currently 903 universities, 39050 colleges, and 10011 stand-alone institutions participating in the survey, with 882 universities, 38061 colleges, and 9090 stand-alone institutions in India. There are 285 universities that have affiliating

colleges. There are 343 private universities and 357 universities in rural areas in India. 36.6 million Students are enrolled in higher education, with 19.2 million males and 17.4 million females. Girls represent 47.6% of the total enrolment. In India, the Gross Enrolment Ratio (GER) in higher education is 25.8%, computed for the 18-23-year-old age group. The male population has a GER of 26.3 percent, while the female population has a GER of 25.4 percent. It is 21.8 percent for Scheduled Castes and 15.9 percent for Scheduled Tribes, compared to the total GER of 25.8%. (www.aishe.gov.in.2017-2018)

On the other hand, with the implementation of the Indian constitution on January 26, 1950, India has become a democratic country. Since then, the education and literacy policy has adopted a democratization strategy to ensure the development of all citizens by removing the authoritarian system of education, which was in the hands of the elite class. Before establishing the Indian constitution, the country was governed by the authoritarian rule of kings and British rule, in which common people, women, marginalized groups, and the rural populations were neglected in social and educational terms (Kamat, 2008). However, after the adaptation Indian constitution, several articles were introduced to uplift the establishment of a democratic system of education in the entire country. Article 15 of the Indian constitution prohibits discrimination based on religion and Article 21 A has been implemented, which is known as the “Right to Education Act”. These articles were introduced to in still democratic values in education in order to democratize it in terms of providing equal development for all members of society (Bordoloi, 2012). However, still, there is huge inequalities, exclusiveness and discrimination across Indian states, and the same is the case with Uttar Pradesh (Basole, 2014).

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.

1.1 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.

1.2 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.

1.3 Review of Literature

A review of literature is a critical examination of current information in the areas such as theories, criticisms, techniques, research results, assessments, and evaluations on a certain subject. In other words, the literature review is a critical examination of the existing body of knowledge, which is important and useful to ascertain parallels and contrasts between it and the formulated study. Moreover, it summarizes prior work on a subject. As a result, individuals might develop novel ideas and concepts for the sake of future study that is based on current information. Therefore, the review of relevant literature is critical in defining the research topic and carrying out the research process. Beyond the search for information, a literature review entails discovering and articulating linkages between the literature and the topic of study.

Therefore, in the present study the review of literature has been categorised into two themes which are follows:

- Review of available literature related to the issues of inequalities in higher education in India.
- Review of available literature related to the issues of inclusiveness in higher education in India.

Review of available literature related to the issues of inequalities in higher education in India

Reeves (1948), in his study on obstacles to higher education, has found that a minority of students face economic barriers in the attainment of higher education. The study focused on how factors such as a limited curriculum, insufficient facilities, limited financial

resources, geographical barriers, gender, race and ethnicity, religion, social origin, and discriminatory practices in higher educational institutions discourage young people in enrolling colleges or higher education institutions. These factors are significant obstacles to many eligible youths obtaining a college education.

Husen (1976) highlights the difficulties of securing equal access to higher education. He researched issues of fair access to higher education. The author found that levelling out the gaps helps children join the educational system to begin and grow over time. He asserts that, in addition to social context, students' and parents' attitudes, expectations, and motivation play a critical role in ensuring equitable access to higher education.

Rinne and Kivinen (1996), in their research on higher education, mobility, and inequality, pointed out that children whose fathers have graduation qualifications have 11 times more chances of attending university education than the children whose fathers have only a basic education. They observe that students join the educational system with the strengths and shortcomings of their home backgrounds, which decides their chances for higher education. Further, the findings highlight that socioeconomic status positively impacts the likelihood of being admitted to selective and prestigious higher education programmes. Another result of the study is that people with more qualified parents are more likely to earn a degree from a prestigious university and have better job prospects.

Powar (1997) has analyzed higher education in India after independence. The aim of the study is to assess higher education's growth in India. Based on data collected from the Kothari Commission Report, the author found that during the study period of 1908 to 1996, the number of university level institutions has increased from 18 to 220, the number of colleges has increased from 591 to 8000, and the number of students has increased from 0.2 million to around 5 million. The annual growth rate, which peaked at 27.7 percent during the first decade after independence, has fallen to 5.9 percent. Eighty-eight percent of students in Indian higher education were enrolled in liberal arts undergraduate programmes.

Checchi (2000) conducted cross-country research on income inequalities and educational access between 1960 and 1995. The study found that starting from primary school, family

income has a stronger influence on female involvement in education. However, the study finds no evidence that their family's financial situation heavily influences men's education.

Carrington S. & Elkins J. (2002) conducted trigger analyses on two secondary schools in Australia, concentrating on providing support for students with various learning needs, using qualitative analysis techniques. In his research, two schools have been selected. In terms of the school community, they were distinct. One was more open-minded, while the other was more conservative. The study took three key categories to find differences between the two schools: a model of support and the position of the special educator, student-focused or content-focused culture and beliefs, attitudes toward inclusive education and teacher accountability for catering to different needs.

Forsyth and Furlong (2003), investigated deprived young people's access to higher education in the United Kingdom. Despite an improvement in overall access to higher education in the United Kingdom, the study found that the differences in participation in higher education between the wealthiest and the most vulnerable remained unchanged. According to the study, the middle class has an advantage over the lower class in terms of higher education access. Economic, geographical, and social factors are barriers to active participation in higher education.

Gundemeda (2003), conducted research on students from various social groups' access to information technology education. The author, revealed that the parent's educational backgrounds had a huge impact on their children's access to information technology education. According to the study, the majority of the parents of students who received information technology education were highly qualified. This suggests that parents' educational levels greatly impact their children's access to information technology education. According to the findings of the study substantial relationship between parental occupation and income; parents with higher income work in non-agricultural occupations, and the majority of students pursuing information technology education come from non-agricultural occupational households.

Tugade, and Fredrickson (2004) found that the academic and social benefits of including children with special needs were contingent on collaboration. The study observed the

employee behaviours, beliefs, and knowledge sharing. The research also tracked students' success in including children with special needs in the same classroom. Pupils, guardians, and school administrators made up the sample size for this report. For study, a survey tool was used in conjunction with an interview methodology. The results revealed that providing education to children with special needs by mainstreaming has both academic and social benefits. The study also revealed that effective mainstreaming of disabled students requires a positive mindset, shared beliefs, and staff knowledge sharing.

Ghosh (2008), in his study on caste and discrimination in higher education, examines the actual level of marginalization and prejudice faced by various groups in the population. Based on a national sample survey report, the study found significant disparities in educational achievement and access and must be resolved by public action. The study also reveals that the gender gap in higher education enrolment is very large and dominates the enrolment gap among different social groups. The study concludes that higher education leads to different occupational opportunities for different social groups, suggesting that affirmative action policies be tailored to influence the labour market.

Wankhede (2008), found that traditional socio-economic disadvantages hindered the entry, success, and sustainability of scheduled castes and scheduled tribe students in higher education. Based on research conducted in two Indian states: Rajasthan and Maharashtra, the study shows many flaws in implementing post-metric scholarship systems, which are designed to equalize educational opportunities for students from scheduled castes and tribes. Despite the fact that the scholarship programmes are beneficial to the recipients, the study strongly recommends that they be completely revamped.

Desai and Kulkarni (2008), used data from a national sample survey of more than 10,000 households to see whether educational differences between different social classes had decreased over a 20-year period. The educational achievement of children and young adults aged 6 to 29 was the subject of the study. The study revealed that the academic achievement gap between Dalits and Adivasis has narrowed over the last 20 years. Whereas the gap between Muslims has remained unchanged. Thus, the study comes to the conclusion that Dalits and Adivasis have got benefited from the affirmative policy action

by the governments. At the same time, Muslims are unable to benefit from affirmative action's. The study also shows that affirmative action reduces the intensity of discrimination at the college level.

Afzal (2008), his study aims to investigate the pattern of studying subjects by both men and women students in various faculties in India and make a year-wise gender comparison of student's enrolment in various courses in India. The study was based on data from the Ministry of Human Resource Development's report and the University Grants Commission's report of 2007. According to the study, 1,10,28,020 students have been enrolled in 2005-06, with 65,61,672 men and 44,66,348 women. The ratio of women enrolled was higher in the faculty of education (51.39 percent) and lower in the faculty of agriculture during the reference period

Sachidanand Sinha (2008), found that regional inequalities exist in higher education in India. As in the North-eastern states, Manipur has the highest gross enrolment ratio, followed by Nagaland, while Sikkim has the country's lowest gross enrolment ratio. In other states, Uttaranchal, Maharashtra, Kerala, Delhi, Pondicherry, and Himachal Pradesh, the gross enrolment ratios were higher than the national average. Tamil Nadu and Kerala have a lower gross enrolment ratio than Bihar, Uttar Pradesh, and Orissa. In contrast to comparatively better States such as Tamil Nadu and Karnataka, some economically and educationally backward States such as Orissa, Assam, Jharkhand, and Andhra Pradesh have shown substantially higher enrolments in higher education.

Asadulla and Yalonetzky (2012) Using national sample survey results, analyzed shifts in educational opportunity disparity across states and Indian states. According to the study, Kerala is the least unequal state in terms of educational opportunities, but there is still a significant interstate disparity among India's other states. The study revealed that educational deprivation is experienced differently in different Indian states. The study revealed that schooling at the primary and secondary levels has made considerable progress.

Suresh (2011), reveals that scheduled caste and scheduled tribe students face problems from school and society in pursuing higher secondary education in rural areas of Tamil

Nadu. The data for the study was collected from scheduled caste and scheduled tribe students enrolled in Adi-Dravidar Welfare schools in Tamil Nadu's rural areas. Students were facing the issues such as environmental, social, and educational issues, and economic issues. The study also points out that their educational and economic needs are not being met. The study also found that students with less-educated parents have the highest school-related issues, whereas students with highly educated parents have the lowest level. Another result of the study is that female student have more difficulty pursuing higher secondary education than male students.

Manisha and Rashmi (2011) in this paper, the regional inequalities in access to higher education for scheduled castes and scheduled tribes in India were investigated. The data has been obtained from the enrolment data of the Census report for 1991 and 2001, and the education Gini coefficient has been used for measuring regional disparity in higher education. According to the study, educational inequalities in higher education for the scheduled caste community based on Gini coefficient showed that almost no change in values from 1991 to 2001 has placed yet, indicating that the scheduled caste population had very little increase in access to higher education. The Gini coefficients for the scheduled tribe population from different regions were almost similar for the two periods under consideration in all areas except the eastern region, and the values were closer to 1. The caste group inequality index suggests that due to the existence of a specific caste of scheduled castes/scheduled tribes, the overall inequalities in education have increased

Deshpande (2012) analyzed that since the year 2000, there have been significant changes in Indian higher education. First, the Constitution's 93rd Amendment guaranteed that reservations have only been extended to the elite "institutions of national significance." There is currently no space for reservation expansion. The problems will be all about maintaining enrollment and ensuring consistency in the future. Second, technical education became increasingly private in the 2000s, raising questions about access, profiteering, and quality control. Complementary measures to maintain and upgrade education in non-professional fields are urgently needed. Finally, within groups that have benefited from affirmative action, the need for sub-quotas or other forms of intra-group distinction will soon arise in this market. In his study, the author made an attempt to pinpoint why old

ways of thinking will no longer be successful and the new questions that must be addressed.

Triventi (2013) compared the circumstances in 11 European countries to see how higher educational stratification relates to social inequality. According to the findings, parental schooling has a significant impact on a child's ability to enroll in prestigious graduate programmes at prestigious institutions.

Nidhi Sharma (2013) attempted to examine the role of higher education in India's sustainable growth using data from the University Grants Commission Reports and the National Sample Survey, 2006. According to the study, higher education, research, and innovation are all important factors in fostering long-term development. As a result, higher education will be crucial in the future. Increasing awareness about sustainable development and equipping young people with the skills to put it into practice. Sustained economic growth will require a minimum of 20% to 25% higher education enrollment.

AjitMondal (2013) used data from the Ministry of Human Resource Development's Annual Report to examine the developments in higher education growth in India. According to the report, the total number of students enrolled in the formal system in universities and colleges was 169.75 lakhs, with 26.15 lakhs enrolled in technical education. Graduate, postgraduate, research, and diploma/certificate enrollment grew by 41.55 percent, 87.30 percent, 85.24 percent, and 45.06 percent, respectively, between 2006-07 and 2010-11. The proportion of students enrolled in postgraduate courses has risen from 9.42 percent in 2006-07 to 12.07 percent in 2010-11. From 13,237 in 2007-08 to 10,781 in 2008-09, the number of research degrees awarded by various universities decreased.

Shanmugasundaram, Venkatachalam and Sampath (2013) analyzed that in India's higher education system, there is a major rural-urban gap in access and gender disparity and broad gaps in gross enrolment ratios between communities. In addition, the current state of higher education in India's rural areas is marked by low enrolment, low completion rates, and high dropout rates.

Afzalur Rahman and Tarali Pathak (2013) examined the data which is compiled by the Ministry of Human Resource Development and University Grants Commission Reports the quality, quantity and equity in higher education with a special focus on the North Eastern Region. According to the study, the North-Eastern Zone accounted for just 5.56 percent of India's university and university-level institutions. Just 39 percent of female students in Sikkim were enrolled in higher education, while 47 percent of female students were enrolled in Nagaland. Meghalaya had the largest number of female students enrolled in higher education with 51 percent.

Prema and Anbarasu (2013), found that the overall demand for higher education in India is rising, but the gross enrolment ratios differ widely between states and union territories. As Jammu and Kashmir, and Nagaland have gross enrolment ratios of less than 5 percent, Arunachal Pradesh, Tripura, and Sikkim had gross enrolment ratios of less than 7 percent. Assam, Jharkhand, Gujarat, Karnataka, Kerala, Madhya Pradesh, Chhattisgarh, Mizoram, Orissa, Punjab, Uttar Pradesh, and Rajasthan are among the states that make up the Indian subcontinent had gross enrolment ratios of less than 10 percent. In 2003-04, fourteen states and union territories have substantially greater access to higher in terms of the number of institutions per lakh people in the country 18-23 age group. In the same year, West Bengal has the lowest entry level, with just around five institutions per lakh population, while Pondicherry has around 27 institutions per lakh population. Andhra Pradesh has the most engineering and technical colleges (2.59 per lakh population aged 18-23 years), followed by Goa (2.34), Karnataka (1.86), Kerala (1.81), Chandigarh (1.59), Maharashtra (1.56), Sikkim (1.41), and Tamil Nadu (1.41). (1.27). Medical colleges per lakh population are also large in these states and union territories.

Dhanswar Bhai (2013) examined the access to higher education in Odisha, emphasising scheduled caste students. Based on information obtained from 50 scheduled caste students enrolled in public and private higher education institutions in Odisha's Cuttack district. The study noted that high course fees, tricky or unfavourable entry system, withdrawal of quota, lack of scholarship or student assistance and an unfavourable curriculum system impede the educational accessibility of scheduled caste students in private educational institutions. Due to a lack of socialization, a lower economic background, a lack of trust,

reluctance and non-recognition, non-cooperation and negligence by teachers and peers, scheduled caste students are less engaged in curricular, co-curricular, and extra-curricular political, and leadership activities.

Driscoll (2013), discusses the affordability, accessibility, and public policy issues that concern higher education in the United States of America. The study looks at the value of higher education in terms of health benefits, upward social mobility prospects, the global and local economy, and society's overall well-being. Furthermore, to fully comprehend the potential and difficulties surrounding this, the study provides a simple concept of access and affordability. The study offers an opportunity to examine higher education from a variety of viewpoints and look forward to the future while being educated about opportunities, challenges, and change. As the importance of access and affordability to higher education becomes a primary concern and consideration, In the United States, there has been a shift. Public administration engagement and the emergence of policies and initiatives that address these issues.

Gegel et al. (2015), analyzed that one of the urgent problems of modern society is the accessibility and quality of higher education for various population groups. The study uses unique empirical material (longitudinal study of educational and labour trajectories of university students based on the Russian part of the PISA project), correlation patterns of higher education and socio-economic status of families, school background, and overall level of development of the local educational infrastructure are also taken into account. This study will ideally contribute to a better understanding of the factors contributing to unequal access to higher education and ambiguous educational outcomes. It will broaden the scope of educational policy initiatives and concrete organizational and administrative models for enhancing the potential of higher education as a vertical social mobility channel.

Unterhalter (2015) has attempted to lay out some working definitions of gender inequality and equality in education, especially in schooling, for discussion and critical analysis. The idea is to initiate a helpful discourse. Policymakers and practitioners move away from using gender parity as a substitute for gender equality. One of the broader definitions' goals

is to examine gender in the distribution of educational opportunities and results, as well as the structures that can sustain aspects of gender inequality despite gender parity. In addition, the discussion aims to try to establish links for equity between education and other economic, political, and social sectors, as well as to examine who produces, discusses, and uses data and how local mechanisms can be created to inform policy and

Review of available literature related to the issues of inclusiveness in higher education in India.

Singh J.D. (2016) investigates the philosophy of inclusive education, including its significance, obstacles, and strategies for implementing it in India. The study focuses on a modern way of teaching children with disabilities and learning challenges alongside their peers in the same classroom. The aim of contemporary teaching should be to optimize by bringing all students together in a single classroom and community, regardless of their strengths or weaknesses in any field. The author believes, that inclusive education is one of the most important means of promoting a compassionate and inclusive culture. Therefore, there is a need to develop an inclusive learning design to make education enjoyable for all children so that education is welcoming, learner-friendly, and beneficial to them. They feel a part of it rather than separate from it.

Sarao T. (2016) emphasizes that children with special needs should be integrated into the general education system without being separated. Without segregating them into special school boundaries, arrangements can be made for a pupil with a special need to study alongside all general students with equal quality and facilities. The study aims to highlight the challenges and obstacles in the field with a focus on inclusive education in India teacher training. Further, to make inclusion a reality, all teacher education programmes, whether elementary or secondary, should make adequate teacher training for inclusive education a requirement. To ensure the effectiveness of the inclusive education programme, additional high-quality services and facilities must be provided to each teacher education institution.

Blanden and Macmillan (2016) analyzed education distribution by social context, and socioeconomic mobility opportunities are inextricably related. The study put together data

on educational disparities by family history for cohorts from 1958 to 2000 for various educational outcomes to begin to forecast future trends in mobility in the UK. The study found that as the overall level of educational achievement has risen, there is evidence that educational gaps have narrowed among recent cohorts. If the labour market returns to these qualifications being retained, this may be positive for mobility. However, persistent inequalities in history at higher levels of achievement indicate that closing inequalities and widening equality of opportunity across the educational spectrum would be challenging.

Karaka and Sen (2017) consider gender disparity in every region and social class and how it hinders the growth of Indian education systems. The study found that gender disparity in higher education in India is a complex and multifaceted problem that affects every aspect of life, including education, job opportunities, income, health, cultural issues, social issues, and economic issues. An attempt has been made to identify the factors causing this problem in Indian educational systems. As a result, the multi-dimensional context of gender inequality in Indian education systems is highlighted in this study. Overall, the study illustrates inequalities in economic, social, cultural, and legal biasness, which pose a major challenge for policymakers and social scientists in achieving true equality across the board. The study also attempted to propose some important methods and policies that could be used to reduce gender inequality and encourage Indian women's dignity.

Amin J.A. (2017) found that women's involvement in higher education has significantly improved in the post-independence era. In 2011–12, women made up 43 percent of overall enrolments in higher education, compared to just 14 women per 100 men in 1950–51. As a result, compared to previous decades, this represents a major change. Women's total participation in higher education has increased dramatically, and the current level is very remarkable. Still, there are significant differences across all states and disciplines of study in all over India, as women make up 11 percent of engineering/technology students, 4 percent of medicine students, and less than 5 percent of education students.

Tilak and Choudhury (2019) explore the inequalities in access to higher education by household economic status in India, as calculated by the gross enrolment ratio, gross

attendance ratio, and higher education attainment rate, which is the percentage of people with higher education in the total population. According to the study, examining the links between economic status and participation in higher education is important because a significant portion of the rise in economic disparity is related to an increase in educational returns and a lack of inter-generational mobility. Gender and rural-urban disparities are often examined using economic status as a cross-cutting guide across all measurements. Then look at the disparities in household higher education spending by these groups. Logit regressions are used to estimate the likelihood of different groups of people pursuing higher education

Parveen and Qounsar (2018) examined that to achieve success in inclusive education in India, although the Government of India has taken many steps, there are still many challenges and problems to address, such as a lack of well-educated teachers, curriculum, funding, adequate infrastructure, knowledge, a positive mindset, plans, and policies etc. The study's main aim is to look at a number of issues that stand in the way of inclusive education in Kashmir. It was discovered that the idea of Inclusive Education is still struggling with policy implementation issues and a hostile atmosphere for practice. In addition, factors such as the community 'among the aforementioned roadblocks, one of the most serious issues is preparing a successful, reliable, and knowledgeable teacher who can effectively lead and implement the principle of inclusive education. Further, work needs to be done to ensure that the goals of inclusive education are met to their full potential.

Varghese et al. (2015) examine that the poor students, students from economically excluded communities, and students from rural areas continue to face inequalities in access to higher education. The study shows that despite the expansion of higher education, students from privileged backgrounds still maintain their relative advantage and have greater access to opportunities for social and economic mobility offered by higher education, even when indicators of equality in access show positive signs, social inequalities continue to persist. It can be argued that caste and ethnic origins continue to impact the social and academic lives of students in higher education. An analysis of the labour market also reveals that the results do not favor graduates from marginalized

communities. In contrast to their wealthier peers, graduates from deprived classes have higher unemployment rates and lower earnings.

Walker et al. (2019), found that inequality is soaring to new heights. Significant rises in income and wealth disparities are widening the divide between rich and poor, men and women, posing significant barriers to addressing poverty and exclusion, preventing us from overcoming poverty. Individuals benefit from a high-quality public education as it may serve as a social leveller. The study demonstrates public education's unrivalled ability to address rising inequality and bring people closer together. To accomplish this, education must be of high quality and equitable; it must be free, compulsory, well-funded, with well-supported teachers, and subject to public scrutiny. It can be paid for by more equitable taxation of the richest

Mushahary and Basumatary (2020) found that the literacy gap between men and women is seen in Dhubri district and across Assam. But in comparison to other districts in Assam, the educational achievement and job participation difference between men and women is very wide in the Dhubri district. This is due to a number of factors, including the communities, socio-cultural backgrounds, insufficient access to high-quality education, the school climate, and a lack of knowledge. In addition, Muslims, Bengalis, Rabhas, Garos, Bodos, Rajbongshis, and other groups inhabit the study area, with Muslims dominating and girls receiving less priority in Muslim society. The current study would aid in the reduction of inequality in education, job engagement, economic upliftment, and other areas. The study's goal is to understand better the factors that contribute to inequity between men and women in terms of educational achievement and labour participation in the area and propose solutions to the problem.

Reinders et al. (2020) use a research paradigm inspired by social justice and capacity approaches to study the scholarly literature on higher education in low- and middle-income countries. It considers people's financial, socio-cultural, human, and political resource domains and how they contribute to higher education access, engagement, and outcomes. Besides this, the study identifies three key elements for policymakers and researchers to consider: (1) the financial lens alone is insufficient to understand and address inequalities,

as human and other non-financial factors shape them; (2) socio-cultural constructs are critical in explaining unequal outcomes; and (3) inequalities develop over one's life and must be considered not only throughout, but also before a decision is made. Finally, the inequality spectrum is broad, and research suggests a few short-term solutions, such as part-time and online education.

Major gaps found by the researcher during the Review of Literature

The overall literature reveals that since its independence, the education system of India has improved significantly. However, still, a large segment of the people in the country are facing disparities and exclusiveness in accessing education in the country. The literature review highlights that the socially disadvantaged groups in India face educational disparities and exclusiveness in accessing education, particularly higher education in the country. Although the Government of India has taken many affirmative actions to remove the educational disparities and inequalities among the socially disadvantaged groups in the country, a vast number of households of socially disadvantaged groups are still excluded from the country's formal education system. Most of these socially disadvantaged households are living in the states of Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan etc. They are still deprived of higher education and elementary and secondary education in the country. Therefore keeping in view above the mentioned gap in the existing literature pertaining to inequalities and inclusiveness in higher education following objectives of the study have been formulated.

1.4 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.

1.5 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.

1.6 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, sample size, selection of data, research design, the research technique for data collecting, data processing, and output analysis and the study's limitations.

1.7 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 approach 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.

1.8 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 Bakshika Talab. Lucknow is the capital of Uttar Pradesh. Bakshika 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 Raebareilly, 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.

Pilot Study

After finalizing the questionnaire, the researcher has gone for the pilot survey. The researcher has done the pilot survey from the selected six Universities in Lucknow city of Uttar Pradesh. The tools are directed in a pilot study to determine the reliability and clarify questions for the final construction of the survey. The survey was administered to students of the selected universities. The pilot survey has been conducted on the 10 percent from 300 respondents, i.e. 30, to represent the validity of the survey. The suggested corrections are evaluated, reviewed, corrected and prepared for final construction.

1.1. Map of the Study Area



Source: <https://www.mapsofindia.com/maps/uttarpradesh/districts/lucknow.htm>

1.9 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)

Table 1.1. Total No. of Universities in India as on 02.05.2022

S.No.	Universities in India	Total Number
1.	State University	453
2.	Central University	54
3.	Private University	410
4.	Deemed University	126
	Total	1043

Source: Retrieved from the website www.ugc.ac.in on 12/05/2022

Table 1.2. Total Number of Universities in Uttar Pradesh

S.No.	University in Uttar Pradesh	Total Number
1.	State University	31
2.	Central University	5
3.	Private University	32
4.	Deemed University	9
	Total	77

Source: Retrieved from the website www.ugc.ac.in on March 3, 2022

Table 1.3. Total Number of Universities in Lucknow

S.No.	University in Lucknow	Total Number
1.	State University	8
2.	Central University	1
3.	Private University	6
4.	Deemed University	1
	Total	16

Source: Retrieved from the website www.ugc.ac.in on March 3, 2022

1.10 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).

1.11 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 have 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 (BabuBanarasi Das University)
- AKTU (Dr. A.P.J. Abdul Kalam Technical University)
- LOHIA (Dr. Ram ManoharLohiya National Law University)
- LU (University of Lucknow)

1.12 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. Proportionate Random sampling technique was used for collected the data. The total sample of the present study is 300 Samples.

Figure: 1.1 Flow Chart of Sampling

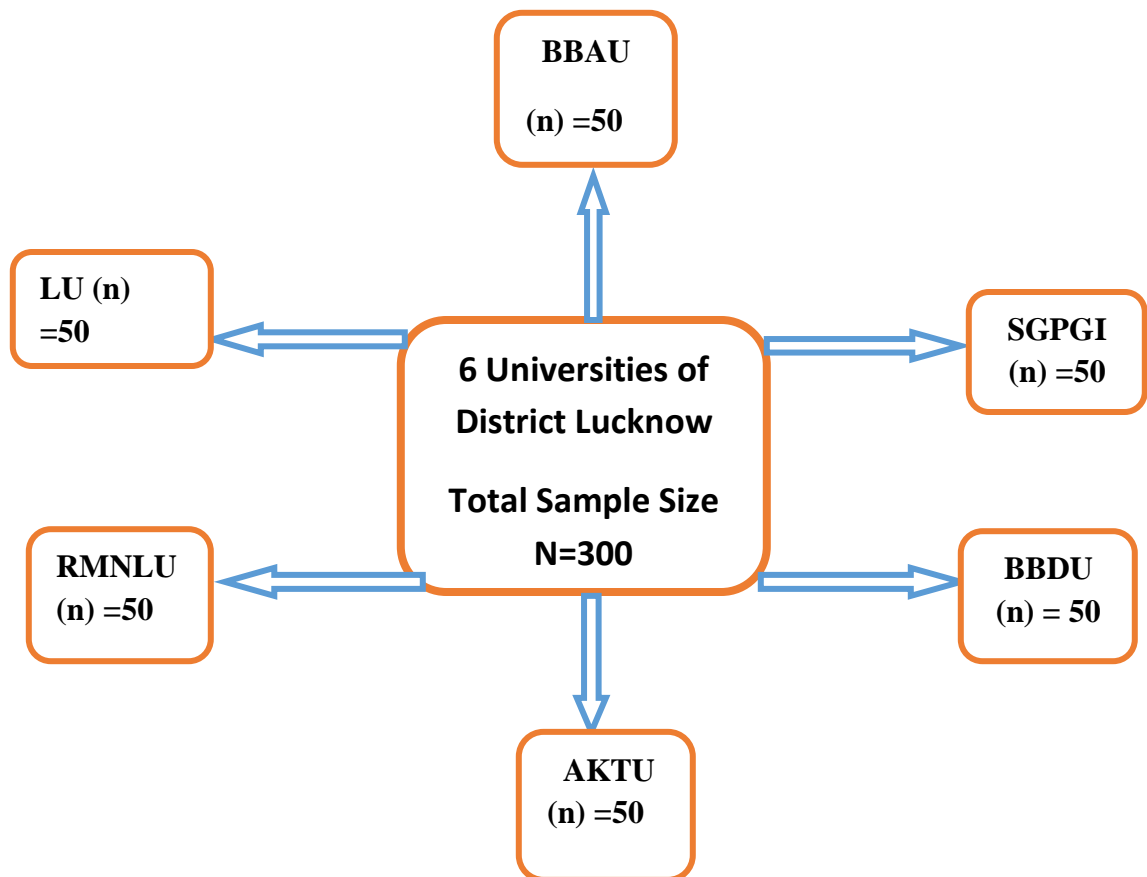
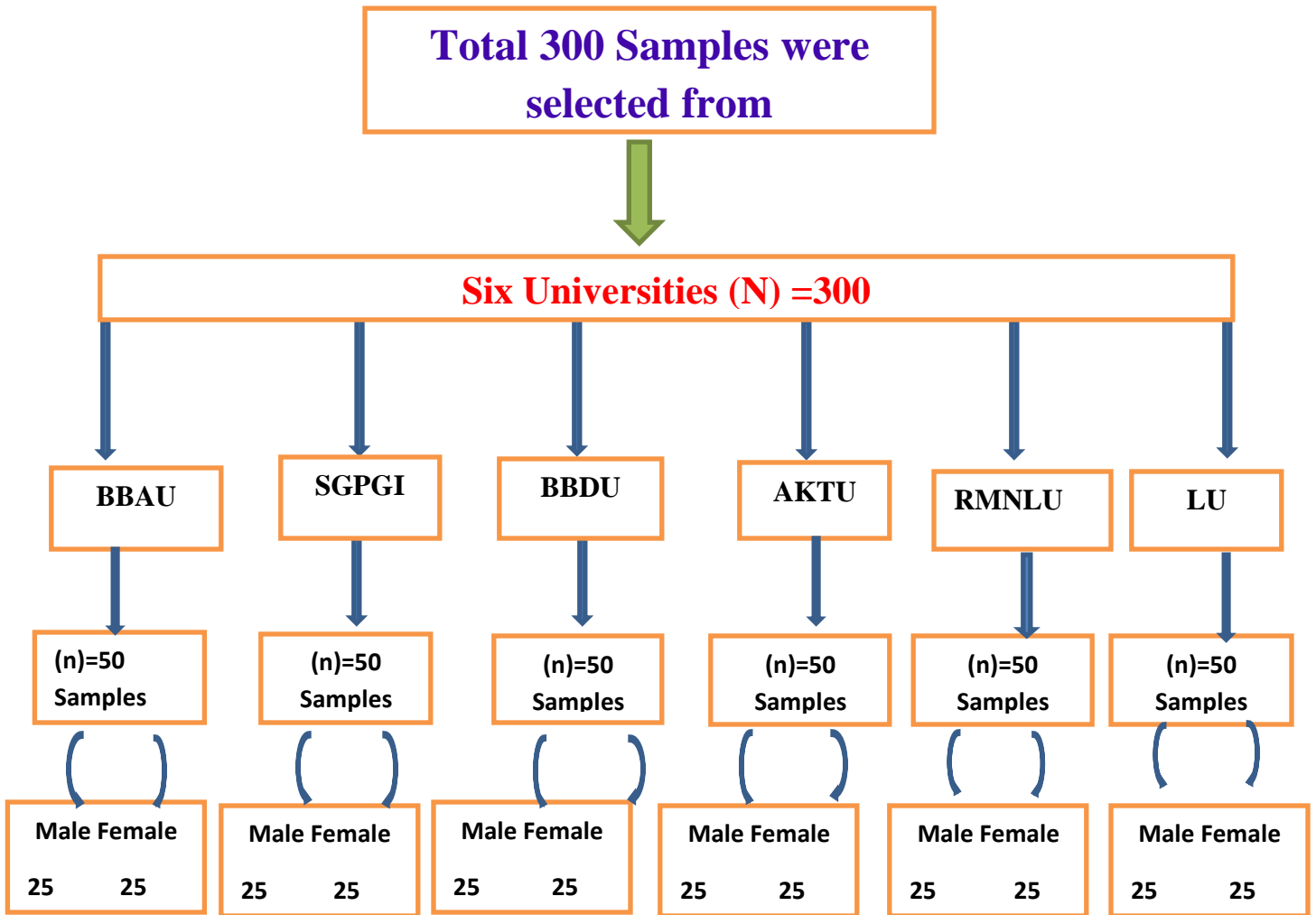


Figure: 1.2 Flow Chart of Sample Collection



1.13 Tools and Techniques of Data Collection

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

1.13.1: 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 pertaining to inequalities and inclusiveness in higher education at different universities. The questions have been created with the goal of obtaining effective information from the population.

1.13.2: Secondary Data

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

1.14 Data Analysis and Interpretation of Data

After completing data collection, the data were entered into SPSS for the accuracy of the data.. In the present study, to analyze the quantitative data, frequency analysis has been used and presented in the form of proportions or percentages.

1.15 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.

1.16 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 entitled “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 the 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: Main Findings, Conclusion, Recommendations and Suggestions

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

CHAPTER 2:
INEQUALITIES AND INCLUSIVENESS
IN HIGHER EDUCATION: A
CONCEPTUAL AND THEORETICAL
ANALYSIS

Chapter 2

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

2. Introduction

In recent years, several educational systems have started focused on inclusive education (Mitchell, 2005). The concept originated three decades ago in response to complaints that special education was categorising students, based on their impairments. It has gathered momentum since then and has progressively blended with the objective of universal basic education. Along with a linear arrangement of pedagogic topics and a progressive expansion of the groups involved, the procedure revealed a plethora of other possibilities. Therefore, the primary motive of this chapter is evaluating the results obtained by several writers and governmental bodies about the relationship between inclusive education and social disparities. Various concepts and theories have been put forward that how contemporary interest in these disparities, divisions, and unequal allocations of resources came about. While the 1990s were too optimistic about the prospect of establishing social equality under conditions of financial prosperity and institutional stability, it has been acknowledged since 2000 that disparities remain despite economic progress.

Additionally, it is thought that these disparities may have a variety of perverse consequences. A vast number of international reports shows disparities in the allocation of education, income, health, and technology, as well as disparities between social classes, genders, ethnic minorities and majorities, autonomous and disabled persons, and even regional and global territories (UNDP 1990–2007; UNSR 2007). Since the turn of the twentieth century, increased emphasis has been placed on developing an inclusive educational paradigm based on human rights-inspired ethical principles (Parrilla 2002). To be consistent, the entire school system strives for a much more complex management style in education, taking into account both the situation within the classroom or universities and educational policies that promote or discourage educational and social exclusion in universities (Echeita and Sandoval 2002). It may encapsulate the promise for resolving educational disparities that have gotten less attention to yet. The educational techniques

that adhere to this principle have grown in scope and intensity in recent years. While the initial goal was to educate students with disabilities to the best of their abilities, and the objective was thwarted by the poor performance of the less advantaged social classes and ethnic minorities, as well as institutional barriers to girls' education and a conflict between school practise and co-educational policies (Parrilla 2002). When it became clear that universal access to education could not achieve equality on its own, the egalitarian response first consisted in giving special references through financing reservation, and other important necessities which can enhance the enrolment and tackle the exclusiveness of social disadvantage students. So, in this regard, various concepts and theories have been put forwarded by different researchers and academicians to brief the importance of inclusiveness in education which is discussed below.

2.1 Conceptual Framework

A conceptual Framework is a visual representation that shows the intended relationship between cause and effect.

Education

Human capital is built on the foundation of education. It encompasses the ability to learn, communicate, and participate in community life. Education is methodically constructed on a firm foundation of economic and social well-being. It improves the overall productivity and intellectual flexibility of labour force, as well as increases economic efficiency and social consistency. It aid in the emancipation of the poor by raising the value and efficiency of labour. Education has intrinsic as well as instrumental values, which is beneficial not only to individuals but also to the entire society (Sen, 1999). In India, education is joint responsibility of the Centre and the State governments, and educational rights are guaranteed by the Constitution of India (GoI, 1949). Recommendations of the National Policy on Education (NPE) of 1968 and the National Policy on Education (NPE) of 1986, efforts are being made to implement a similar schooling framework across the country. The 10+2+3 design, which has been approved at the national level, envisions a broad-based general education for all students during the first ten years of schooling. Diversification of courses is only available in the upper secondary grades (Class 11 and

12), and it is contingent on students passing the secondary school exams at the end of grade 10. The student must pass the c examination at the end of class 12 to be eligible for university admission. The first eight years of instruction are referred to as "elementary education," and they should roughly correlate to the compulsory education for children aged 6 to 14 (Govinda and Bandyopadhyay, 2008).

Elementary Education

Basic education delivers more social benefits than private gains, and it is a primary factor of disparities in production. Private gains of education are also higher with the increasing progresses from elementary to higher levels. It means that the increasing investment in the primary level is more important, because it serves as the foundation for higher education. Nonetheless, it has been discovered that increasing primary schooling by one year would improve workforce output by 23 percent (Lee, 1995). In India, the National Education System also implies that up to a certain level, all students regardless of caste, gender, or locality, have equal access to equal education. In all five-year plans and budgets, the education sector receives a considerable proportion under the social sector. It was also included in the central government's five-year plans as part of the "National Programme of Minimum Needs." In addition, the Government of India (GOI) has established committees and commissions to address various issues concerning education policy and funding. Majority of these committees and programmes have strongly advocated that the Government of India must increase public education spending to 6 percent of national revenue, with at least half of that spent on elementary education (Tilak, 1999).

Moreover, several policies and programmes have been implemented to attain Universal Elementary Education, including Operation Black Board (OBB), District Primary Education Program (DPEP), Mid-Day Meals (MDM), and others. One of the major programme among these is the SarvaShikshaAbhiyan (SSA), which was launched as the flagship programme by the Ministry of Human Resource Development (MHRD), Government of India in 2001-02, with a goal of achieving Universal Elementary Education. On a practical level, it strives to align the federal government's school-education programmes with the efforts of state governments. Despite numerous efforts,

there is an inter-state disparity in literacy levels, pupil-teacher ratios, inadequate funding, and the quality of education. Educational disparities are widening across Indian states.

Higher Education

In addition to basic and secondary education, Higher education, is a significant indicator and is considered as one of the major elements of social and economic well-being. It is also known as unavoidable requirement for obtaining a better-paying job. Recently, there has been a significant demand in India for expanding and improving access to higher education, owing to the growth of industries and the increasing need for skilled manpower. Liberalization of the economy, and the demand for education, the emerging new knowledge and technology leads for better employability and all of it are directing to increase the higher education's manpower development activities (Bertocchi and Spagat 2004). Nonetheless, higher education is an investment which repays back for itself, by enhancing the incomes of the students who got benefit in the form of job opportunities (Mishan, 1969). Higher education also improves human capital, thus results higher labour productivity. It also leads to a transitional growth with a higher level of production and equilibrium (Mankiw, 1992). Therefore, higher education is critical for both social and economic growth. Higher education institutions are primarily responsible for equipping individuals with advanced knowledge and skills required for positions of responsibility. In many developing countries, the estimated social rates of return indicate that investment in higher education contributed more than ten percent to increased labour productivity and higher long-term economic growth, both of which are necessary for development (World Bank Report, 1994).

The UNESCO World Conference on Higher Education (1998) define higher education is a cornerstone of human rights, democracy, long-term development, and peace. Higher education is both an input and an outcome indicator that influences other development indicators such as health, nutrition, income, and family planning. In fact, unlike any other social service input, it has an impact on all aspects of human growth - not just knowledge, but also family size, health, nutrition, and living situations (IHDR Report, 2011).

In 2001, UNESCO hosted a world conference on higher education, which was established on the essential principles for comprehensive reform of higher education system around the world. In accordance with article 26.1 of the Universal Declaration of Human Rights, the conference decided that "higher education shall be equitably available to all on the basis of merit." Discrimination on the basis of race, gender, language, religion, economic, cultural, or social differences, or physical disability will not be tolerated in giving access to higher education" (UNESCO, 2001). Furthermore, the declaration of World Conference of Higher Education organized by UNSECO emphasized that, higher education and research have become crucial components of culture, socioeconomic progress, and environmental sustainability for individuals, communities, and nations, as the societies have become increasingly more knowledge based.

There has been a lot of research work conducted on higher education, which explores the overall benefits of higher education in India, in which Professor Kulandaiswamy (1999) correctly described higher education as "education that produces an enlightened and literate society capable of capitalizing on scientific and technological progress". While Philip G. Altbach (2001) has characterised higher education as a 'public good,' meaning that it makes a significant contribution to society and hence deserves to be supported. Examining the role of higher education in overall growth, including its value, needs, and goals. Pandit Jawaharlal Nehru in 1947 observed that, Universities stand for humanism and the pursuit of higher goals for the human race. Therefore, it is important for the nation and the people if the colleges fulfil their responsibilities adequately. Furthermore, Report of Government of India, (1961) analyzed that, education becomes the focal point of planned development, because it is the single most significant factor in achieving rapid economic development and technological progress in all areas of nation and human life.

Inequality and Higher Education

In the entire nations of the world, educational inequalities are one of the most important drivers of inequalities in income, health, and opportunity, including possibilities to engage in society and influence political processes (Human Development Report, 2005). Tilak (2005) highlighted inequities or exclusion in higher education and stated that higher education's irregular expansion impacts access, equity, relevance, and excellence.

Inequalities in access to higher education by gender, caste, and religion and inter-institutional differences in higher education has increased sharply. Subsidizing education, particularly higher education, would be regressive, expanding income disparities by shifting resources from the poor to the wealthy, as education subsidies benefit the wealthy more than the poor (Psacharopoulos, 1997; Jimenez, 1987 and World Bank, 2000).

There are the studies which points out that urban women's GER (22.6 percent) was nearly four times than of rural women (5.7 percent). In the case of men, the rural-urban variations in enrolment proportion are smaller. Joshi and Ahir (2013) highlighted that government regulations are overlapping and intertwined across several ministries and regulatory organisations, due to which India's Gross Enrolment Ratio (GER) of 15 percent is still below than the global figures. Despite a variety of intervention approaches aimed at achieving equitable goals, disparities still persist in terms of gender, caste, economic factors, and geographic locations.

Inclusiveness and Higher Education

The 11th Five-Year Plan recognizes the importance of inclusive education and focuses on expanding higher education with inclusion as a priority. Inclusive education entails giving individuals who don't have much access to higher education, as the rest of the population are having. Different social categories with limited access to higher education are deprived from other basic amenities as their educational attainment are becoming continuously hindrances for achieving socio-economic development. Apart from this, there are multiple level of disparities, such as between rural and urban, inter-districts, inter-castes, inter-religions, gender, and poor vs non-poor. However, the most noticeable differences are between schedule castes and schedule tribes. Therefore, inclusive education is the result of a complex set of discourses about educational equality that are driven by changing demographics, ideologies, and perceptions of marginalized groups, as well as social issue. Higher education nowadays exclusionary in nature. Exclusion in higher education is a common practice which can be observed among the socially disadvantaged students. Infact, in Government schools the socially disadvantaged students do not enjoy the privileges as compare to the students who are belonging from other socially privileged groups (Mithang, 1998).

Intersecting Inequalities

Intersecting inequalities are social characteristics such as race, ethnicity, gender, sexual orientation, and socioeconomic status. At the micro level of personal experience, intersect to reflect many interlocking systems of privilege and oppression at the macro, social-structural level. In other words, Intersecting inequalities are the ways in which certain people are oppressed by others or by systems as a result of their differences must be viewed as multiple social inequality and spatial factors that intersect relationally. (Crenshaw, K. W. 2017).

Gender Inequality and Higher Education

Higher education has been portrayed as a great equalizer and a potent tool for upward social mobility in the pursuit of a more inclusive society. Strengthening the higher education system is projected to boost women's access to education, allowing them to pursue occupations of their choosing and contribute their full potential to the country. Education, in reality, possesses a latent force capable of dismantling mental, social, and economic barriers faced by women and ushering in women empowerment in all aspects of life. As a result, expanding higher education possibilities to all women who merit and desire it is critical. Unfortunately, gender inequity is one of the most significant challenges facing India's higher education system. In India, as well as in many other nations, women are reported to be lagging behind males in every field including higher education, however reverse tendencies have been also noted in a few of countries. Women's participation in higher education has significantly improved in the post-independence period. According to the current UGC statistics, women account 43 percent of total enrolments in higher education in 2011-12, compared to only 12.5 percent in 1950-51. (UGC, 2013) therefore, represents a major improvement. However, large-scale discrepancies still exist in terms of enrolment rates, educational access, and so on. To promote gender equity and women empowerment. Therefore, India must close the gender gap in the educational sector, particularly in higher education

Perhaps the most serious issue confronting India's higher education system is the continuation of inequities in access to higher education. Disparities in access to higher education exacerbate socioeconomic inequalities in society, which exacerbate educational

inequalities. Indeed, it is a cyclical chain of inequalities: disparities in access to higher education result in disparities in labour market information, which result in disparities in employment and labour market participation, which result in disparities in earnings, which contribute to socioeconomic and political inequalities. Socioeconomic and political disparities are reflected in the education sector as well, resulting in educational inequalities. Inequalities in educational access imply a decline in both individual and social wellbeing. Given that economic returns to investment in education are estimated to be higher for the weaker sections than for their counterparts, inequalities in education would result in significant losses in national output; and those inclusive strategies that contribute to equity should be viewed favourably not only in terms of social justice but also economic well-being, as the (Patnaik, 2012). Men and women disparity is a critical component of inequality.

Social Category Disparities

Inequalities between social groups are well understood to be multifaceted and difficult to measure scientifically. Caste inequality is a prominent issue in India, and it has been the topic of extensive research, policy development, and policy analysis. In India, caste is one of the most important factors of perceived social rank (Bros, 2014), and it is too powerful to be suppressed forever (Deshpande, 2012). The schedule caste and schedule tribe castes have long been considered the most backward section of society. Untouchables, Harijans, downtrodden classes, service classes, weaker sections, Panchamas, Atisudras, Avarnas, and Antyajias are some of the terms used to describe them. Throughout the country, the scheduled castes and scheduled tribes are at the bottom of the caste order and confront a variety of social, economic, political, and educational issues. Schedule caste and schedule tribes are suffering from social exclusion and it differs from area to region. Schedule castes and tribes, on the other hand are having a significant contribution in India's population. Despite the fact, numerous forms of discrimination are prevailing against the members of these caste groups and they have been functionally a vital part of India's culture. They have also been subjected to discrimination in the social, political, and economic realms for a long time, and reservations are established for them in education and employment to help them overcome from some of these historical disadvantages. Scheduled castes account

barely 12 percent of total enrolments in higher education, while scheduled tribes account for 4.5 percent (2011-12) in India's education system

2.2 Theoretical Framework

A theoretical perspective is significant for research because it helps us to organise and communicate our thoughts and ideas.

2.2.1 Functional Perspectives on Education:

Emile Durkheim

The major function of education, according to French sociologist Emile Durkheim, is to transmit society's standards and values. According to Durkheim, society can only survive if there is a sufficient degree of homogeneity among its members; education maintains and reinforces this homogeneity by instilling in children from an early age. Cooperation, social solidarity, and so social life itself would be impossible without these "fundamental similarities", the joining of a mass of individuals into a cohesive whole, or the building of social solidarity, is a critical endeavor for all communities (Turner and Maryanski, 1979). This entails a sense of belonging, as well as a belief that the social unit is more essential than the individual. The educational procedures in the United States exemplify Durkheim's beliefs. A similar educational curriculum has aided in instilling shared standards and values in a varied community. For immigrants from all around Europe, it has provided a common language and a shared past. Finally, Durkheim believed that education teaches people certain abilities that they will need in their future careers (Pope, 1975). This function is especially crucial in industrial society, since labour division is becoming increasingly complex and specialized.

Durkheim's definition of education, which he came up with by studying existing definitions and historical circumstances, emphasizes the central role played by education:

“Education is the power in which the adult generations wield over others, who are not yet socially ready. Its goal is to stimulate and develop a set of physical, intellectual, and moral states among students that are required of him by both the

general political society and the specialized environment for which he is destined.”(Durkheim 2011: 52).

From the above concept, it means that the education is defined as “the systematic socialization of the younger generation”. According to the author, every one of us is made up of two distinct entities: our individual and social selves. “A system of ideas, sentiments, and behaviors that express in us, not our personality, but the community or groups of which we are members; these are religious views, moral beliefs and practices, national or professional traditions, and collective opinions of all kinds.

Kingsley Davis and Wilbert Moore

The Davis-Moore theory, proposed by sociologists Kingsley Davis and Wilbert Moore in 1945, held that the greater the functional relevance of a social role, bigger will be the reward. According to this theory, societal stratification reflects the essential unequal worth of different types of work. In society, some tasks are more valuable than others. Those who are qualified to fill those roles must be compensated more than others. According to Davis and Moore, the firefighter’s work, is more crucial than, a grocery store cashier. Cashiering does not necessitate the same amount of ability and training as firefighting required. In other words, why would someone rush into burning buildings if they didn't have the incentive of higher salary and better benefits (Huaco, 1966). The firefighter could work as a grocery store cashier if the salary will be the same. According to Davis and Moore, rewarding more to labour with higher amounts of cash, status, and power motivates people to work harder and longer. According to Davis and Moore, the level of skill necessary for a profession defines its importance in most circumstances. They also argued that the higher the level of skills are necessary for a profession, the less qualified people available to accomplish it. Cleaning halls or answering phones, for example, do not take much talent. Employees are not required to have a college degree. Other jobs, such as constructing a freeway system or delivering a newborn, necessitate a high level of expertise (Grimes, 1988). The Davis-Moore theory was an early attempt to explain why stratification exists. According to the theory, social stratification is required to encourage excellence, productivity, and efficiency, as well as to give people something to aim for. According to

Davis and Moore, the system benefits society as a whole, since it allows everyone to gain to some extent.

Talcott Parsons

Talcott Parsons an American sociologist, who was the leading proponent of structural functionalism. Talcott Parsonstheory put a significant impact on social theory in the middle of the twentieth century. Parsons Talcott's (1902-1979) work is still influential in German sociology, particularly in debates about systems theory. The theoretical perspective of structural functionalism tries to understand the role that each part of culture helps in maintaining the structure of a society. One of its primary foundations in attempting to do so is the assumption that individuals and culture operate to support the structure of their society. In other words, it means that everyone has a task or purpose to fulfil, and they fulfil it in order to support the framework of their society (Parsons and Halsey, 1959).

Talcott Parsons compared society to a human body, claiming that institutions in society functioned similar like the organs function in the body. Each performing specialized roles that were required for the overall health of the system (Ormerod, 2020). Parts of society, according to Parsons, should be defined in terms of what they contribute to the overall up keeping of the system. Parsons discovered a number of similarities between the human body and society:

The body		Institutions
Each Organ has a unique function	The Organic Analogy	Institutions have a unique function
All the bits essentially work together harmoniously		All institutions work together harmoniously
Organs are interdependent		Organs are interdependent
Has an identifiable boundary		Has an identifiable boundary
The sum is greater than its part		The sum is greater than its part
Normal: healthy		Normal: low rates social problems

In order for a civilization to survive, Parsons felt that it must meet certain functional criteria. Every community, like human individuals, requires certain elements in order to function properly. For example, a society must generate and distribute resources such as food and shelter, it must also have some form of institutions that settles conflicts and others that socialize the young. A social system, according to Parsons, has four needs that must be addressed in order to survive: adaptability, goal accomplishment, integration, and pattern maintenance. These four functions must be fulfilled by any stable social action system and it will accomplish through the use of four separate subsystems: the behavioral system (the individual's physical engagement with the environment), the personality system, the social system, and the cultural system.

2.2.2 Liberal Perspective on Education

John Dewey

John Dewey, an American educationalist and philosopher, was one of the most influential proponents of the liberal view of education. Dewey believed that education's role was to encourage people to reach their greatest potential as human beings. According to Dewey, people should learn by doing things rather than being told what to do. Dewey, who advocated for progressive education methods believes that people would not only regain information through learning by doing, but also build the abilities, habits, and attitudes essential to solve a wide range of problems in this manner. Individuals would also get the skill and desire to think critically about the environment around them. This makes his philosophy an educational philosophy of pragmatism (Cremin, 1959). The theory of pragmatism says that reality must be experienced. It is a philosophical method that assesses the viability, success, and practical applicability of theories and beliefs. As a result, pragmatism holds that an ideology or thesis is true if it works well, that the significance of a notion lies in the practical consequences of embracing it, and that unpractical ideas should be discarded. Thus, according to John Dewey theory, it indicates that in order to learn, pupils must interact with and adapt to their surroundings. Dewey considers education to be “warranted assertibility”, which he substitutes for “truth” provided certain results are achieved.

A progressive education system, according to Dewey, is an essential component for functioning democracy. Because power in a democracy resides with the people, citizens must be able to think for themselves when exercising their power (Dewey, 2019). A dictatorship, where open and critical thought could jeopardise the state's authority, would be incompatible with liberal education. Dewey hoped that the education system he advocated would foster flexibility and tolerance, allowing people to work together as equals. Dewey described progressive education as a result of dissatisfaction with traditional education, which imposes adult norms, subject matter, and methodology. He considered that traditional education was out of reach for young students. Dewey's concept of progressive education calls for socially engaging learning situations that are developmentally appropriate for young children (Dewey, 1938). He saw education as a

"process of living" rather than a "preparation for future life." Dewey believed that schools and classrooms should be representative of real-life situations, allowing children to participate in learning activities interchangeably and flexibly in a range of social settings, as opposed to traditional classrooms.

He does not deny that the conventional objective of education is to develop the student, educate values, stimulate their intellect, and teach tolerance for differing belief systems, as well as to challenge them to examine what they already know and contribute to the evolution of human civilization. In this way, education is a form of life appreciation. Dewey believes that the value of education governs what should be taught and how it should be taught. The aim and role of education and schooling have been also debated by many philosophers: Aristotle, Plato, John Locke, Rousseau, Mo Tzu, and Confucius were among those who addressed the recurring topic of who should be taught and how in their various communities (Noel Noddings, 2013).

Ivan Illich

The educational system is supposed to be a portal to emancipation and open-mindedness. Education is designed to lead the student to enlightenment and eternal happiness. But, unfortunately, modern education has failed miserably in achieving these lofty goals. Modern classrooms have become repetitive and uninspiring as a result of an overemphasis on formalities and a disregard for student-centeredness (Kumar, 2016). Ivan Illich (4 September 1926–2 December 2002), an Austrian philosopher and social critic, revolted against the monopolistic and coercive sort of education that turns students into mindless conformists. Ivan Illich was born in Vienna and attended the Piaristen gymnasium from 1936 to 1941 before being expelled by the invading Nazis in 1941 due to his mother's Jewish origin. Ivan Illich became something of a wanderer after that, travelling the world with the bare minimum of worldly belongings. Illich wrote extensively about the issues of institutionalising education after completing his formal studies (Waks, 1991). He looked at how education systems work and what impact they have (Deschooling Society), technology progress (Tools for Conviviality), energy, transportation, and economic development (Energy and Equity), and medical (Medical Nemesis). Illich's book 'Deschooling Society', a critical look at the problems of modern education, was published

in 1971. His controversial and thought-provoking book argued for radical changes in the educational system, such as the dismantling of traditional institutions and the creation of more informal “learning webs”. Ivan Illich argued that instead of trying to improve the dreadful systems of compulsory schooling with new technology or innovative teaching strategies, we should dismantle the system entirely and build learning webs, peer-matching systems, skill exchanges, and other resources for liberated learning and free inquiry instead (Jandric, 2014). Ivan Illich did not believe that boosting spending or raising standards would alleviate educational problems. He argued that educational issues sprang from government-run schools and were exacerbated by the way students were taught to think about teach (Todd, 2012). Institutions establish demands and regulate their fulfilment, reducing the human being and his or her uniqueness to mere objects.

2.2.3 Conflict Perspective on Education

Karl Marx

Inequality of social class is strongly established in our society. This gap can be found in all aspects of life, including educational institutions. Various sociologists have looked into the fundamental causes of this phenomena. Karl Marx, for example, felt that between the two classes (ruling and subject), the first remains in the same positions throughout time due to economic dominance, but the proletariat has limited social mobility (Omer and Jabeen, 2016). According to Conflict theory, tensions and conflicts develop when resources, status, and power are unequally allocated across groups in society, and these conflicts become the catalyst for social change. In this framework, Karl Marx created the conflict approach in the nineteenth century (1818-83) in which Marx describe that wealth and power were unequally distributed in society and sought to explain why one minority group (1 percent ruling-class) in society was able to maintain its domination over the majority (working-class).

Karl Marx considers society to be a battleground for social strife. According to him, the economic system is the greatest way to understand the function and role of social institutions. According to his theory, social institutions and education systems support the existing class system, which is divided into two groups: the bourgeoisie, or haves, and the

proletariat, or have not. In this system, the “haves” own the means of production, the foundation, and run the social institutions, whereas the proletariat lacks the foundation and can only sell their labour at a low price to survive. Educational institutions, in his view, provide the workers for the bourgeoisie class (Allman, 2019) the ruling class's ideology is spread through the educational system, which maintains the status quo. As a result, society has evolved two types of educational systems: public and private. Public schools are for individuals who cannot pay exorbitant tuition and must send their children to schools for the general public. The other types of schools are private schools, which admit students whose parents have greater resources and life opportunities as a result of their power and income (Sperber, 2013). These schools exist to protect the status quo for the wealthy. Public schools, on the other hand, instil in the children of proletariats the idea of subordination (*ibid*, 1).

Marx believes that the current educational system reproduces social classes, with public school graduates having the least social mobility. By supporting his argument, Bowles and Gintis (2013) said, “Education reproduces the attitudes and behaviour for divisions of labour, it educates individuals how to accept their situation, how to be exploited, and how to manipulate the labour for the rulers”.

Bowles and Gintis

Bowles and Gintis (1976), Marxist sociologists, claim that the primary function of education in capitalist society is to reproduce labour force. The hidden curriculum, according to Bowles and Gintis, generates a passive and obedient workforce that accepts authority without inquiry, is motivated by external benefits, and is fragmented. They also believe that our educational system produces an excessive number of highly qualified professionals who aren't required for many jobs. Capitalism necessitates a skilled labour surplus in order for companies to be able to pay low salaries and maintain high job competition. Employees are unable to bargain in this situation. According to functionalists, industrial societies promote equality of opportunity as jobs are available based on merit but conflict theorists argue that there is no such equality as children of the wealthy and influential are able to attain excellent qualifications and well-paid employment regardless of their talents (Syaifullah, 2019). Despite the fact, the education is free and open to all,

Bowles and Gintis argue that certain people have far more chances than others. Bowles and Gintis also reject the notion that capitalist societies are meritocratic, claiming that they are unable to do so within a capitalist framework. They argue that social class is the most important element influencing the levels of achievement. Bowles and Gintis go on to say that people who can afford to pay well or who come from lower social strata get better jobs (Knowles and Lovern, 2015).. They discovered that the individual's class or origin, race, and sex are the most important elements influencing occupational reward. According to Bowles and Gintis, it is difficult for middle-class and females to obtain higher-level occupations.

Louis Pierre Althusser

Louis Pierre Althusser was a French Marxist philosopher. Louis Althusser studies social formations from the perspective of reproduction in order to address the relationship between class dominance, social practises, and ideologies. His endeavour is based on theorising the replication of dominance and the factors that underpin it. According to him, in a capitalist society, economic modes of production function not only through the reproduction of labour power skills and structure, but also through the reproduction of submission to the ruling ideology, which creates the necessary conditions for worker exploitation and repression (Kiziltas, 2014). According to him, no class can keep state power for an extended period of time without also holding ideological hegemony. As a result, one of the most essential tasks for the state is to cultivate a type of labour that is ethically and politically capable of being subjected to the discipline, logic, culture, and compulsions of capitalism's economic mode of production. Ideology, for him, is part of an epistemic heritage of truth and falsehood: ideology is on the other side of a binary from science. Following Marx, he sees ideology as a distortion of reality that allows for dominance and subordination (Althusser, 2012). However, rather than a defective empiricist interpretation of reality, human behaviours cause this distortion. His critique of humanism is useful in delving deeper into this idea. Humanism, in his opinion, is an ideology, but socialism is a scientific concept. Humanism, according to Althusser, implies a pre-existing and given essence for man, and any reference to that essence is empiricism. As a result, he claims that ideology is formed by practises rather than being the outcome of

an empiricist relationship to reality, citing Marxist materialism as an example. Humanism, in this sense, is an ideological outcome of historical circumstances and practises (Fritzman, 1988).

Althusser's primary contribution to Marxist theory, however, is his idea of Ideological State Apparatuses (ISAs). According to Marxist theory, the state is a 'machine of repression' that allows the ruling classes to maintain their dominance over the working class by subjecting the latter to the process of surplus-value extortion (i.e., to capitalist exploitation). Subjection to the ruling class, according to Althusser, occurs not only through coercive apparatuses, but also through ideological apparatuses. He cites a variety of institutions, including religion, education, family, legal and political institutions (political systems, including various parties), trade unions, communication platforms (press, radio, and television, among others), and cultural institutions (literature, the arts, and so on), and claims that provision is made for the replication of skills of labour power in these institutions, as well as under ideological subjection (Montag, 2013).

Dhurijati Prasad Mukherjee

Dhurijati Prasad Mukherjee was arguably the most well-known of Indian sociology's pioneers. He began his career in sociology as a social philosopher. He ultimately became an advocate for empiricism, which includes spiritual sentiments. He was intensely engaged in deciphering the essence and significance of Indian social reality as seen via Indian tradition. He was equally concerned in determining how to modify it in order to further the common man's welfare by fitting the forces of modernity to the peculiarities of Indian culture. He was identified as a Marxist. This suggested that he applied Marxism to his thinking. His dialectical interpretation of Indian history argued that in contemporary India, tradition and modernity, colonialism and nationalism, individuality and collectivism all interact dialectically. Dhurjati Prasad Mukherji provided an Indian Marxist sociological perspective. He was receptive to Western notions, ideas, and analytical categories. He believed that an indigenous sociology and social anthropology were necessary. He favoured the term 'Marxologist' over 'Marxist' and sought a dialectical analysis of the interaction between Indian tradition and modernity during the colonial era, which released numerous forces of cultural conflict. He emphasised the historical uniqueness of India's

cultural and social change, which was marked less by "class warfare" and more by value absorbing and cultural synthesis as a result of the contact between tradition and modernity. Two comments need to be made regarding Dhurjati Prasad Mukerji's approach to comprehending Indian society, culture, and change.

Pierre Bourdieu

Pierre Bourdieu as a social theorist has always been interested in the contradiction between the objective and subjective, or to put it another way, between structure and agency. As a result, Bourdieu's theoretical framework is based on the key notions of habitus, field, and cultural capital. These ideas are founded on the assumption that people's chances are determined by objective structures, which are internalised through the habitus process. However, a person's habitus is shaped by a variety of factors, including their job, family, and daily events. One's social status does not determine one's prospects in life, albeit it does play a role, along with other considerations (Shubhang, 2012). In the French educational system, Bourdieu utilised the concept of cultural capital to investigate the variations in outcomes for students from various classes. He looked at the conflict between the conservative repetition of knowledge and experience and the inventive production of it. He discovered that the debate over whether cultural past and present should be preserved and replicated in schools exacerbates the conflict. According to Bourdieu, the dominant groups' culture, and their cultural capital is represented in schools which leads to social reproduction. The school assumes that the dominant group's cultural capital, in the form of practises and cultural relationships is the natural and the only suitable sort of cultural capital and hence legitimises it. It expects all of its students to have what it lacks. Students who have valid cultural capital can obtain educational capital in the form of credentials (Chakrabarti and Talukdar, 2014). As a result, those students who are from lower socioeconomic backgrounds face challenges. They must exchange their own (often working-class) cultural capital for genuine cultural capital in order to earn credentials. Due to the lower-class student mindset, this interaction is not straightforward. The subjective expectations of school and culture are characterised as class ethos. It is influenced in part by that class's objective prospects. This implies that children not only have a tougher time succeeding in school because they must acquire a new way of being, or connecting to the

world, and in particular, a new way of relating to and utilising language, but they must also go against their inclinations and expectations. Subjective expectations affected by objective structures present in schools encourage less-privileged students to leave the system, resulting in fewer and fewer as one progresses through the levels (Chakrabarti, 2010). Despite the fact, that the process of social reproduction is neither flawless nor complete, only a tiny percentage of less fortunate students succeed. The majority of these children who thrive in school have had to accept and utilise the dominant classes' ideals as their own, at the expense of their own cultural beliefs and habits. As a result, Bourdieu's perspective reveals how objective structures play a crucial role in determining individual achievement in school, but also allows for the exercise of an individual's agency to overcome these roadblocks, albeit with drawbacks (Madan, 2013).

2.4 Intersectionality perspective on Education

The theory of intersectionality emerged in reaction to the inadequacy of many individual assessments of structural inequality to comprehend the intricate interplay of oppressive forms. The term intersectionality or intersectional theory was coined in 1989 by Kimberle Crenshaw in her paper "Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine feminist theory and antiracist politics" According to intersectionality theories, different kinds of oppression shape and are shaped by one another, and a failure to understand this results in both simple assessments and poorly thought-out policy solutions (Crenshaw 1991). There are many definitions of intersectionality all share a commitment to recognizing the ways in which numerous strands of inequality are not just cumulative, but also combine to generate unique experiences at the site of intersection. This produces a highly specific concept of 'intersectional discrimination,' defined as "discrimination that occurs when two or more discriminatory grounds are integrated rather than cumulatively, resulting in an experience that is qualitatively unique from the sum of its discriminatory components." Such arguments regarding intersectionality have grown in importance in recent years in connection to European equality policies, owing to the rising urgency with which many strands of injustice must be addressed. Article 13 of the Amsterdam Treaty (1997) established a set of directives requiring member states to combat discrimination on the

grounds of race, sex, disability, age, sexual orientation, or religious belief. The substantial and expanding corpus of European law addressing diverse disparities creates a slew of new institutional and legal problems for EU member states in terms of negotiating the relationship between the many equality strands. The proclivity for a one-size-fits-all approach to multiple discrimination is coming under increasing scrutiny, as it becomes clear that distinct strands have distinct dynamics and may require distinct legislative actions (Verloo 2006), and that efforts to ensure the equality of some strands may undermine efforts to recognise the demands of others (Skjeie 2008). When used in this context, the term "intersectionality" refers to the fact that discrimination claims can be legitimately framed and pleaded on multiple grounds (Conaghan et al 2007). It is frequently used interchangeably with the terms "multiplicity" and "diversity" to acknowledge the existence of plural equality strands. This, however, obscures the myriad ways in which inequality may interact. The term "intersectionality" is frequently used in the theoretical literature to refer to the process of examining the unique impacts of integrated disparities, as opposed to the process of examining the effects of competing or cumulative inequalities. This distinction is sometimes overlooked in more policy-oriented arguments, as competing and accumulating disparities frequently trump concerns about combined inequities. There is considerable political debate over the extent to which inequality claims may conflict, as well as a growing legal debate over the technical difficulties inherent in framing combined discrimination claims, in which claimants wishing to plead more than one ground must frequently make and prove each claim separately (Conaghan et al 2007). While there is a theoretical recognition that allegations of intersectional discrimination must be presented differently than claims of racial discrimination, for cumulative discrimination (Hannet 2003). In the present study the definition given by Kimberle Crenshaw has been used to address the research questions raised.

2.5 Interactionist Perspective on Education

The symbolic interactionist perspective examines the function of schooling in defining roles and the self from a micro perspective. In daily interactions inside the classroom, symbolic interactionist look at how teachers and students define their sense of self and

social status. The main focus of the theory is on the sources and consequences of teachers. What teachers do in a class room, how they engage with students, how teachers typify and label pupils, and how students respond, are all examples of what teachers do in classroom in symbolic interaction perspective. George Herbert Mead (1863-1931) and Charles Horton Cooley (1863-1921), cited in (Haralambos and Heald) examined how the "self" is socially constructed. As a result, rather than being a deterministic outcome of social structure, the social self is an active product of human agency in this perspective. To put it another way, a person's self-development is linked to his or her educational achievement.

According to the Interactionist perspective, students do not passively react to their situation in the class structure and perform accordingly in class room. Rather, their educational attainment is the part of a complex chain reaction. This viewpoint has major implications for issues of educational opportunity equality. It argues, in particular, that there would be better educational equality if teachers did not correlate social class features with performance. A person's self-concept, their perspective of themselves, derives from interactions with others according to interactionist. Interaction in the classroom with teachers and students helps to shape a person's self-concept and their self-concept can have a significant effect on students' academic success. (M Haralambos with R M Heald, 2010.

2.6 Conclusion

Therefore, after analysing above theories, it can be said that the present study is based on the intersectionality theories. The term "intersectionality" refers that discrimination claims can be legitimately framed and pleaded on multiple grounds. It is frequently used interchangeably with the terms "multiplicity" and "diversity" to acknowledge the existence of plural equality strands. The term "intersectionality" is frequently used in the theoretical literature to refer to the process of examining the unique impacts of integrated disparities, as opposed to the process of examining the effects of competing or cumulative inequalities. This distinction is sometimes overlooked in more policy-oriented arguments, as competing and accumulating disparities frequently trump concerns about combined inequities. There is considerable political debate over the extent to which inequality claims may conflict, as well as a growing legal debate over the technical difficulties inherent in framing combined discrimination claims, in which claimants wishing to plead more than one ground must

frequently make and prove each claim separately. While there is a theoretical recognition that allegations of intersectional discrimination must be presented differently than claims of racial discrimination.

So in this context the concepts and theories clearly highlight the benefits of education, particularly importance of inclusive education. Inclusive education is a practice of learning together in the same classroom without any discrimination on the basis of caste, colour, creed, sex etc. It is a way in which students are participating in school activities together. They also attend the same sporting events and games. Diversity and the unique contributions that each student brings to the classroom are valued in inclusive education. Every child feels safe and has a sense of belonging in a fully inclusive environment. Students and their parents are involved in defining learning objectives and making decisions that impact them. The school personnel are trained, supported, flexible, and equipped to nurture, encourage, and react to the needs of all students. The weaker section/vulnerable groups or the socially disadvantaged students are protected through many policies such as subsidised education scholarships and many other amenities of education.

CHAPTER 3:
SOCIO-ECONOMIC PROFILE OF THE
STUDY AREA AND RESPONDENTS

CHAPTER 3

Socio-economic Profile of Study Area and Respondents

3. Introduction

In this chapter socio-economic profile of the study area i.e. Uttar Pradesh and Lucknow has been discussed to understand the issues pertaining to the inequalities and inclusiveness in higher education. The term socio-economic is a combined word of 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. Nonetheless, the socio-economic status of society always plays a crucial role in determining the social and economic stratification of a country, which is based on the categorization of factors like income, wealth, education race gender ethnicity occupation and power (Gupta, 2018). A better socio-economic development of a society or a country, helps to reduce the income disparities, helps in assuring social justice and also in improving the quality of life. On, the other hand, the social status of a person, such as housing, education, electricity facility, cooking facility, health facility, sanitation and drinking water facilities determines his/her social and economic well-being (UNO, 2006). Moreover, the social status of a person is considered as a key indicator of well-being among the masses.

The socio-economic development is crucial for every country particularly for India, because India is committed to achieve sustainable development goals, which broadly covers the social, economic and environmental dimensions of development by ending up poverty and hunger in the county (Aayog, N. I. T. I., 2017). Nonetheless, the development of social status is also associated with the consumption expenditure of individuals and hence it plays an important role in the development of the social status of individuals. Further, it is the social status of an individuals through which the individual can be ranked like below from poverty line and above from poverty line etc. (Chan and Goldthorpe, 2017). In most of the developing country like India, the social status and identification of

an individual are determined by the household characteristics. However, there is significant disparities across state wise in India. Some states of India are having higher social-economic index, while others are still lagging behind. The Uttar Pradesh is one of the populous state of India and is having higher socio-economic inequalities in the country.

Socio-economic and demographic profile of Uttar Pradesh (Based on Secondary Data)

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. The economy of Uttar Pradesh is mostly informal with low level of income, livelihood earnings in vending, transport, and daily wage work, together with a significant number of people are relying on handicrafts and handloom sector etc. However, as per census of 2011, the population has increased to 19.9 crores with a population density of 829 people per square kilometers as against 382 persons per square kilometers of the country (Baliyan, 2016). The sex ratio of Uttar Pradesh has improved significantly from 1991 census to 2011 census and has reached to 912 males per thousand females. Apart from this the literacy rate of Uttar Pradesh has increased significantly, from 1981 census to 2011 census, but in case of female literacy it has increased more tremendously. The literacy rate of males in Uttar Pradesh has increased to 77.28 percent, while in case of females it has increased to 57.18 percent. Moreover, the literacy rate of scheduled caste population in the state has also increased significantly i.e. the literacy rate of scheduled caste males has increased to 59.8 percent and in case of scheduled caste females it has increased to 40.6 percent in the state (Census, 2011). Therefore, the present chapter explores the socio-economic profile of Uttar Pradesh, which is based on the secondary data and it also examines the socio-economic profile of the respondents, which is based on the primary data of 300 samples.

Population of Scheduled Caste in India and Uttar Pradesh (in Lakhs)

Population of any country is defined as a group of individuals or inhabitants, who are living in a given place or a given territory. The patterns of population distribution and

population density of any country helps to understand the demographic characteristics of a specific country. India is the second largest country in the world after china, which is having highest population in the world (Srinivasan, 2008) However, the Uttar Pradesh is the most populous state of India, with highest population density (Tiwari, 2015). Therefore, the present section explores the census wise population of India and Uttar Pradesh in general and population of scheduled castes in particular. Table 3.1 below shows that the population of India has increased from 6833 lakhs in 1981 to 8463 lakhs in 1991 census. However, in 2001 census, the population of India has increased to 10286 lakhs and which has further increased to 12102 lakhs in 2011 census. However, the population of Uttar Pradesh was 1109 lakhs in 1981, which has increased to 1320 lakhs in 1991 census.

However, after 1991 it has increased to 1662 lakhs in 2001 census and has further increased to 1996 lakhs in 2011 census. Similarly, in case of scheduled castes, their population was 234.5 Lakhs in 1981 census, which has declined to 292.8 lakhs in 1991 census. However, after 1991, there population has increased to 351.5 lakhs in 2001 census and has further increased to 413.6 lakh in 2011 census. Moreover, the decadal growth of Uttar Pradesh population, it has remained 25.50 equally from 1981 census to 1991 census and has increased to 25.90 in 2001 census. However, in 2011 census the decadal growth rate of Uttar Pradesh population has declined from 25.90 percent in 2001 to 20.08 percent in 2011 census. Similarly, in case of scheduled castes population the decadal growth rate has continuously declined from 26.4 percent in 1981 census to 24.8 percent in 1991 census. Then it has increased to 25.3 percent in 2001 census, but later in 2011 census it has declined drastically to 17.66 percent in the state. Therefore, the overall results reveal that till 1991 census the population of Uttar Pradesh has increased, but after 2001 census, the total population growth of Uttar Pradesh has declined. Whereas, in case of scheduled caste population, their percentage has declined drastically from 1981 census to 2011 census.

Table 3.1: Population of Uttar Pradesh and Scheduled Castes in Uttar Pradesh (in Lakhs)

Census	Population of India (In Lakhs)	Population of Uttar Pradesh (in Lakhs)	Population of Scheduled Castes (in Lakhs)	Decadal growth rate (%)	
				Total Population U. P	Scheduled castes
1981	6833	1109	234.5	25.50	26.4
1991	8463	1320	292.8	25.50	24.8
2001	10286	1662	351.5	25.90	25.3
2011	12102	1996	413.6	20.08	17.66

Source: Census 1991, 2001, 2011.

Figure 3.1: Population of India, Uttar Pradesh and Scheduled Castes in Uttar Pradesh

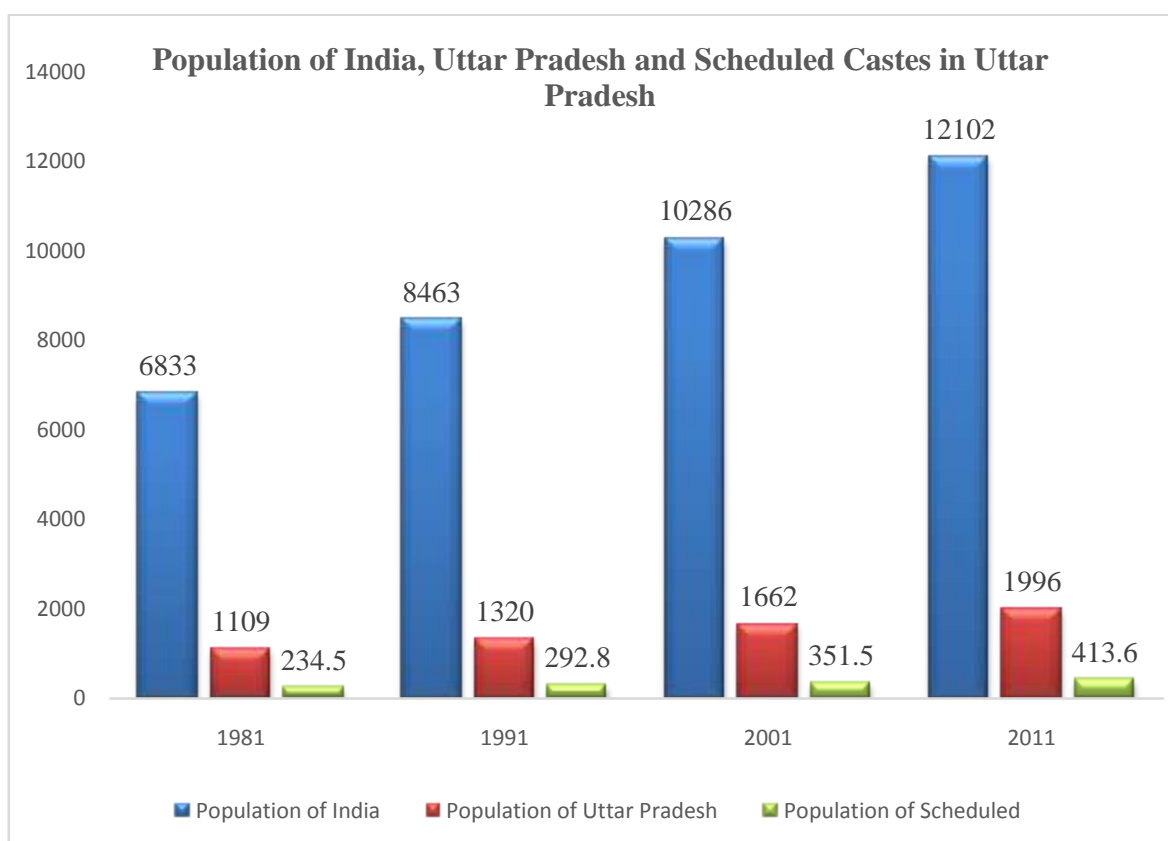


Figure 3.1 reveals that the population of India has increased from 6833 lakhs in 1981 census to 12102 lakhs in 2011 census. However, in Uttar Pradesh, the population has increased from 1109 lakhs in 1981 to 1996 lakhs in 2011 census. Whereas, the population of Scheduled castes has increased from 234.5 lakhs in 1981 to 413.6 lakhs in 2011 lakhs respectively.

3.2 Distribution of Population in Uttar Pradesh by Age Groups

India is the country in the world, which is having largest population particularly youth population. Youth is playing a vital role in promoting social-economic development, and sustainable growth in India (Paramasivan, 2016). Therefore, this section explores the age group wise population of Uttar Pradesh from 1991 census to 2011 census. Table 3.2 below reveals that the population of 0-14 years i.e. children population was 40.0 percent in 1991 census, which has increased to 40.9 percent in 2001 census and has declined then to 35.7 percent, i.e. declined by 5.2 points in 2011 census. However, the male population of this group has increased from 40.6 percent to 40.8 percent in the recall period and has later declined to 36.0 percent, i.e. declined by 4.8 points in 2011 census. Similarly, the female's population of this age group has increased from 40.3 percent in 1991 census to 40.9 percent in 2001 census and has declined to 35.4 percent, i.e. declined by 5.5 points in 2011 census.

Similarly, In case of 15-59 years of population age group, the results show that the population of males in this age group has declined from 52.3 percent in 1991 census to 51.9 percent i.e. by 0.4 points, which has later increased by 3.6 points and has reached to 55.5 percent in 2011 census. Moreover, in case of females of same age group, their population has declined from 52.1 percent in 1991 to 51.7 percent, i.e. declined by 0.4 percent in 2001 census. However, in 2011 census, the population of females of this age group has increased by 4.4 points and has reached to 56.1 percent respectively. Besides this, the population of 60+ age group has declined from 8.0 percent in 1991 census to 7.6 percent in 2001 census and has later increased by 0.1 points to 7.7 percent in 2011 Census. The male's population of this age group has increased from 7.1 percent in 1991 census to 7.3 percent in 2001 census, which has further increased to 7.7 percent in 2011 census. However, in case of female population of this age group, their population has declined

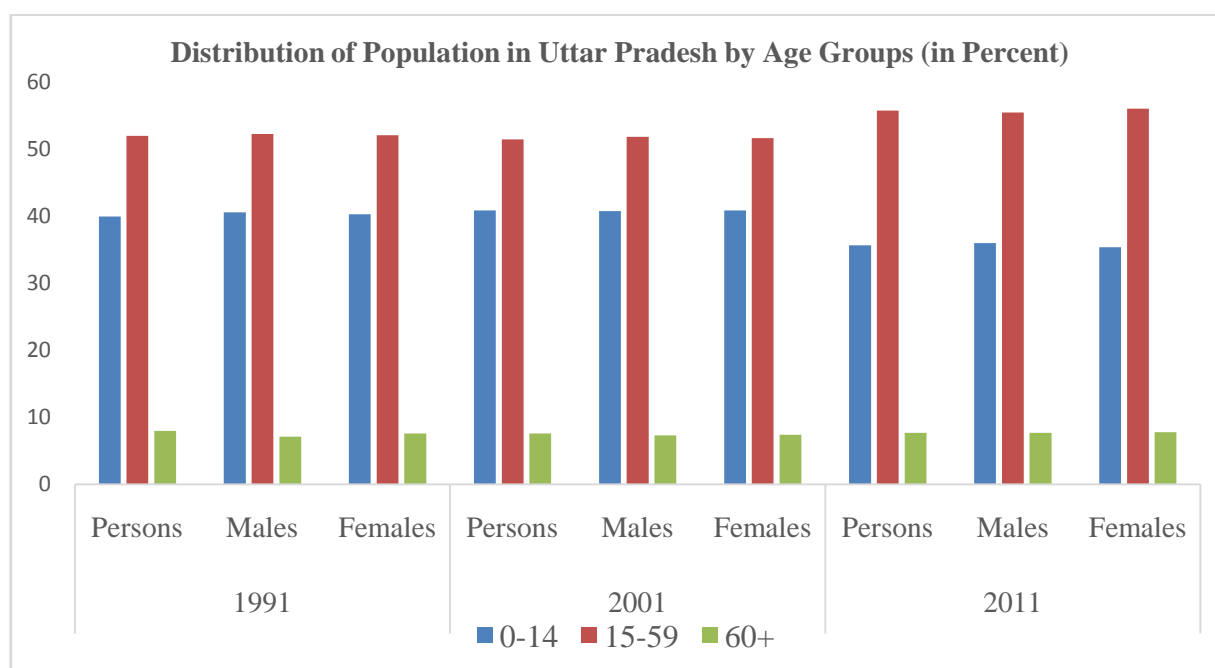
from 7.6 percent in 1991 census to 7.4 percent, i.e. declined by 0.2 points in 2001 census, but later in 2011 census, their population has increased to 7.8 percent, i.e. increased by 0.4 percent respectively. Therefore, the overall results reveal that from 1991 census to 2011 census, the population of 0-14 and 60+ age group has declined, whereas the population of 15-59 years has increased in Uttar Pradesh.

Table 3.2: Distribution of Population in Uttar Pradesh by Age Groups (in Percent)

Age Group	1991			2001			2011		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
0-14	40.0	40.6	40.3	40.9	40.8	40.9	35.7	36.0	35.4
15-59	52.0	52.3	52.1	51.5	51.9	51.7	55.8	55.5	56.1
60+	8.0	7.1	7.6	7.6	7.3	7.4	7.7	7.7	7.8
ANS	-	-	-	-	-	-	0.8	0.8	0.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Census 1991, 2011, 2011.

Figure 3.2: Distribution of Population in Uttar Pradesh by Age Groups



3.3 Census Wise Sex Ratio in India and Uttar Pradesh

Table 3.3: Census Wise Sex Ratio in India and Uttar Pradesh

Census	India	Uttar Pradesh
1981	934	882
1991	927	876
2001	933	898
2011	940	912

Source: Source: Census 1991, 2011, 2011.

Sex ratio is defined as a Proportion of males relative to females in a population. In other words, it is used to describe as the ratio of males to females in a population, and is generally expressed as the number of males per 100 females. Sex ratio is a more valuable source for finding the population of female persons over males. Moreover, the sex ratio helps to explain the variation of population of male persons over female persons (Hardy, 2002). Therefore, the table 3.3 below explores, the sex ratio in India and Uttar Pradesh from 1981 to 2011. Table 1 reveals that from 1981 census to 1991 census, the sex ratio of India has declined from 934 persons to 927 persons respectively and same is case with Uttar Pradesh. In Uttar Pradesh the sex ratio has declined from 882 persons to 876 persons in the recall period. However, after 1991 to 2011 the sex ration in India and Uttar Pradesh has increased significantly i.e. in India the sex ratio has increased from 927 persons in 1991 to 940 persons in 2011, whereas, in case of Uttar Pradesh it has increased from 876 persons to 912 persons in the recall period. Therefore, the overall results highlight that the sex ratio of India and Uttar Pradesh has improved significantly from 1991 census to 2011 census, but in case of Uttar Pradesh it has improved abruptly in the state.

Figure 3.3: Census Wise Sex Ratio in India and Uttar Pradesh

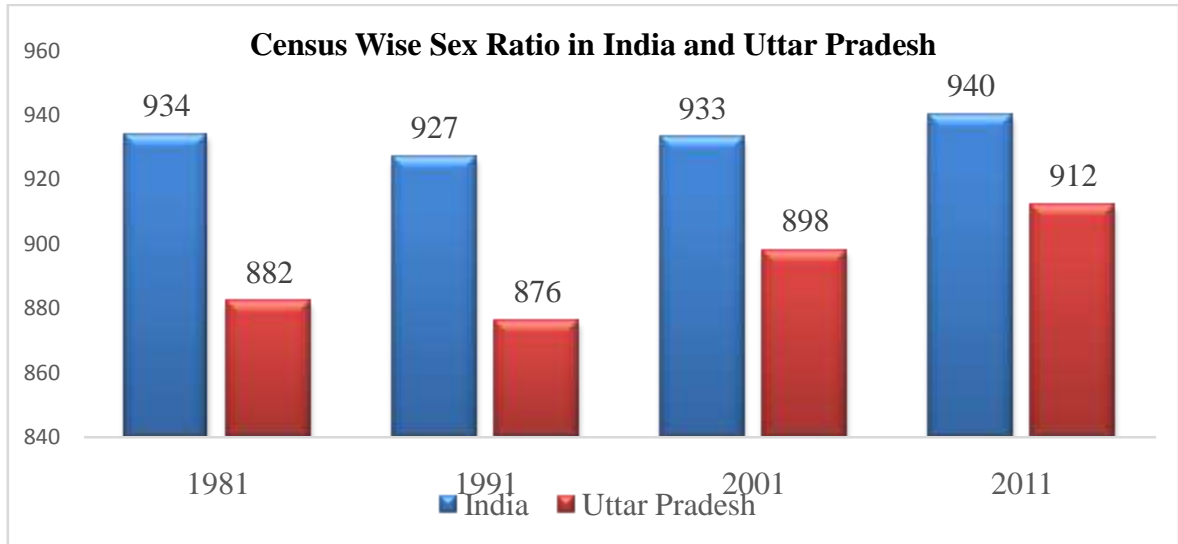


Figure 3.3 highlight that the sex ratio of India and Uttar Pradesh has improved significantly from 1991 census to 2011 census, but in case of Uttar Pradesh it has improved abruptly in the state.

3.4: Census Wise Population Density of India and Uttar Pradesh

Table 3.4: Population Density (Population per Sq. Km)

Census	India	Uttar Pradesh
1981	216	377
1991	267	548
2001	325	690
2011	385	828

Source: Census of India.

Population density refers to the number of people or individuals living in an area per square kilometer, per hectare or per square kilometer. The population density helps and proposes a better potential of understanding and portraying the ecological effects of rising urbanization in particular area or a nation (Long, *et, al*, 2001). Therefore, the present

section explores the census wise population density of India and Uttar Pradesh from 1981 to 2011. Table 3.4 below reveals that in 1981 census the population density of India (population per Sq. Km) was 216 per Sq. Km, which has increased to 267 per Sq. Km in 1991 census, then in 2001 census it has increased to 325 per Sq. Km and further in 2011 census it has reached to 385 per Sq. Km. Similarly, in case of Uttar Pradesh the population density was 377 per Sq. Km, which has increased to 548 per Sq. Km in 1991 census, then it has increased to 690 per Sq. Km in 2001 and further in 2011 census it has increased to 828 per Sq. Km respectively. Therefore, the overall results show that the population density of India and Uttar Pradesh has increased continuously from 1981 census to 2011 census. But the population density of Uttar Pradesh has increased sharply in the recall period, as compared to all India level figures.

Figure 3.4: Population Density (Population per Sq. Km)

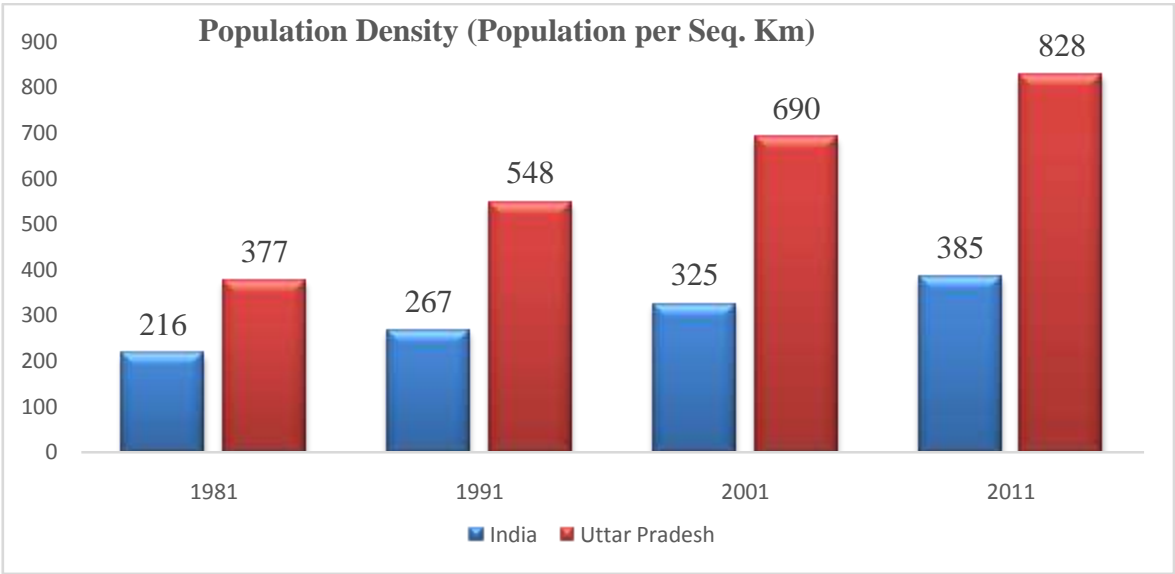


Figure 3.4 reveals that the population density of India and Uttar Pradesh has increased continuously from 1981 census to 2011 census. But the population density of Uttar Pradesh has increased sharply in the recall period, as compared to all India level figures.

Table 3.5: Literacy Rate in Uttar Pradesh (In Percent)

Census	Persons	Males	Females
1981	32.65	46.65	16.74
1991	40.71	54.82	24.37
2001	56.30	68.80	42.20
2011	67.68	77.28	57.18

Education plays always a vital role in up-lifting the socio-economic conditions of individuals in a society. In fact, the highly educated persons or individuals are having more chances of higher income as compared to those individuals who are having low education (BIS, 2013). The great philosopher and Economist, Dr. Bhimrao Ambedkar brightly highlighted the value and importance of education. He said, it is the education which is the right weapon to cut the social slavery and helps the downtrodden masses to come up and gain social status, economic betterment and political freedom (Dr. B.R. Ambedkar Thought on Education). Literacy is defined by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) as the ability to recognise, understand, create, communicate, interpret, compute, and utilise printed and written materials in a variety of circumstances. Literacy is a lifelong process of learning that enables people to attain their goals, expand their knowledge and potential, and actively engage in their communities and wider society.

Moreover, the literacy in India is a major key for socio-economic progress of the country. The federal Government and state Governments of India have taken several initiatives to increase the literacy rate in India. Therefore, the literacy rate can be defined as a total percentage of population of an area at a particular time aged seven years or above who can read and write with understanding. The present section explores the Literacy Rate in Uttar Pradesh in terms of percentage. Table 3.5 explores that the literacy of male persons in Uttar Pradesh has increased from 46.65 percent in 1981 census to 54.82 percent in 1991

census. It has further increased to 68.80 percent in 2001 census to 77.28 percent in 2011 census respectively. Similarly, in case of females, the results show that the female literacy was only 16.74 percent in 1981 census, which has increased to 24.37 percent respectively. However, after 1991 census to 2001 census, the female literacy rate has increased sharply i.e. it has increased from 24.37 percent to 42.20 percent in this period, which has further increased to 57.18 percent in 2011 census. However, in case of persons it has increased from 32.65 percent in 1981 census to 56.30 percent in 2001 census and has further increased to 67.68 percent in 2011 census respectively. Therefore, the overall results explore, that the literacy rate of Uttar Pradesh has increased significantly, from 1981 census to 2011 census, but in case of female literacy it has increased more significantly.

Figure 3.5: Literacy Rate in Uttar Pradesh (In Percent)

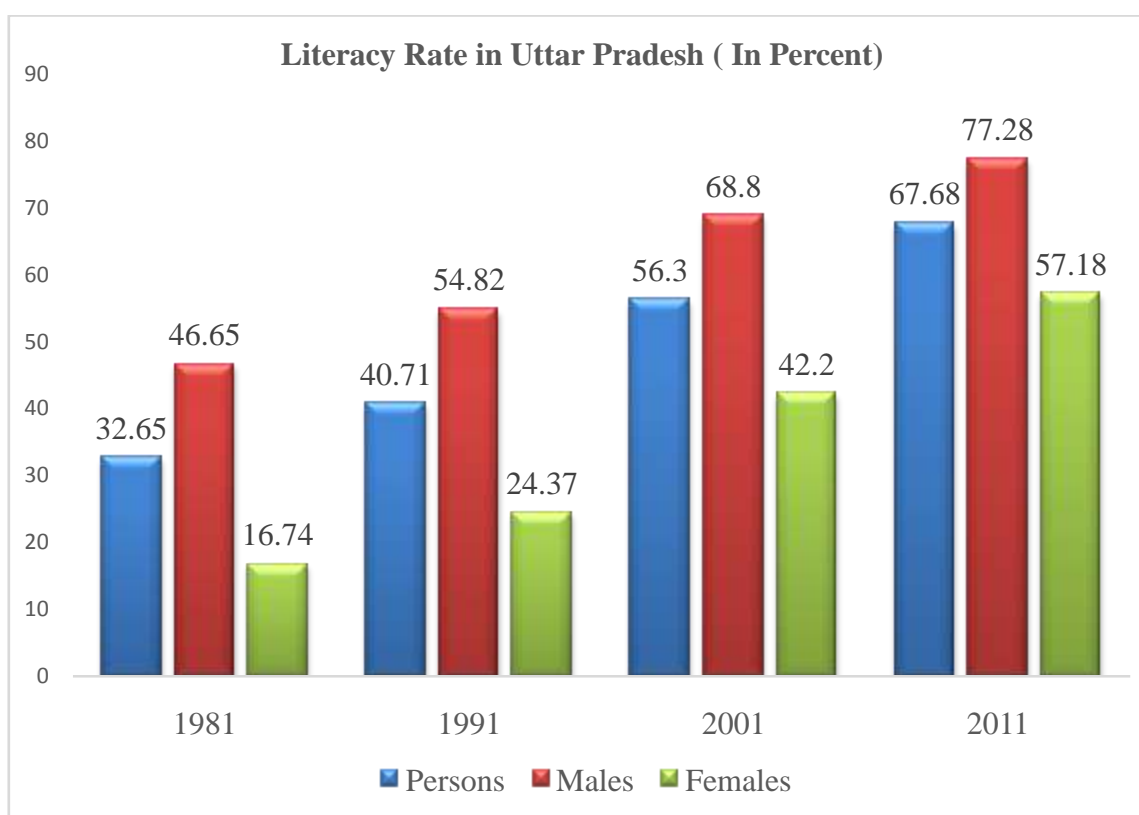


Figure 3.5 reveals that the literacy rate of males in Uttar Pradesh has increased from 46.65 percent in 1981 census to 67.68 percent in 2011 census and in case of females it has increased significantly from 16.74 percent in 1981 census to 57.18 percent. Whereas, in

case of persons it has increased from 32.65 percent in 1981 census to 67.68 percent in 2011 census respectively.

Table 3.6: Trends of Literacy rate of Scheduled Castes in Uttar Pradesh (In Percent)

Census	Male	Female	Total
1981	24.8	3.9	15.0
1991	40.8	10.7	26.9
2001	60.3	30.5	46.3
2011	59.8	40.6	50.7

Source: Census of India.

Scheduled Castes (SC) in India are the most socially and educationally disadvantaged groups. The Scheduled Castes are having a long history of social and economic deprivation, and have remained educationally marginalized in the country (Kamat and Sangeeta, 2008). Therefore, lack of proper education among scheduled castes (SC) in India is considered as a main reason for their social and economic backwardness. Therefore, the present section explores the census wise educational trends of Scheduled caste population in Uttar Pradesh. Table 3.6 below reveals that from 1981 the literacy rate among male scheduled castes has increased from 24.8 percent to 40.8 percent in 1991 census, which has further increased to 60.3 percent in 2001 census. However, in 2011 census it has declined by 0.5 percent has remained 59.8 which was 60.3 percent in 2001 census. Moreover, in case of female scheduled castes of Uttar Pradesh, their literacy was quite low i.e. it was only 3.9 percent in 1981, which has increased to 10.7 percent in 1991 census. However, after 1991, the literacy rate of female scheduled castes has increased from 30.5 percent in 2001 census to 40.6 percent in 2011 percent respectively. Moreover, the total figures are showing that the literacy rate of scheduled castes in Uttar Pradesh has increased from 15.0 percent in 1981 census to 26.9 percent in 1991 census. It has further increased from 46.3 percent in 2001 census to 50.7 percent in 2011 census.

Figure 3.6: Trends of Literacy rate of Scheduled Castes in Uttar Pradesh (In Percent)

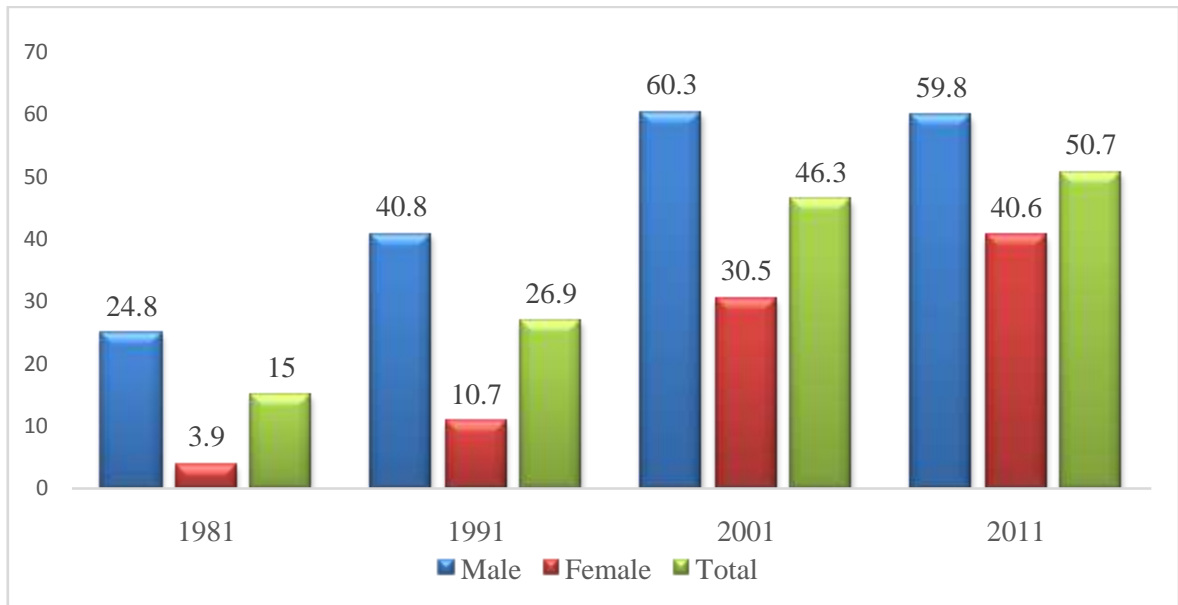


Figure below explores that the literacy rate of male scheduled castes has increased from 24.8 percent in 1981 census to 59.8 percent in 2011 census. However, in case of female scheduled castes of Uttar Pradesh, their literacy rate has increased from 3.9 percent, which was quite low in 1981 to 40.6 percent in 2011 census. However, the total literacy among scheduled castes in Uttar Pradesh has increased from 15.0 percent in 1981 to 50.7 percent in 2011 census respectively.

3.7: Socio-economic Profile of the Respondents (Based on Primary)

Table 3.8: Gender Wise Distribution of Respondents

Gender	Frequency	Percent
Male	150	50.0
Female	150	50.0
Total	300	100.0

Source: Field Survey Data.

Gender plays an important role in the social categorisation of a society. The researcher has analysed the gender wise distribution of respondents. Table 3.8 reveals that out of 300 respondents 150 respondents are male persons and another 150 respondents are female

persons, which constitute equally 50 percent of the respondents. Therefore, the overall result highlights that respondents are equally distributed i.e. 150 persons each male and female respondent's along gender line.

Figure 3.7: Gender Wise opinion regarding Distribution of Respondents

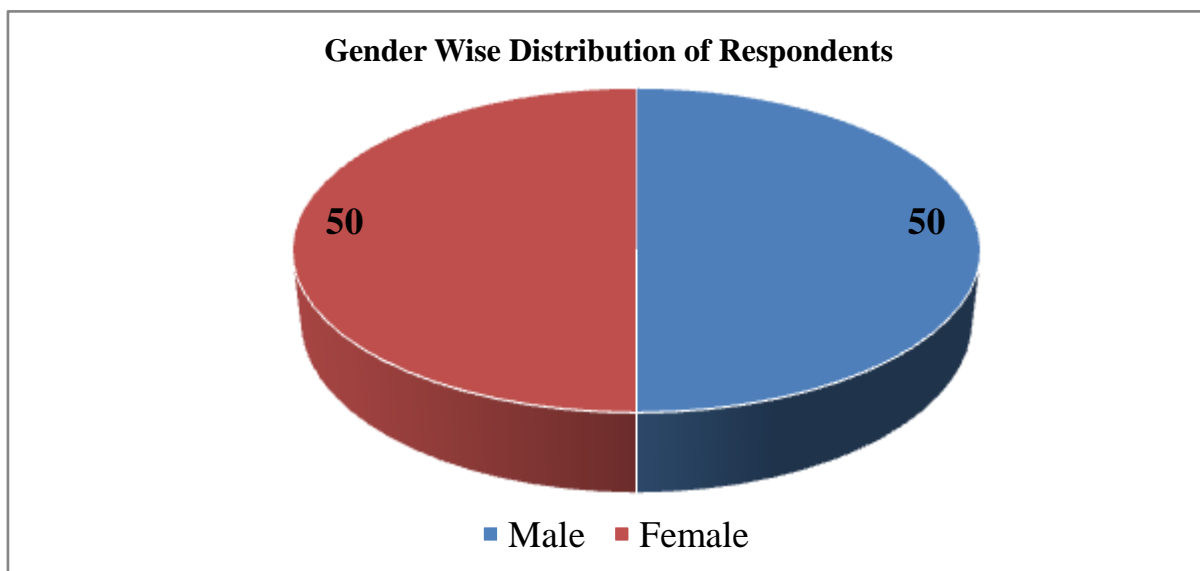


Figure 3.8 below reveals that's the distribution of population are equally distributed into 50 percent samples from each male and female respondents .

Table 3.9: Religion Wise opinion regarding Distribution of Respondents

Religion	Frequency	Percent
Hindu	253	84.3
Muslim	40	13.3
Christian	7	2.3
Sikh	00	00
Buddhist	00	00
Others	00	00
Total	300	100

Source: Field Survey Data.

Figure 3.8: Religion Wise opinion regarding Distribution of Respondents

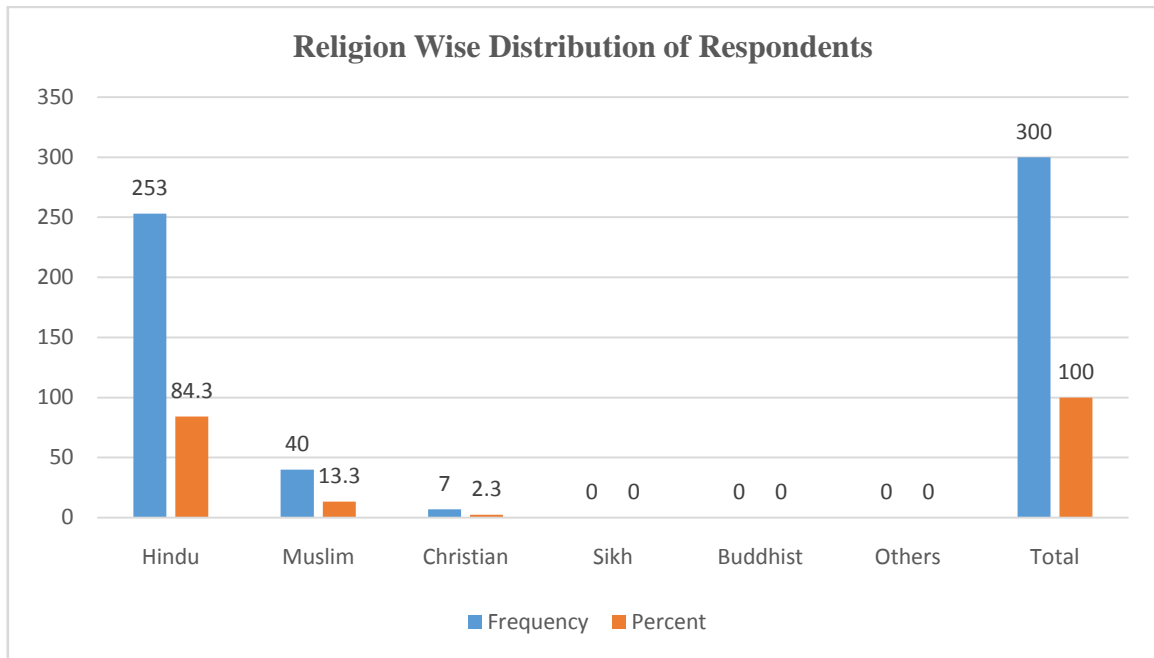


Figure 3.9 reveal that majority of respondents are belonging from Hindu religion, which constitutes 84.3 percent of total surveyed population.

3.10: Social Category of the Respondents

Social Category	Frequency	Percent
General	60	20.0
OBC	90	30.0
SC	150	50.0
ST	00	00
Total	300	100.0

Source: Field Survey Data.

Social category of a people reflects the social structure of a society. However, it is essential to mention that the social stratification is a manmade characteristic in a society, which reflects unequally distribution of social resources among different categories of people living in a society. The social category is also based on factors like wealth, income, race, education etc. (Jahan, 2017). Therefore, this section explores the social category wise distribution of the respondents from study area and the table 3.10 reveals that highest proportion of respondents are belongs to SC category, which consists 50 percent followed by 30 percent of respondent belongs to OBC category and 20 percent of the respondents belongs to General category respectively.

Figure 3.9: Social Category of the Respondents

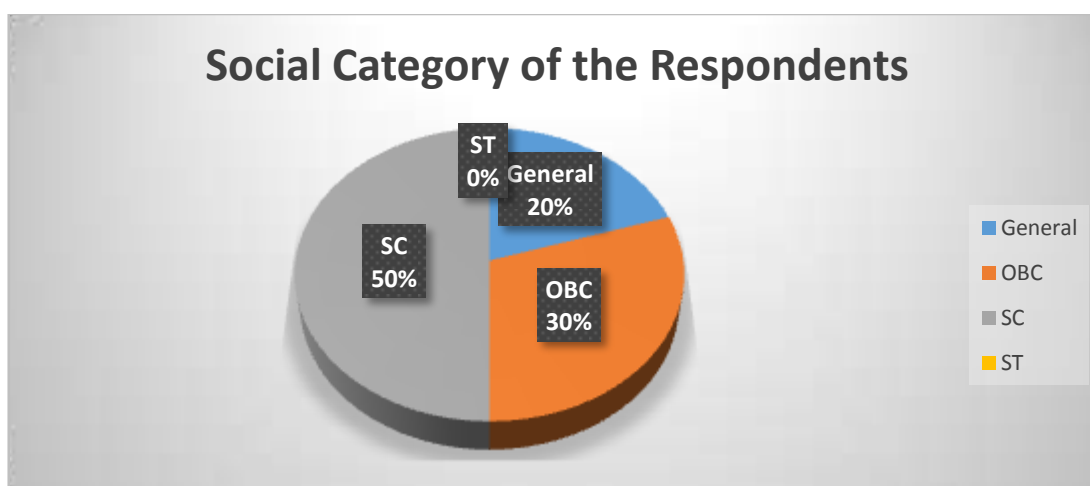


Figure reveals that highest proportion of respondents belongs to SC category i.e. 50 percent

Table 3.11: Gender Wise opinion regarding Age Distribution of Respondents

Gender	18-20	21-24	Above 24	Total
Male	60 (40.00)	72 (48.00)	18 (12.00)	150 (100.0)
Female	90 (60.00)	48 (32.00)	12 (8.00)	150 (100.0)
Total	150 (50.00)	120 (40.00)	30 (10.00)	300 (100.00)

Source: Field Survey Data.

Age of a respondent is a demographic variable, which gives us demographic information of an area or a location. Age plays an important role in the demography of a country or a society, because it reflects the children, young, adult and old aged population of a country or a society. It also represents the working population of a particular country or an area. Therefore, the present section explores, the gender wise age distribution of the respondents. Table 3.11 below shows that 40 percent of male respondents and 60 percent of female respondents belongs to the age group of 18-20 years, followed by 48 percent of male and 32 percent female respondents, who belongs to the age group of 21-24 years and another 12 percent of male and 8 percent of female respondents are belonging to the age group of 24 years and above. Therefore, the overall results of the table reveals that majority of respondents belongs to the age group of 18-20 years, followed by the age group of 21-24 years and above 24 years of age group.

Figure 3.10: Gender Wise opinion regarding Age Distribution of Respondents

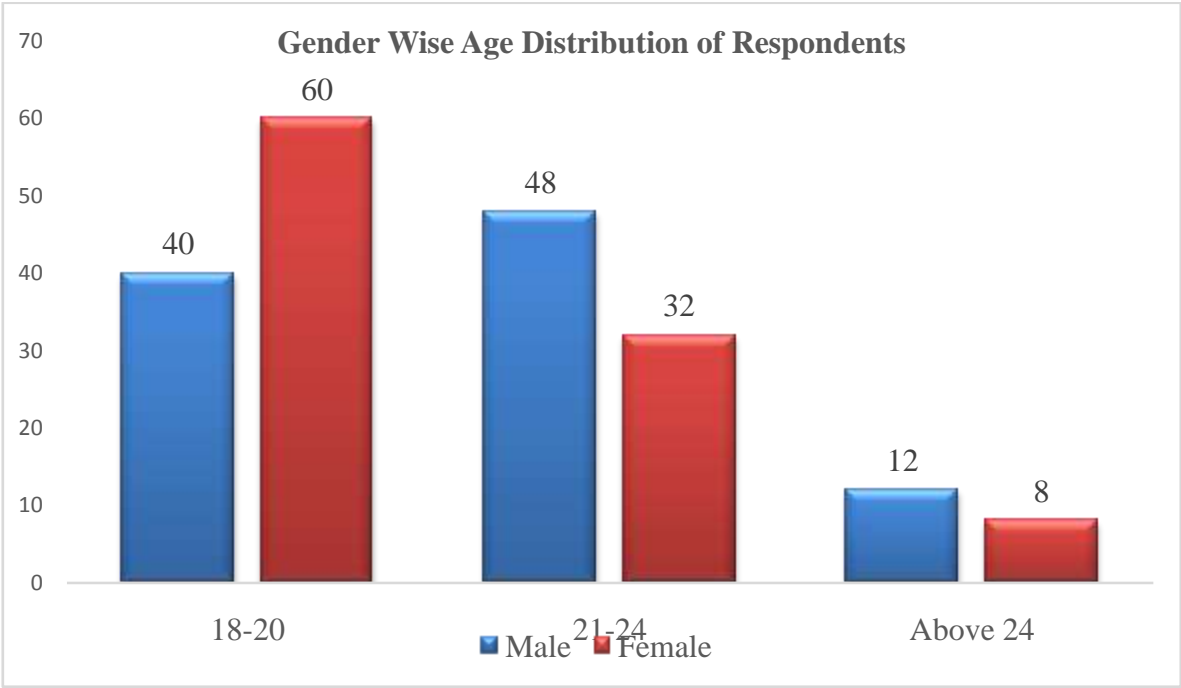


Figure 3.11 reveals that majority of respondents belongs to the age group of 18-20 years, followed by the age group of 21-24 years and above 24 years of age group.

Table 3.12: Social Category Wise opinion regarding Family Occupational Background of the Respondents

Category	Agriculture Job	Business Job	Government Job	Private Job	Other Job	Total
General	0 (0.00)	0 (0.0)	00 (0.0)	60 (100.00)	00 (0.0)	60 (100.00)
OBC	0 (0.00)	60 (66.67)	00 (0.0)	30 (33.33)	00 (0.0)	90 (100.00)
SC	60 (40.00)	30 (20.00)	00 (0.0)	60 (40.00)	00 (0.0)	150 (100.00)
Total	60 (20.00)	90 (30.00)	00 (0.0)	150 (50.00)	00 (0.0)	300 (100.00)

Source: Field Survey Data.

Human societies varies in the extent of social groups as well as individuals capabilities with unequal access to advantages. Caste is defined as "a small and designated group of persons who are distinguished by endogamy, hereditary membership, and a certain way of life that involves the pursuit of a specialised occupation, among other things."(Jaspal, 2011, Subedi, 2013). Caste continues as an important socio-psychological phenomenon in many domains of Indian social life and particularly within Indian village contexts. The table 3.12 below explores the social category wise family occupational background of the respondents. The occupation is divided into three categories i.e., Agriculture, business and private jobs. Therefore, the results of table below reveal that among General category all the respondents are having private job's occupational family background. In case of OBC category, 66.67 percent of the respondents are having business occupational family background and 33.33 percent are having private job's family occupation background. Moreover, among SC category, 40 percent each of the respondents are having agriculture and private job's occupational family background and another 20.00 percent are having business occupational family background. Therefore, the overall results reveal that majority of the respondents, which constitutes 50.00 percent are having private job's

occupational family background. However, none of the respondents were found who are having government job and other job family occupation background from our study area.

Figure 3.11: Social Category Wise Family Occupational Background of the Respondents

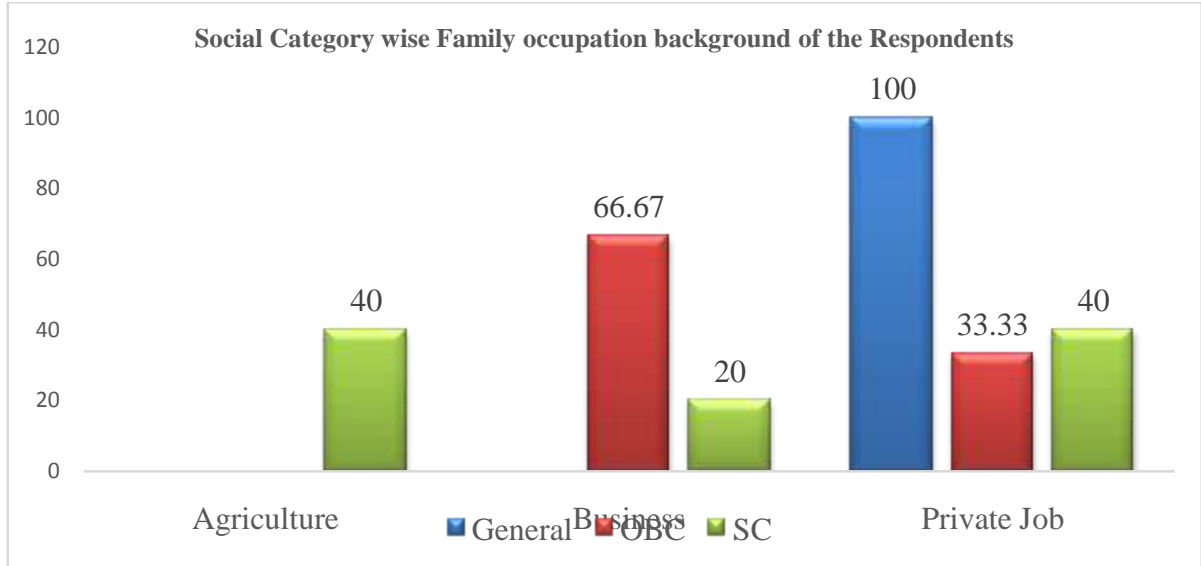


Table 3.13: Social Category Wise opinion regarding Family's Annual Income of the Respondents

Social Category	0-50000	1 Lakh to 2 Lakh	2 Lakh and Above	Total
General	00 (0.0)	42 (70.00)	18 (30.00)	60 (100.00)
OBC	00 (0.0)	68 (75.56)	22 (24.44)	90 (100.00)
SC	00 (0.0)	90 (60.00)	60 (40.00)	150 (100.00)
Total	00 (0.0)	200 (66.67)	100 (33.33)	300 (100.00)

Source: Field Survey Data.

Occupational distribution always plays a crucial role in the economic development of a country, because occupational pattern reflects the economic activities and socio-economic conditions of labour force in the economy. The present section explores the social category wise family income of the respondents. The family annual income of the respondents, are divided into two groups i.e., 1 lakh to 2 lakh and 2 lakh and above. Table 3.13 reveals that in general category, 70 percent of the respondents are having 1 lakh to 2 lakh annual family income, while 30 percent of the respondents are having 2 lakh and above annual family income per annum. In OBC category, 75.56 percent of the respondents are having 1 lakh to 2 lakh family income per annum while 24.44 percent of the respondents are having 2 lakh and above per annum. In SC category, 60.0 percent of the respondents are having 1 lakh to 2 lakh annual family income. Whereas 40.0 percent of the respondents are having 2 lakh and above family income per annum. However, none of the respondents were found who are having 0-50000 annual income. Therefore, the overall results of the table reveal that majority of the respondents are having annual family income of 1 lakh to 2 lakh per annum.

Figure 3.12: Social Category Wise opinion regarding Family’s Annual Income of the Respondents

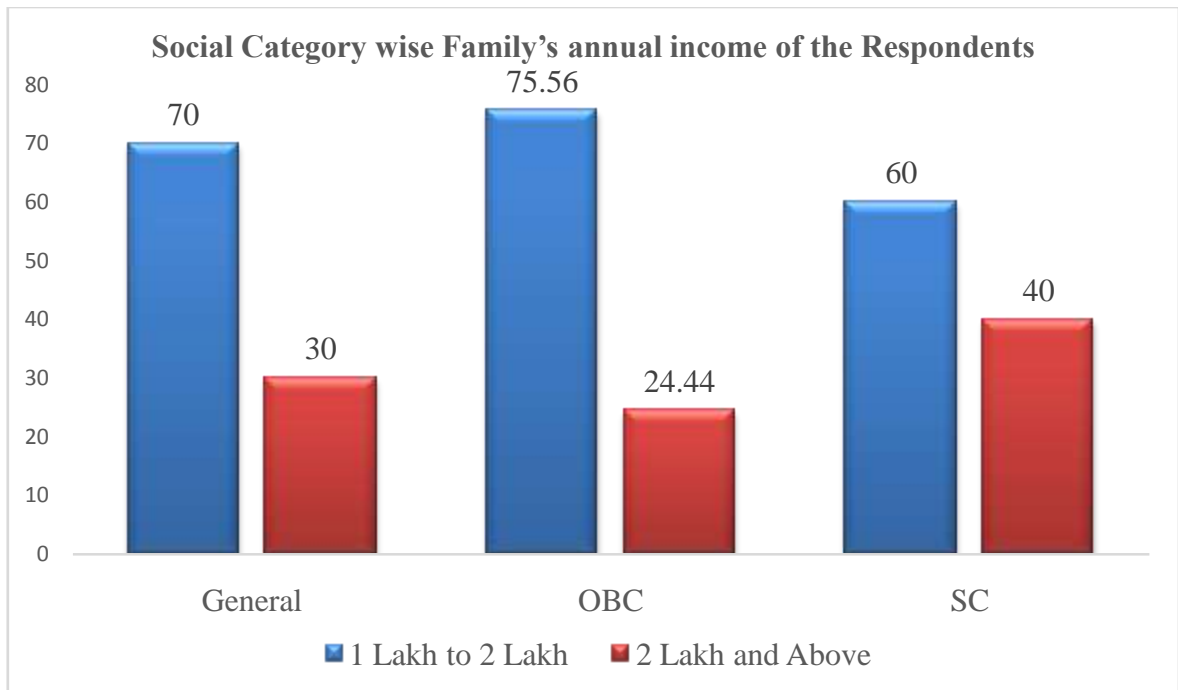


Figure 3.12 reveals that majority of the respondents are having annual family income of 1 lakh to 2 lakh per annum i.e. 70 percent from General category, 75.56 from OBC category and 60 percent from SC category are having annual income of family from 1 to 2 lakh rupees.

Table 3.13: Social Category Wise opinion regarding Education of the respondents

Stream	General	OBC	SC	Total
Arts and Social Science	20 (33.33)	30 (33.33)	50 (33.33)	100 (33.33)
Science	10 (16.67)	15 (16.67)	25 (16.67)	50 (16.67)
Technical Education	10 (16.67)	15 (16.67)	25 (16.67)	50 (16.67)
Management	10 (16.67)	15 (16.67)	25 (16.67)	50 (16.67)
Law	10 (16.67)	15 (16.67)	25 (16.67)	50 (16.67)
Other	00 (0.0)	00 (0.0)	00 (0.0)	00 (0.0)
Total	60 (100.00)	90 (100.00)	150 (100.00)	300 (100.00)

Source: Field Survey Data.

Education plays a crucial role in raising the socio-economic conditions of people in a society. Nonetheless, highly educated persons are having chances of higher income as compared to those persons who are having less education (BIS, 2013). Table 3.14 below reveals, that we have collected 33.33 percent of respondents from each category i.e. from General, OBC and SC caste from Arts and Social Science and in Science we have collected 16.67 percent of samples from each social category. Similarly, in case of Technical Education, Management and Law streams, we have also collected 16.67 percent of the respondents from each social category groups.

3.15: Conclusion

The study concludes that till 1991 census the population of Uttar Pradesh has increased, but after 2001 census, the total population growth of Uttar Pradesh has declined. Whereas, in case of scheduled caste population, their percentage has declined drastically from 1981 census to 2011 census the overall results reveal that from 1991 census to 2011 census, the population of 0-14 and 60+ age group has declined, whereas the population of 15-59 years has increased in Uttar Pradesh. Moreover, the study also concludes, that the literacy rate of Uttar Pradesh has increased significantly, from 1981 census to 2011 census, but in case of female literacy it has increased more significantly. Apart from this, the literacy rate of scheduled castes in Uttar Pradesh has increased from 15.0 percent in 1981 census to 26.9 percent in 1991 census. It has further increased from 46.3 percent in 2001 census to 50.7 percent in 2011 census.

However, the primary data concludes that the overall results reveal that highest proportion of respondents are belongs to SC category, which consists 50 percent, followed by 30 percent of respondent belongs to OBC category and 20 percent of the respondents belongs to General category. However, the study concludes, that majority of the respondents are having annual family income of 1 lakh to 2 lakh per annum and the majority of the respondents, which constitutes 50.00 percent of study are having private job's occupational family background.

CHAPTER 4:
GENDER AND SOCIAL CATEGORY
WISE INEQUALITIES IN HIGHER
EDUCATION WITH SPECIAL
REFERENCE TO LUCKNOW: AN
EMPIRICAL STUDY

Chapter 4

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

4. Introduction

In all over world, the role of higher education in national development is well known and well recognized. It is considered as a tool for developing people's awareness, knowledge, skills and abilities, therefore it is seen as a lever for social change. According to the theory of human capital theory of 1960, investment in higher education makes a critical contribution to accelerate the process and the pace of economic growth by developing human skills and productivity. Subsequent studies have shown that higher education is crucial for boosting overall development, improving the distribution of wealth, reducing poverty and reducing social and economic inequalities, since it is perceived as a key driver of occupational, economic and social upward mobility. Moreover, it plays an important role in promoting many aspects of nations' development with regard to social change, human development, political stability and various other aspects of growth and development (Tilak, 2018). The value of the education and skills gained in the education process for achieving social success is recognised throughout the world.

In compliance with the Directive Principles of State Policy, Article 45 (Part IV) of the Indian Constitution provides free and compulsory education for all children under 14 years of age. Moreover, Article 46 points out that the State shall promote the educational and economic interests of the weaker segments of the population, particularly the SCs and STs, with special care and shall protect them against social inequality and all forms of exploitation. However, in context of higher education in India, there is significant variation across gender and social category wise in access to higher education.

The most critical problem, which the higher education system of India is facing, is persistence of inequalities in access to higher education. Inequalities in access to higher education is mainly resulted, because of the socio-economic inequalities in the society. Which, further leads to inequities in access to labour market i.e., inequalities in

employment and earnings. (Karak and Sen, 2017). Nonetheless, the growing disparities in society are becoming an important issue for all citizens. There are huge disparities in various spheres, but disparities in education, particularly in higher education are seen as too severe and cannot be ignored. In India, the various studies have shown huge inequalities in access to higher education across gender and socially disadvantaged groups. Nevertheless, historically the marginalized groups have suffered different forms of discrimination in society and in the labour market (Deshpande and Newman, 2007; Jodhka and Newman, 2007). The affordability and standard of higher education for different social groups is one of the main problems of modern society. However, the importance of higher education, various social classes is an open subject for discussion, it is mainly because there are still huge disparities among social category group in India. The importance of exploring the linkage between economic status and the participation in higher education lies, due to the fact that rise in economic disparities is correlated with an increase in returns to education and a low level of intergenerational mobility. More clearly, low-income or vicious cycle of poverty are creating barriers for the students to access higher education. Therefore, the income inequalities are increasing gaps for the students of poorer households to access to higher education in India (Tilak and Choudhury, 2019).

Table 4.1: Has any Member of your Family Completed Higher Education (Graduation, Post-graduation, PhD, or Post-Doctoral)?

Social Category	Yes	No	Don't Know	Total
General	40 (66.67)	20 (33.33)	00 (0.0)	60 (100.0)
OBC	64 (71.11)	26 (28.89)	00 (0.0)	90 (100.0)
SC	83 (55.33)	67 (44.67)	00 (0.0)	150 (100.0)
Total	187 (62.33)	113 (37.67)	00 (0.0)	300 (100.0)

Source: Field Survey Data.

As we have already discussed above that there are educational inequalities particularly in higher education in India and the schedule castes are having higher inequalities in higher education. Therefore, the present section explores the attainment of family's higher education among respondents in Lucknow. Table 4.1 highlights that in all case of General

category, 66.67 percent of the respondent’s reveals that either one or more than one of their family members have completed graduation, post-graduation, PhD. or Post-Doctoral in their family and 33.33 percent of the respondents, reveals that none of the family member in their family has attained higher education. Similarly, in case of OBC category 71.11 percent of respondents, reveal that either one or more than one of their family members have completed graduation, post-graduation, Ph.D. or Post-Doctoral in their family and 28.89 percent, percent of the respondents, reveal that none of the family member in their family has attained higher education. However, in case of SC category, 55.33 percent of the respondents reveals that either one or more than one of their family members have completed graduation, post-graduation, Ph.D. or Post-Doctoral in their family. Whereas, a significant proportion of respondents, which comprises 44.67 percent of the respondents, reveal that none of the family member in their family has attained higher education. Therefore, the overall results reveal that the highest educational inequalities are among the SC category in accessing higher education in Lucknow Uttar Pradesh.

Figure 4.1: Has any Member of your Family Completed Higher Education (Graduation, Post-graduation, PhD, or Post-Doctoral)?

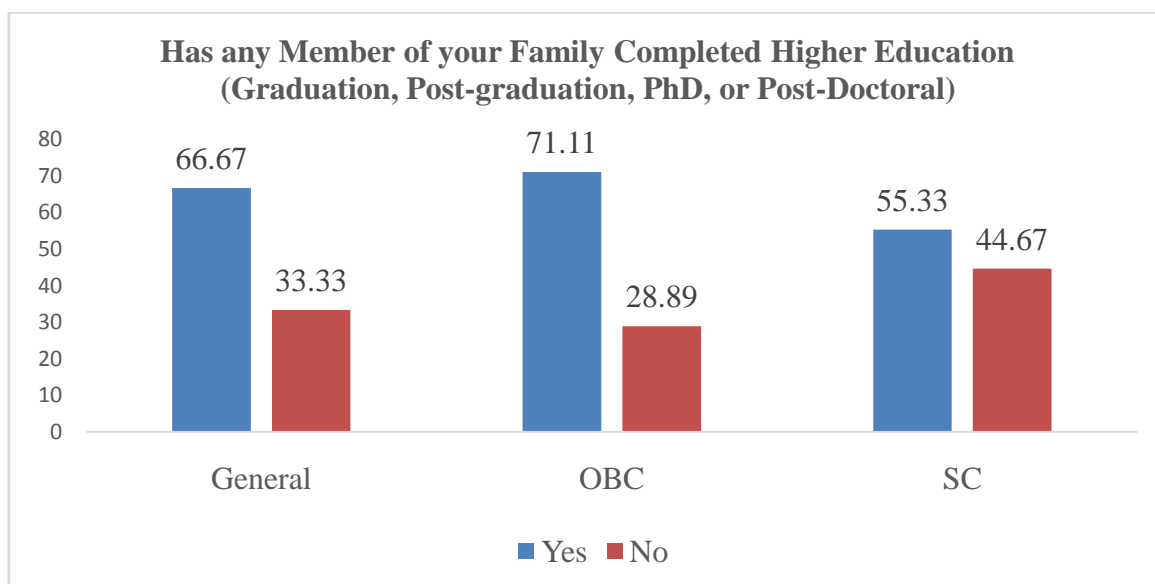


Table 4.2: Social Category Wise opinion regarding Choices to Continue Education after 12th Standard

Social Category	Yes	No	Don't Know	Total
General	10 (16.67)	50 (83.33)	00 (0.0)	60 (100.0)
OBC	0 (0.0)	90 (100.0)	00 (0.0)	90 (100.0)
SC	30 (20.0)	120 (80.0)	00 (0.0)	150 (100.0)
Total	40 (13.33)	260 (86.67)	00 (0.0)	300 (100.0)

Source: Field Survey Data.

Higher education has now become a necessary qualification to enter and to compete for a decent job in the world (Varghese and Malik, 2015). Higher education is therefore essential for survival, because the higher education is the modern world's basic education (Task Force on Higher Education and society, 2002). Therefore, the present section explores, the social category wise choices of the respondents to continue their education after 12th standard. Table 4.2 shows that in general category, 16.67 percent of respondents said yes, it their choice to continue education after completing their 12th standard, while 83.33 percent of respondents said no, it is not their choice to continue education after their 12th standard. In OBC category, all 100.0 percent of respondents said no, it is not their choice to continue education after their 12th standard. In SC category 30 percent of respondents said yes, it their choice to continue education after completing their 12th standard, while 80.0 percent of respondents said no, it is not their choice to continue their education after their 12th standard. Therefore, the overall results reveal that majority of respondents, which constitutes 86.67 percent, said that it is not their choice to continue education after completing their 12th standard, there might be someone else behind this it may be their parents, family members, elders, siblings or others who encourages them to continue their education.

Figure 4.2: Social Category Wise opinion regarding Choices to Continue Education after 12th Standard

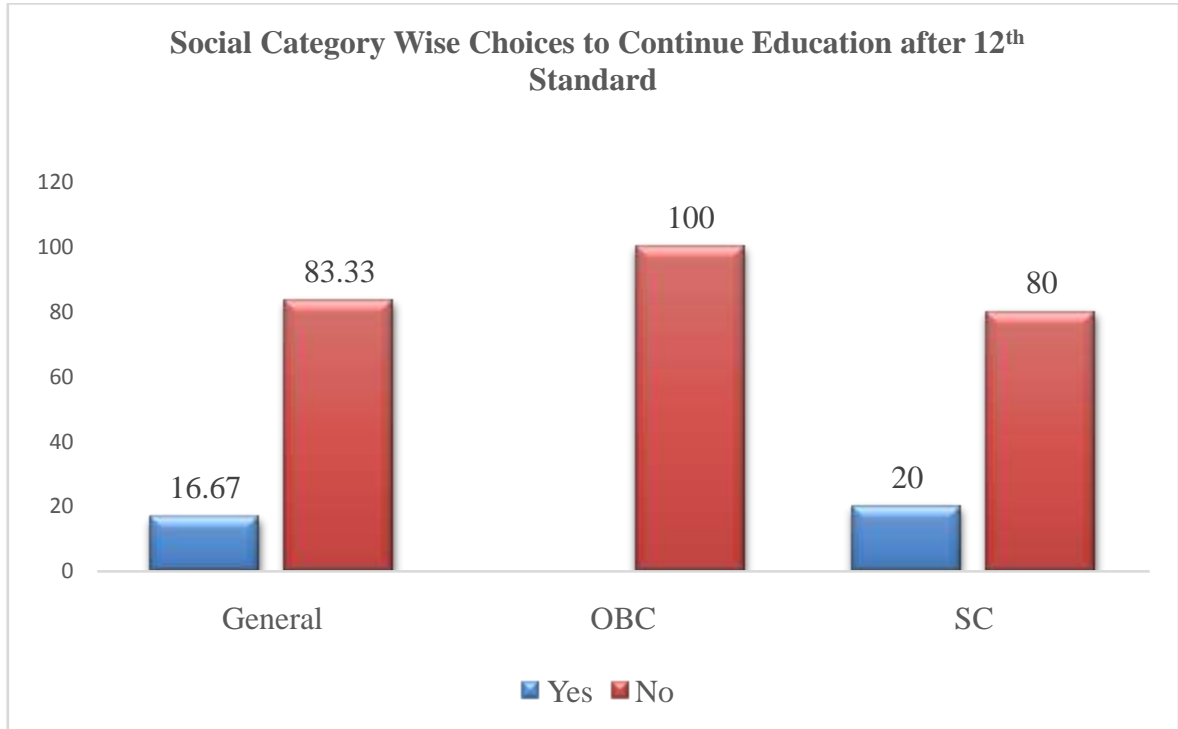


Figure reveals that in General category 83.33 percent of the respondents said that it was their own choice to continue their education after 12th standard. Whereas in OBC category all the respondents said that it was their own choice and in SC category 80 percent of the respondents said that it was their own choice to continue higher education after 12th standard.

Table 4.3: Gender Wise opinion regarding about Motivation to take Admission in Higher Education

Gender	Self-Motivation	Parents	Family Member other than parents	Total
Male	30 (20.0)	54 (36.0)	66 (44.0)	150 (100.0)
Female	30 (20.0)	36 (24.0)	84 (56.0)	150 (100.0)
Total	60 (20.0)	90 (30.0)	150 (50.0)	300 (100.0)

Source: Field Survey Data.

Guidance and counselling are an important educational tool planted by peers, which helps in shaping the orientation in students from negative ideas (Anyi, 2017). Therefore, the present section explores the gender wise decision to take admission in particular stream. Table 4.3 reveals that 20 percent of male respondents, responded that they are self-motivated to take admission in particular stream, while 36 percent of male respondents responded that their parents decided for them to take admission in particular stream or area and another 44 percent of male respondents, said that their family, friends or relatives encourage them to take admission in particular stream. While in the case of female respondents, 20 percent of respondents said, that they are self-motivated to take admission in particular stream, while 24 percent of female respondents responded that their parents decided for them to take admission in particular stream or area and the highest proportion i.e., 56 percent of female respondents said that their family, friends or relatives encourage them to take admission in particular stream. Thus, the overall results reveal, that majority of respondents responded that their family and others encourage them or to suggest them to take admission in particular area or stream.

Figure 4.3: Gender Wise opinion regarding about Motivation to take Admission in Higher Education

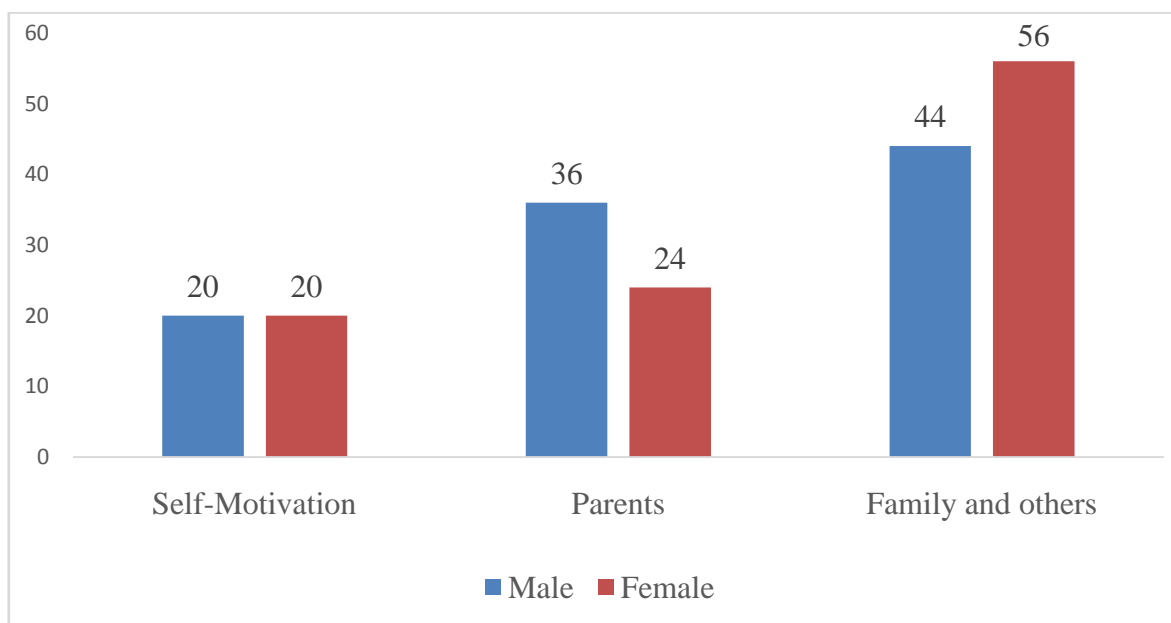


Figure reveals that majority of the respondents which comprises 44 percent of males and 56 percent of females, said that they are motivated by family and others to take admission in particular stream.

Table 4.4: Social Category Wise opinion of the respondents about Motivation to take Admission in Higher Education

Social Category	Self-Motivation	Parents	Family Member other than parents	Total
General	30 (50.0)	0 (0.0)	30 (50.0)	60 (100.0)
OBC	0 (0.0)	30 (33.30)	60 (66.70)	90 (100.0)
SC	30 (20.0)	60 (40.0)	60 (40.0)	150 (100.0)
Total	60 (20.0)	90 (30.0)	150 (50.0)	300 (100.0)

Source: Field Survey Data.

However, the above section discusses gender wise motivation to take admission in particular stream. While the present below section explores, social category wise decision to take admission in particular stream. Table 4.4 reveals that in General category, 50 percent of respondents responded that they are self-motivated and decided themselves to take admission in particular area or stream and another 50 percent of the respondents, responded that their friends and others motivated them to take admission in particular area or stream. However, none of them responded that they are motivated by their parents to take admission in particular stream. In OBC category, 33.30 percent of respondents have responded that their parents influence them to take admission in particular area or stream and 66.70 percent of respondents said, that their friends and others motivated them to take admission in particular area or stream. Whereas, none of them responded, that they are self-motivated to take admission in particular area or stream. In SC category, 20 percent of respondents have responded that they are self-motivated to take admission in particular stream or area while 40 percent of SC respondents respond that their parents decided for them to take admission in particular stream or area and the rest 40 percent, of SC respondents responded that their family, friends or relatives encourage them to take

admission in particular stream. Therefore, the overall results show majority of respondents, which constitutes 50.00 percent are influenced by their other family members and friends while choosing field of study.

Figure 4.4: Social Category Wise opinion of the respondents about Motivation to take Admission in Higher Education

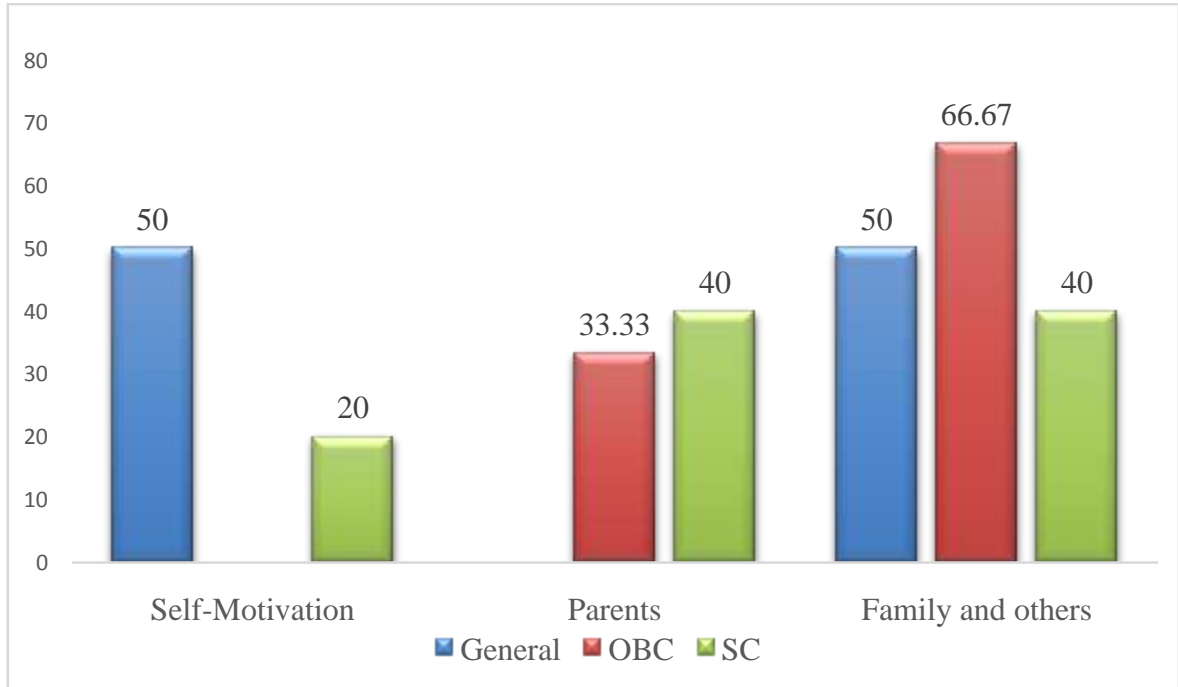


Figure reveals that highest proportion of respondents, which constitutes 50 percent from General category, 66.67 from OBC category and 40 percent from SC category, said that they are motivated by family and others to take admission in particular stream.

Table 4.5: Social Category Wise opinion of the respondents about Equal Access to Higher Education to Different Social Category

Social Category	Yes	No	Don't Know	Total
General	0 (0.0)	60 (100.0)	0 (0.0)	60 (100.0)
OBC	0 (0.0)	90 (100.0)	0 (0.0)	90 (100.0)
SC	30 (20.0)	120 (80.0)	0 (0.0)	150 (100.0)
Total	30 (10.0)	270 (90.0)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

Human development involves growing one's choices of all people not just for one section of the society. If some sections of the development process are de-emphasized or postponed, it will lead to unjust and inequitable development. The success of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has laid a strong foundation for primary and secondary education in India. However, the sphere of higher education has not yet seen any concerted efforts for quality improvement. (Dinesha. T. 2017). Therefore, this section below explores, the social category wise, thinking regarding equal access to higher education. Table 4.5 below reveals that in General category, 60 percent of respondents said there is no equal access 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 there is no equal access or opportunity to attain higher education for students belongs to different social category. Whereas, none of them said yes there is equal access to higher education 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. Therefore, as per as attainment of higher education is concern, the majority of respondents believes that there is not an equal access and opportunity for person who belongs to different social category

Figure 4.5: Social Category Wise opinion of the respondents about equal access to Higher Education to Different Social Category

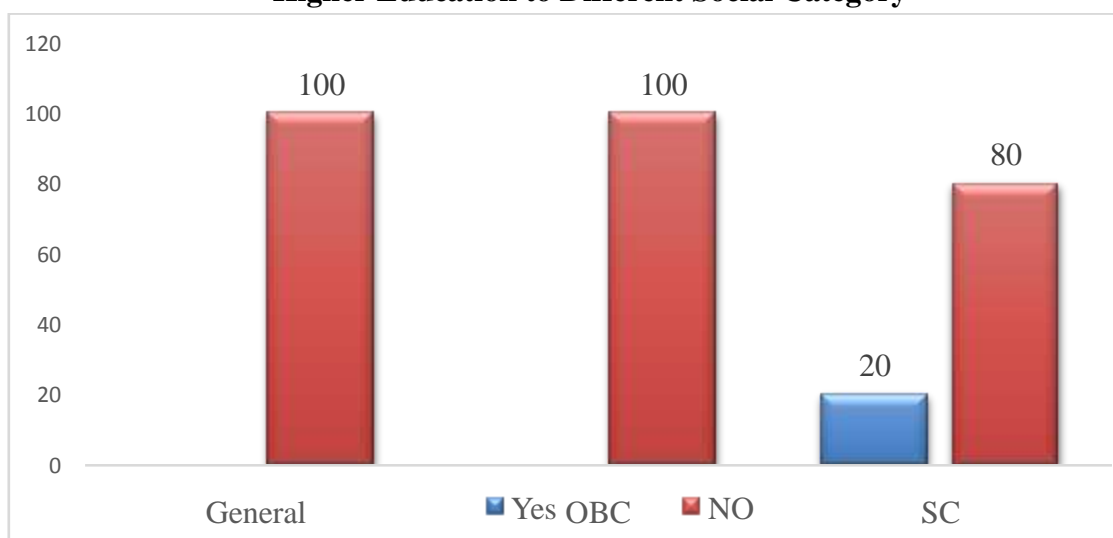


Table 4.6: University Wise opinion of the respondents that “whether equal access to higher education to different marginalised social categories is in practice or not”

University	Yes	No	Don't Know	Total
AKTU	5 (10.0)	45 (90.0)	0 (0.0)	50 (100.0)
BBDU	16 (32.0)	34 (68.0)	0 (0.0)	50 (100.0)
LOHIA	9 (18.0)	41 (82.0)	0 (0.0)	50 (100.0)
SGPGI	8 (16.0)	42 (84.0)	0 (0.0)	50 (100.0)
LU	22 (44.0)	28 (56.0)	0 (0.0)	50 (100.0)
BBAU	3 (6.0)	47 (94.0)	0 (0.0)	50 (100.0)
Total	63 (21.0)	237 (79.0)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

The section below explores about the university wise thinking regarding equal access to higher education to different social category. Table 4.6 reveals that in AKTU, 90 percent of respondents said, there is not an equal access to higher education for students belongs to different social category, while 10 percent said yes there is equal access and opportunity for every student irrespective to their caste and creed. In BBDU, 68.0 percent respondents said, there is not an equal access to higher education for students belongs to different social category while 10.0 percent said yes there is equal access and opportunity for every student. In LOHIA, 82.0 percent respondents said there is not an equal access to higher education for students belongs to different social category. While 18.0 percent said yes, there is equal access and opportunity for every student. In SGPGI, 84.0 percent respondent said there is not an equal access to higher education for students belongs to different social category while 16.0 percent said yes, there is equal access and opportunity for every student. In LU, 56.0 percent respondents said there is not an equal access to higher education for students belongs to different social category, while 44.0 percent said yes, there is equal access and opportunity for every student. Similarly, in BBAU, 94.0 percent

respondents said there is not an equal access to higher education for students belongs to different social category, while 6.0 percent said yes, there is equal access and opportunity for every student irrespective to their caste and creed. Therefore, the overall results reveal that majority of respondents i.e., 79.0 percent, believes that there is not an equal access to higher education for students belongs to different social category. The reason for why higher education is not accessible to every student is discussed in next table.

Table 4.7: University wise Reasons for Un-equal access to Higher Education to Different Social Category Groups

University	Financial condition of the family	Graded inequality and hierarchy in different social categories	Other	Total
AKTU	17 (37.78)	28 (62.22)	0 (0.0)	45 (100.0)
BBDU	15 (44.12)	19 (55.88)	0 (0.0)	34 (100.0)
LOHIA	21 (51.22)	20 (48.78)	0 (0.0)	41 (100.0)
SGPGI	28 (66.67)	14 (33.33)	0 (0.0)	42 (100.0)
LU	12 (42.86)	16 (57.14)	0 (0.0)	28 (100.0)
BBAU	8 (17.02)	39 (82.98)	0 (0.0)	47 (100.0)
Total	101 (42.62)	136 (57.38)	0 (0.0)	237 (100.00)

Source: Field Survey Data.

This section is the part of above section, which reveals the reasons for not having equal access to higher education among the different social category groups. Table 4.7 reveals that 62.22 percent of the respondents of AKTU University said that due to graded inequality and hierarchy in different social categories, there is inequalities in equally access to higher education of different social groups in India where as 37.78 percent of the respondents said that financial conditions of the students family is responsible for unequal access to higher education to different social categories. Similarly, in BBDU University 55.88 percent, of the respondents said that it is because of graded inequality and hierarchy in different social categories and 44.12 percent, of the respondents said it is because of financial conditions of student's family. In LOHIA Law University and SGPGI University, 51.22 percent and 66.67 percent, of the respondents said it is because of financial conditions of student's family, while 48.78 percent and 33.33 percent of the respondents, said that it is because of graded inequality and hierarchy in different social categories. In LU University, 57.14 percent of the respondents, said that it is because of the graded inequalities and hierarchy in different social categories and 42.86 percent said it is because of financial conditions of the family. However, in BBAU University, 82.98 percent of the respondents said that it is because of the graded inequality and hierarchy in different social categories and 17.02 percent said it is because of financial conditions of the family. Therefore on the basis of above analysis it can be drawn that total 57.38 percent of respondents said that graded inequality is responsible for unequal access to higher education among different social categories. Whereas 42.62 percent of respondents said that financial condition of the family is responsible for unequal access to higher education among different social categories.

Figure 4.6: Reasons for Un-equal access to Higher Education to Different Social Category Groups

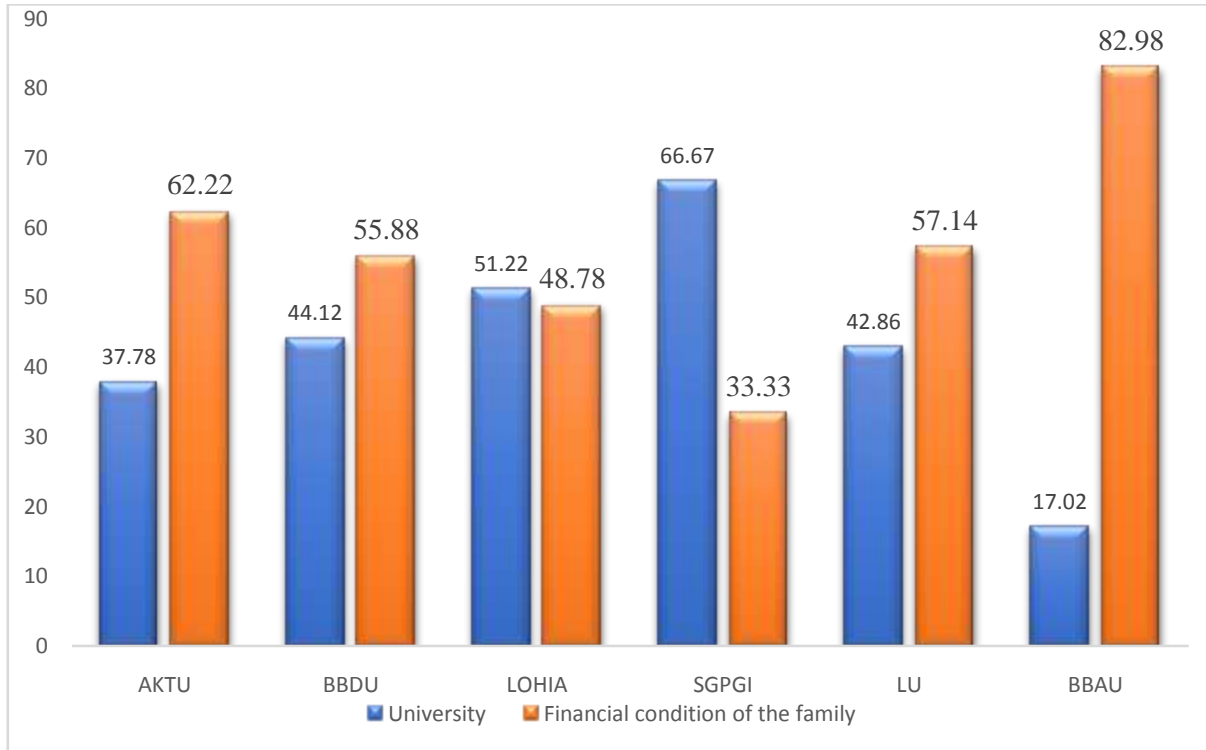


Table 4.8: Social Category Wise opinion of the respondents regarding equal access to Higher Education to Different Economic Backgrounds

Social Category	Yes	No	Don't Know	Total
General	60 (100.0)	0 (0.00)	0 (0.0)	60 (100.0)
OBC	90 (100.0)	0 (0.00)	0 (0.0)	90 (100.0)
SC	150 (100.0)	0 (0.00)	0 (0.0)	150 (100.0)
Total	300 (100.0)	0 (0.00)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

Access and affordability to higher education faces significant challenges, particularly in regarding of providing adequately and appropriately, even more significantly is its

consequences. Despite the fact, access to and affordability of higher education decreases or even remain stagnant, our society experiences a significant decline in education and skills which are required to keep us competitive in a knowledge-based society (Elizabeth Driscoll, 2013). Households' income is a significant determinant of the likelihood of students participating in higher education. However, due to continuous increase in the costs of education, poor students face difficulties to participate in higher education and it is having higher intensity of the problem with respect to technical and professional education.

The family income affects student's participation in education and also depending on gender, social category, religion, and location of the household (rural or urban) etc (Tilak and Choudhury, 2019). Therefore, the below section explores, the social category wise thinking regarding accesses to higher education, with respect to different economic family background. Table 4.8 shows that in General category, 60 percent of the respondents said yes economic background of people affects access to higher education. However, in OBC category, majority of the respondents which comprises 90 percent, said yes economic background of people affects access to higher education. Whereas, in case of SC category, all the respondents affirms that different economic background of people affects access to higher education. Therefore, the overall results reveal that higher education is expensive and not affordable for everyone.

Table 4.9: Gender Wise opinion of the respondents regarding equal access to Higher Education to Different Economic Backgrounds

Gender	Yes	No	Don't Know	Total
Male	150 (100.0)	0 (0.00)	0 (0.0)	150 (100.0)
Female	150 (100.0)	0 (0.00)	0 (0.0)	150 (100.0)
Total	300 (100.0)	0 (0.00)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

Different socioeconomic groups have unequal access to higher education. Moreover, there are differences in access between regions which are widening inequalities between poor

and non-poor, and it is seen as growing social concerns. The populations groups that are lagging behind includes women, scheduled castes, scheduled tribes, other backward classes and Muslims and more particularly the poorer from all groups in rural areas (Thorat *et.al*, 2016).

Table 4.9 below explores the gender wise thinking regarding accesses to higher education to different economic family backgrounds. Table shows that 100 percent of male respondents, said that economic background of people affects access to higher education and also all 100 percent of the female respondents also affirms that economic background of people affects access to higher education.

Table 4.10: Gender Wise opinion of the respondents that Education of Women Interface through Gender Inequality at the Workplace and in the Family.

Gender	Yes	No	Don't Know	Total
Male	132 (88.00)	0 (0.00)	18 (12.00)	150 (100.0)
Female	150 (100.0)	0 (0.00)	0 (0.00)	150 (100.0)
Total	282 (94.00)	0 (0.00)	18 (6.00)	300 (100.0)

Source: Field Survey Data.

Gender differences are found in adulthood and are a part a product of an individual's family and workplace. Therefore, this section explores the gender wise perception of respondents regarding that do you think the education of women interface through gender inequality at the workplace and in the family. Table 4.10 below reveals that 88.00 percent of male respondents said yes, that the education of women interface through gender inequality at the workplace and in the family and 12.00 percent of the respondents said that they don't know. Similarly, in case of female respondents, all the respondents said yes, that the education of women interface through gender inequality at the workplace and in the family.

Figure 4.7: Gender wise opinion of the respondents that Education of Women Interface through Gender Inequality at the Workplace and in the Family

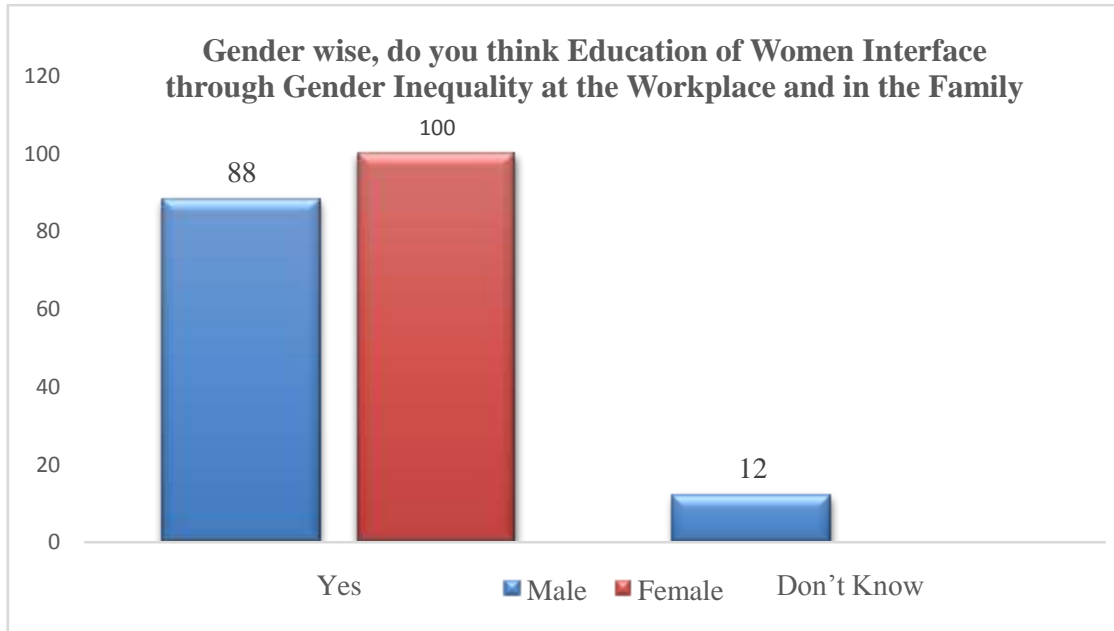


Figure reveals that majority of respondents i.e., 88 percent of male respondents and all female respondents said yes, that the education of women interface through gender inequality at the workplace and in the family

Table 4.11: Social Category Wise opinion of the respondents that Education of Women Interface through Gender Inequality at the Workplace and in the Family

Social Category	Yes	No	Don't Know	Total
General	52 (86.67)	0 (0.00)	8 (13.33)	60 (100.0)
OBC	80 (88.89)	0 (0.00)	10 (11.11)	90 (100.0)
SC	150 (100.0)	0 (0.00)	0 (0.00)	150 (100.0)
Total	282 (94.00)	0 (0.00)	18 (6.00)	300 (100.0)

Source: Field Survey Data.

Caste occupies a significant place in India and is a major factor responsible for obstruction of social and economic choice of individuals. The present section explores the social category wise perception of respondents regarding that whether they think that the education of women interface through gender inequality at the workplace and in the family. Table 4.11 reveals that among General category 86.67 percent of the respondents said yes, that the education of women interface through gender inequality at the workplace and in the family and 13.33 percent of the respondents said that they don't know. Similarly, in case of OBC category 88.89 percent, of the respondents said, that the education of women interface through gender inequality at the workplace and in the family and 11.11 percent of the respondents said they don't know about it. However, in case of SC category, all the respondents said yes, that the education of women interface through gender inequality at the workplace and in the family

Figure 4.8: Social Category Wise opinion of the respondents that Education of Women Interface through Gender Inequality at the Workplace and in the Family

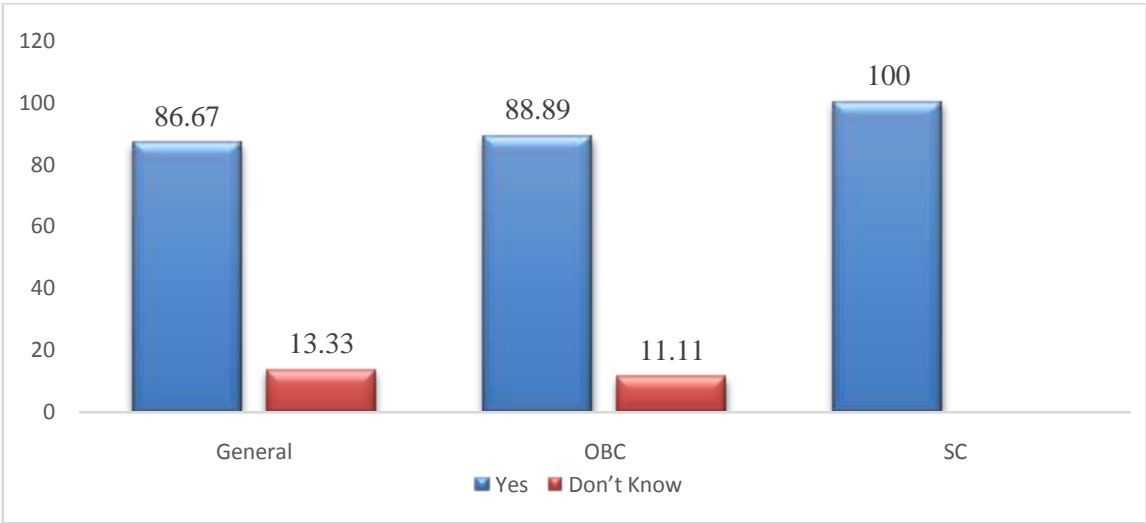


Table 4.12: Social Category Wise opinion of the respondents that Perception of Respondents about (cooking, cleaning and caring) Domestic Work is Responsible for Inequality in Higher Education of Girls.

Social Category	Caring	Cooking	Cleaning	Other	Total
General	0 (0.0)	0 (0.0)	60 (100.0)	0 (0.0)	60 (100.0)
OBC	30 (33.30)	0 (0.0)	60 (66.70)	0 (0.0)	90 (100.0)
SC	0 (0.0)	30 (20.0)	120 (80.0)	0 (0.0)	150 (100.0)
Total	30 (10.0)	30 (10.0)	240 (80.0)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

In India a vast chunk of womenfolk is engaged in domestic work or unpaid work. Despite the fact, because of the low educational attainment, women are remaining engaged in domestic work. Table 4.12 below explores the social category wise domestic work, which is responsible for inequality in higher education of girls, it is divided into three categories i.e., caring, cooking and cleaning. Table reveals that in General category, 60 percent of respondents reveals that cleaning is the major household work, which is responsible of inequality in higher education of girls, while none the respondents believe caring and cooking is responsible for inequality in higher education of girls. In OBC category, 66.70 percent of respondents, believe that cleaning is the major household work that is responsible of inequality in higher education of girls and 33.30 percent of respondents believe, that caring of elders is the major responsibility of girls which make them unable to access higher education. Whereas, none of the respondent reveals that cooking is responsible for inequality in higher education of girls. Similarly, in SC category, 80 percent of respondents reveals that cleaning is the major household work that is responsible for inequality in higher education of girls, whereas none the respondents believe caring is responsible for inequality in higher education of girls. However, 20 percent of the respondents believe that cooking is also one of the major household's work that is responsible for inequality in higher education of girls. Therefore, the overall table

reveals that majority of respondents i.e., 80.0 percent, believe that cleaning is the major issue which is responsible for inequality in higher education of girls.

Figure 4.9: Social Category Wise opinion of the respondents Perception of Respondents about (cooking, cleaning and caring) Domestic Work is Responsible for Inequality in Higher Education of Girls

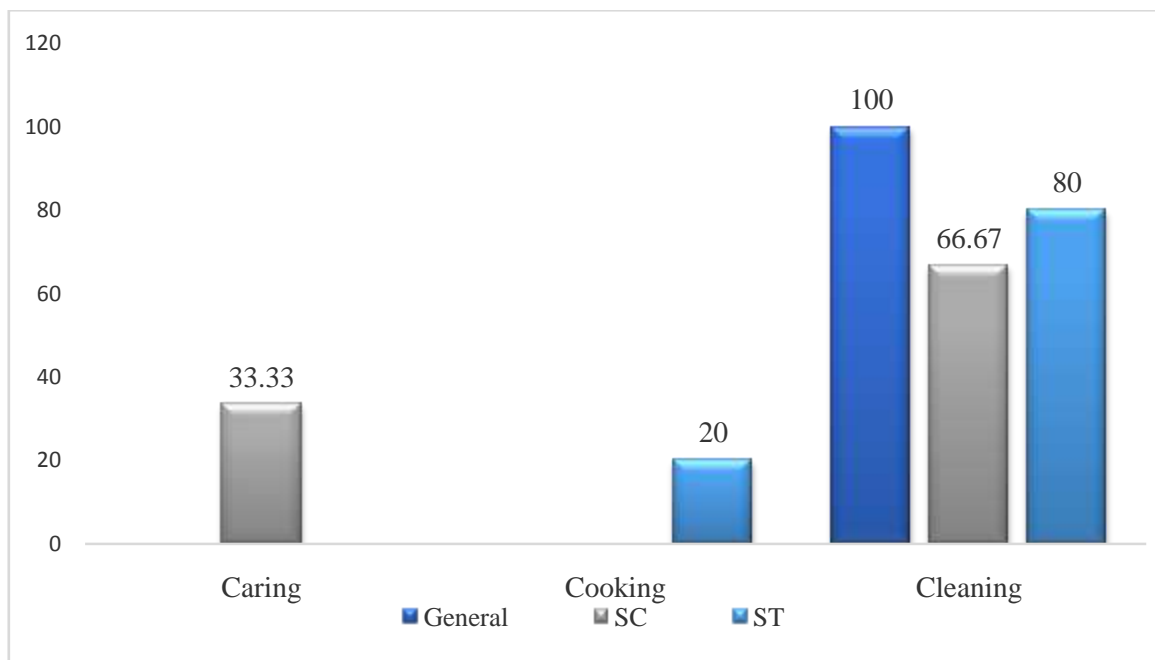


Table 4.13: Gender Wise opinion of the respondents about (cooking, cleaning and caring) Domestic Work Responsible of Inequality in Higher Education of Girls

Gender	Caring	Cooking	Cleaning	Other	Total
Male	18 (12.0)	18 (12.0)	114 (76.0)	0 (0.0)	150 (100.0)
Female	12 (8.0)	12 (8.0)	126 (84.0)	0 (0.0)	150 (100.0)
Total	30 (10.0)	30 (10.0)	240 (80.0)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

As we have already discussed that there are huge gender disparities in India and women are mostly engaged in domestic work. However, there is an adequate literature which shows that due to low educational attainment, women are highly engaged in domestic work. Table 4.13 below explores the gender wise domestic work which is responsible of

inequality in higher education of girls which is further divided into three categories i.e., caring, cooking and cleaning. Table reveals that 76 percent of male respondents said that cleaning is the major household work which is responsible of inequality in higher education of girls, while 12 percent of male respondents believes that each caring and cooking is also one of the major households work which is responsible for inequality in higher education of girls. Moreover, 84 percent female respondents believe that cleaning is the major household work which is responsible of inequality in higher education of girls and 8 percent female respondents believe that each caring and cooking is also one of the major households work which is responsible for inequality in higher education of girls. Therefore, the overall results reveal that cleaning is the major issue which is responsible for inequality in higher education of girls.

**4.10: Gender Wise opinion of the respondents about (cooking, cleaning and caring)
Domestic Work Responsible for Inequality in Higher Education of Girls**

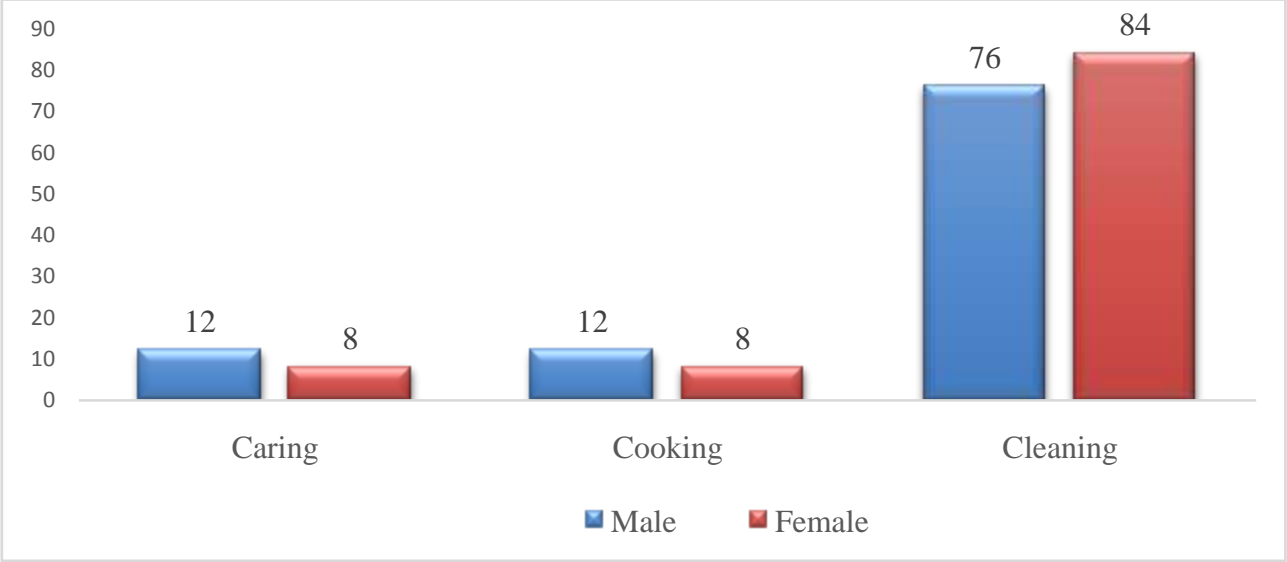


Figure 4.10 reveals that highest proportion of the male respondents, which constitutes 76.00 percent and 84.0 percent of female responded that cleaning is the major issue which is responsible for inequality in higher education of girls.

Table 4.14: Social Category Wise opinion of the respondents regarding “do you think that there is a General Opinion in the Society that a Woman should prefer Admission in Arts, and Humanities and Social Sciences in place of Science and Technical Subjects”

Social Category	Yes	No	Don't know	Total
General	60 (100.0)	0 (0.00)	0 (0.0)	60 (100.0)
OBC	90 (100.0)	0 (0.00)	0 (0.0)	90 (100.0)
SC	120 (80.0)	0 (0.00)	30 (20.0)	150 (100.0)
Total	270 (90.0)	0 (0.00)	30 (10.0)	300 (100.0)

Source: Field Survey Data.

The education of women plays a vital role in a society. However, there is an extensive evidence which shows that there is a general opinion in the society that a woman should prefer admission in arts, and humanities and social sciences in place of science and technical subjects. Therefore, the present section explores, the perception of respondents regarding weather that they have opinion that in a woman should prefer admission in arts, and humanities and social sciences in place of science and technical subjects. Table 4.14 reveals that in General and OBC category, all the respondents have responded yes, that there is a general opinion in the society that a woman should prefer admission in arts, and humanities and social sciences in place of science and technical subjects. Whereas, in SC category 80 percent of the respondents said yes and 20.00 percent of the respondents said that they don't know respectively.

Figure 4.11: Social Category Wise opinion of the respondents regarding “do you think that there is a General Opinion in the Society that a Woman should prefer Admission in Arts, and Humanities and Social Sciences in place of Science and Technical Subjects”

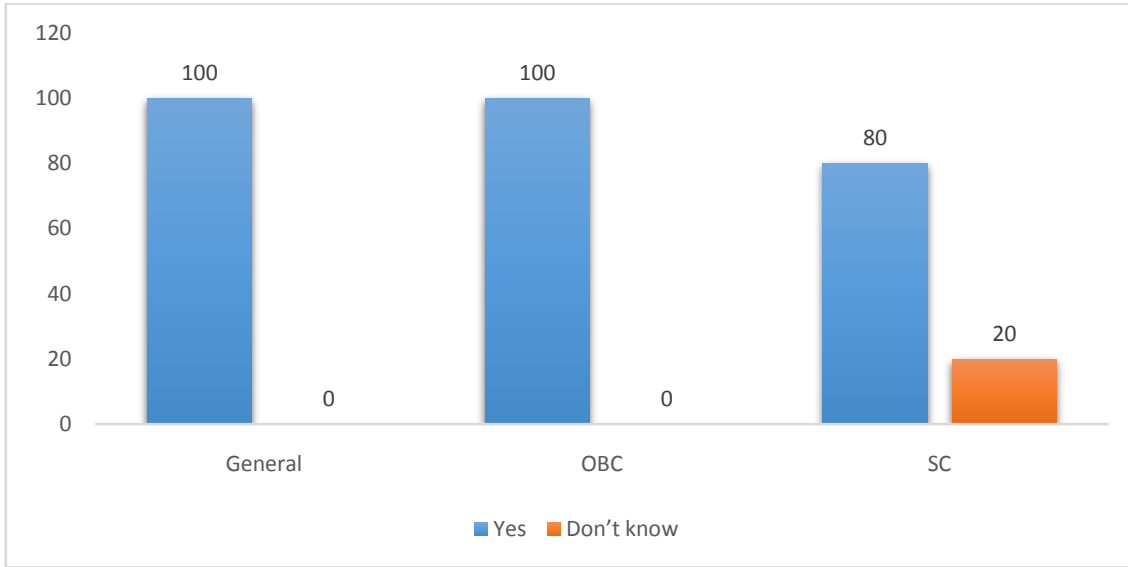


Table 4.15: Gender Wise opinion of the respondents regarding there is a General Opinion in the Society that a Woman should prefer Admission in Arts, and Humanities and Social Sciences in place of Science and Technical Subjects

Gender	Yes	No	Don't know	Total
Male	138 (92.0)	0 (0.00)	12 (8.0)	150 (100.0)
Female	132 (88.0)	0 (0.00)	18 (12.0)	150 (100.0)
Total	270 (90.0)	0 (0.00)	30 (10.0)	300 (100.0)

Source: Field Survey Data.

As we have already mentioned in above section, that the education of women plays a vital role in a society. However, there is an extensive evidence which shows that there is a general opinion in the society that a woman should prefer admission in arts, and humanities and social sciences in place of science and technical subjects. Therefore, this section explores gender wise perception of respondents, that weather there is a general

opinion in the society that a woman should prefer admission in arts, and humanities and social sciences in place of science and technical subjects. Table 4.15 highlights that 92.0 percent of the respondents said yes, that there is a general opinion in the society that a woman should prefer admission in arts, and humanities and social sciences in place of science and technical subjects. Whereas, 8.0 percent, of the respondents said they don't know. However, in case of female respondents all the respondents said yes, that there is a general opinion in the society that a woman should prefer admission in arts, and humanities and social sciences in place of science and technical subjects.

Figure 4.12: Gender Wise opinion of the respondents regarding there is a General Opinion in the Society that a Woman should prefer Admission in Arts, and Humanities and Social Sciences in place of Science and Technical Subjects

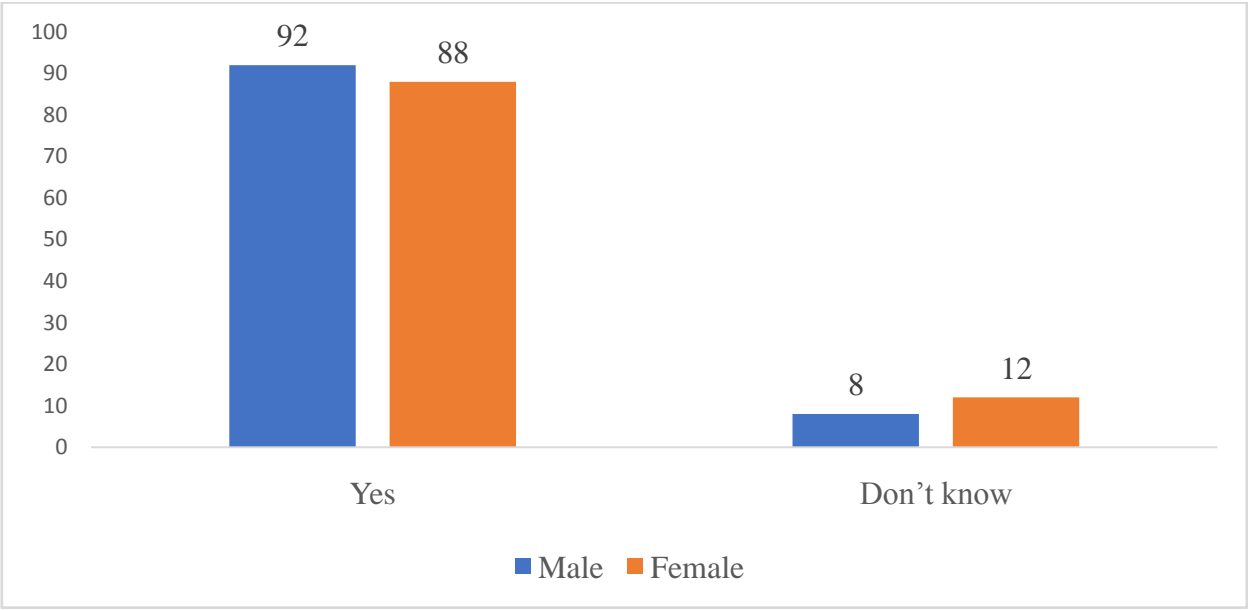


Table 4.16: Social Category Wise opinion of the respondents about the causes of women's selection of their stream

Social Category	Patriarchal ideology	Economics Conditions	Other	Total
General	30 (50.0)	30 (50.0)	0 (0.00)	60 (100.0)
OBC	30 (33.30)	60 (66.70)	0 (0.00)	90 (100.0)
SC	100 (83.33)	20 (16.67)	0 (0.00)	120 (100.0)
Total	160 (59.25)	110 (40.75)	0 (0.00)	270 (100.0)

Source: Field Survey Data.

The present section is the part of above section. Table 4.16 reveals that in General category 50 percent of the respondents said that patriarchal ideology is the reason behind that there is a general opinion in the society that a woman should prefer admission in arts, and humanities and social sciences in place of science and technical subjects and another 50 percent, said that it is because of the economic conditions. In case of OBC category 33.33 percent of the respondents said that it is because of the patriarchal ideology that is why there is a general opinion in the society that a woman should prefer admission in arts, and humanities and social sciences in place of science and technical subjects and 66.70 percent said, it is mainly because of economic conditions. Moreover, in case of SC category 83.33 percent of the respondents said that it is because of patriarchal ideology and 16.67 percent said that it is because of economic conditions. Therefore, the overall table reveals that highest proportion of respondents i.e., 59.25 percent said that it is because of patriarchal ideology in the society.

Figure 4.13: Social Category Wise opinion of the respondents about the causes of women’s selection of their stream

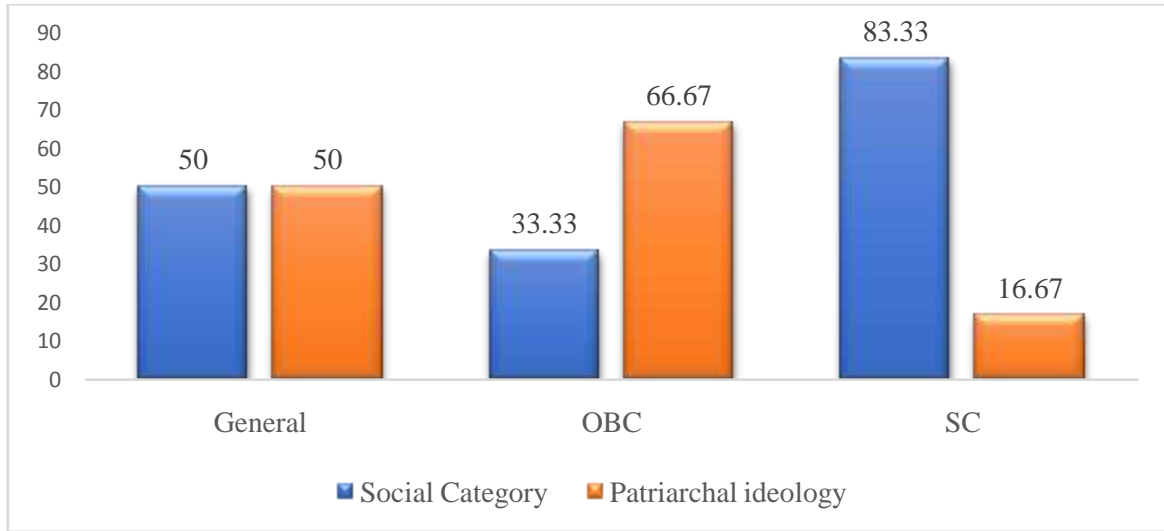


Figure 4.13 reveals that among OBC category 66.67 percent of the respondents and from SC category 83.33 percent of the respondents said that it is because of the patriarchal ideology that is why there is a general opinion in the society that a woman should prefer admission in arts, and humanities and social sciences in place of science and technical subjects.

Table 4.17: Gender Wise opinion of the respondents about the preference or selection of subjects by the students

Gender	Patriarchal ideology	Economics Conditions	Other	Total
Male	70 (50.72)	68 (49.28)	0 (0.00)	138 (100.0)
Female	94 (71.21)	38 (28.78)	0 (0.00)	132 (100.0)
Total	180 (60.74)	106 (39.26)	0 (0.00)	270 (100.0)

Source: Field Survey Data.

Similarly, the gender wise results from table 4.17 shows that 50.72 of the male respondents said that it is because of patriarchal society that is why there is a general opinion in the society that a woman should prefer admission in arts, and humanities and social sciences in place of science and technical subjects and another 49.28 percent of respondents said that it

is mainly because of economic conditions. However, of female respondents' 71.21 percent of the respondents said that it is because of the patriarchal ideology and 28.78 said that it is because of economic conditions, that there is a general opinion in the society that a woman should prefer admission in arts, and humanities and social sciences in place of science and technical subjects.

Figure 4.14: Gender Wise opinion of the respondents about the preference or selection of subjects by the students

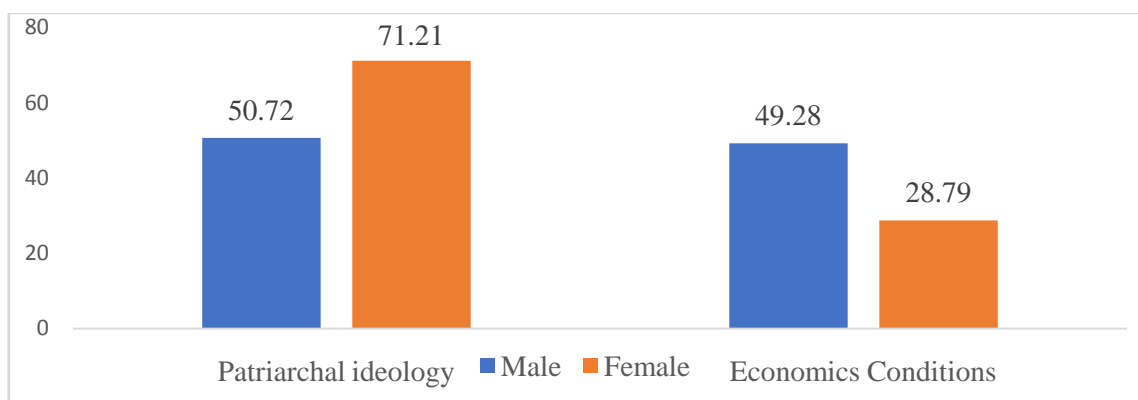


Figure reveals that 71.21 percent of male respondents and 49.28 percent of the female respondents said, that it is because of the patriarchal ideology that there is a general opinion in the society that a woman should prefer admission in arts, and social sciences in place of science and technical subjects.

Table 4.18: Social Category Wise opinion of the respondents about Perception of Respondents that do you think Educated Women are more likely to play role in Political, Economic, Decision making processes at Community, Regional and National level

Social Category	Yes	No	Don't Know	Total
General	55 (91.67)	0 (0.00)	5 (8.33)	60 (100.0)
OBC	90 (100.0)	0 (0.00)	0 (0.00)	90 (100.0)
SC	150 (100.0)	0 (0.00)	0 (0.00)	150 (100.0)
Total	295 (98.33)	0 (0.00)	5 (1.67)	300 (100.0)

Source: Field Survey Data.

Politics play a vital role in many human lives. Women's political participation: refers to women's ability to participate equally with men in all aspects of politics from voting, drafting legislation, and political decision-making. It appears that formal education should practically be a prerequisite for political participation by both women and men alike (Sahu and Yadav 2018).

Therefore, present section explores the social category wise, perception of respondents that the expectations of educated women in political, economic, decision making processes at community, regional and national level. Table 4.18 below reveals that, in General category 91.67 percent of the respondents affirms that educated women are more likely to play role in political, economic, decision making processes at community, regional and national level and 8.33 percent of general category respondents said they don't know about it. However, in OBC and SC category all the respondents 100 percent said that educated women are more likely to play role in political, economic, decision making processes at community, regional and

national level.

Figure 4.15: Social Category Wise opinion of the respondents about Perception of Respondents that do you think Educated Women are more likely to play role in Political, Economic, decision making processes at Community, Regional and National level,

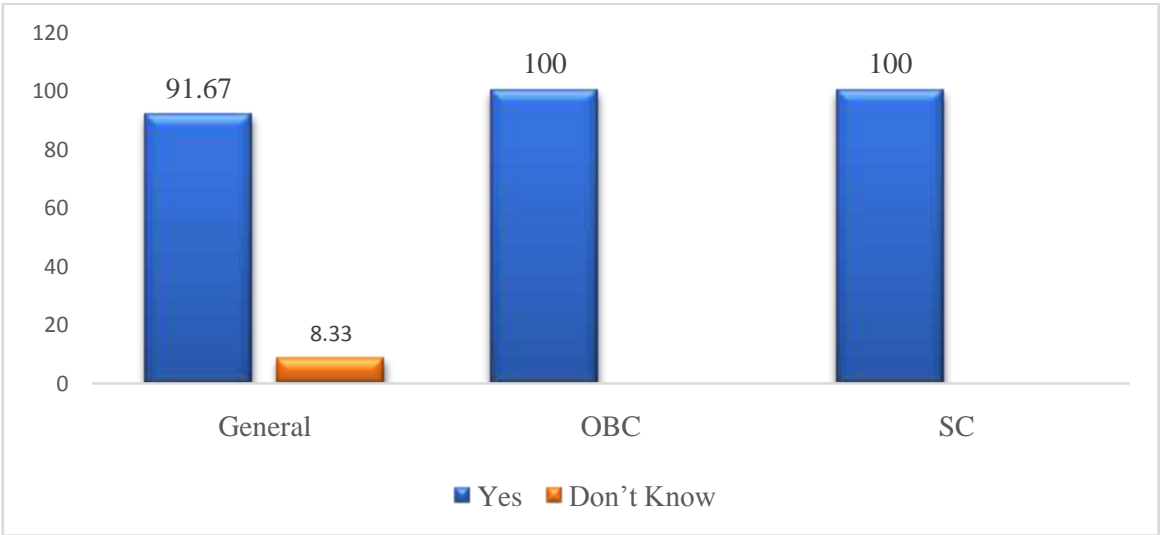


Figure reveals that 91.67 percent of General category respondents said yes that educated women are more likely to play role in political, economic, decision making processes at community, regional and national level and remaining 8.33 percent said they don't know about it while in OBC and SC category 100 percent of respondents said yes educated women are more likely to play role in political, economic, decision making processes at community, regional and national level.

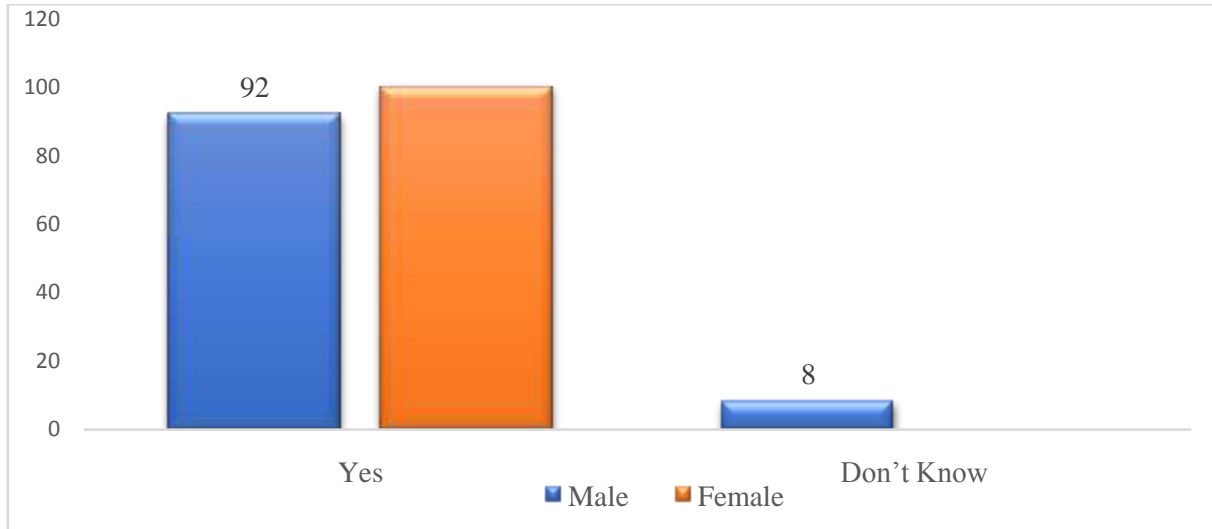
Table 4.19: Gender Wise opinion of the respondents about Perception of Respondents that do you think Educated Women are more likely to play role in Political, Economic, decision making processes at Community, Regional and National level

Gender	Yes	No	Don't Know	Total
Male	138 (92.00)	0 (0.00)	12 (8.00)	150 (100.0)
Female	150 (100.0)	0 (0.00)	0 (0.00)	150 (100.0)
Total	288 (96.00)	0 (0.00)	12 (4.00)	300 (100.0)

Source: Field Survey Data.

Political participation for women is required, because it is important for their well-being. Whether women work together to protest gender-based injustices is determined by how public policies are developed in the country (Goetz, 2003). Therefore, this section explores the gender wise perception of respondents that do you think educated women are more likely to play role in political, economic, decision making processes at community, regional and national level. Table 4.19 reveals that among male category 92.0 percent of respondents said yes, that educated women are more likely to play role in political, economic, decision making processes at community, regional and national level and 8.33 percent said they don't know about it and 8.0 percent said they don't know about it. However, in case of females, all the respondents said, yes that educated women are more likely to play role in political, economic, decision making processes at community, regional and national level and 8.33 percent said they don't know about it.

Figure 4.16: Gender Wise, Perception of Respondents that do you think Educated Women are more likely to play role in Political, Economic, decision making processes at Community, Regional and National level



4.20: Conclusion

The results of the 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.

CHAPTER 5:

**GENDER AND SOCIAL CATEGORY
WISE INCLUSIVENESS IN HIGHER
EDUCATION WITH SPECIAL
REFERENCE TO LUCKNOW: AN
EMPIRICAL STUDY**

Chapter-5

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

5. Introduction

The role of education in overall economic development is well recognised. Expenditure on education is a kind of investment, which is leading towards the formation of human capital (Schultz, 1961) therefore, the role of higher education is paramount. However, social, economic and cultural factors play an important role in the distribution and the benefits of higher education. In a diverse country like India, equity in higher education has always been a challenge. Despite of expansion, access to higher education has been confined to socially and economically well-off sections of the society. Economic inequalities are growing continuously in India. The prevailing education system a country will have a major impact on the capacity to respond. Therefore, the access to good a quality education for children offers a pathway to liberation from poverty and illness and for the fulfilment of basic rights. Education can transform lives and can bring-out the children from the shadows of poverty and marginalization. Hence, the education acts as a leveler, as well as the agent for greater equality in a society. Rapid investment in a quality public education for all should be a major priority for all nations in the world (Walker. *et al*, 2019).

The most crucial problem, which the higher education system of India is facing, is the persistence of inequalities in access to the higher education in the country. 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. (Tilak, 1987). Inclusive education is essential and a good inclusive education is the major remedy for the socio-economic

inequalities of the country. According to UNESCO, the inclusive education means, when all the children's will be treated with respect and ensured equal opportunities to learn together (UNESCO, 2009). Inclusion is not only about schooling, it is all about social justice (Sapon and Shevin, 2003). Moreover, the Commission on Growth and Development (2008), defines inclusiveness as a concept that encompasses equity, equality of opportunity, and protection of the people, mainly the weaker sections in education, market and employment transitions. Therefore, the inclusive education is an essential ingredient for the distribution of economic gains, which provides security for vulnerability, unemployment and leisure in social life' (World Bank, 2006). Thus, 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. However, in order to achieve the inclusivity, it is necessary to improve the capabilities of persons, who are vulnerable and weaker sections of the society (DESA, 2009). Therefore, the inclusion must be the key word in India's current education policy. In 2010, 73 million of children of primary school age were out of school. Moreover, eighty percent of Indian population lives in rural areas without provision of proper schools.

Table 5.1: Gender Wise opinion of the respondents regarding the Implementation of Inclusive Practice in Higher Education

Gender	Yes	No	Don't Know	Total
Male	150 (100.0)	0 (0.00)	0 (0.00)	150 (100.0)
Female	150 (100.0)	0 (0.00)	0 (0.00)	150 (100.0)
Total	300 (100.0)	0 (0.00)	0 (0.00)	300 (100.0)

Source: Field Survey Data.

Education is a fundamental right of every child. Therefore, it is essential to ensure that all students have access to knowledge, skills and information, which will help them to prepare

and to contribute to the new age of societies and workplaces. Inclusive education is a developmental approach aimed at meeting the learning needs of all children, young people and adults, with a special emphasis on those exposed to marginalization and exclusion. (Parveen and Qounsar, 2018). The below table 5.1 explores, the gender wise thinking regarding the implementation of inclusive practice in higher education. Table shows that out of 150 male respondents all of them said yes, inclusive practice is very difficult to implement in higher education and in out of 150 female respondents all of them also said yes, that the inclusive practice is very difficult to implement in higher education.

Table 5.2: Social Category Wise opinion of the respondents regarding the Implementation of Inclusive Practice in Higher Education

Social Category	Yes	No	Don't Know	Total
General	60 (100.0)	0 (0.00)	0 (0.00)	60 (100.0)
OBC	90 (100.0)	0 (0.00)	0 (0.00)	90 (100.0)
SC	150 (100.0)	0 (0.00)	0 (0.00)	150 (100.0)
Total	300 (100.0)	0 (0.00)	0 (0.00)	300 (100.0)

Source: Field Survey Data.

Social category plays a vital role in the social stratification of Indian society. Therefore, the present section explores, the social category wise thinking regarding the implementation of inclusive practice in higher education. Table 5.2 shows that out of 60 respondents, who belongs to General category, said that all of them believed, yes inclusive practice is very difficult to implement in higher. Similarly, all the respondents of OBC category also believed that inclusive practice is very difficult to implement in higher education and same is true case with the SC category So, the overall table reveals that all of the respondents believes that inclusive practice is very difficult to implement in higher education.

Table 5.3: University Wise opinion of the respondents regarding the Implementation of Inclusive Practice in Higher Education

University	Yes	No	Don't Know	Total
AKTU	50 (100.0)	0 (0.00)	0 (0.00)	50 (100.0)
BBDU	50 (100.0)	0 (0.00)	0 (0.00)	50 (100.0)
LOHIA	50 (100.0)	0 (0.00)	0 (0.00)	50 (100.0)
SGPGI	50 (100.0)	0 (0.00)	0 (0.00)	50 (100.0)
LU	50 (100.0)	0 (0.00)	0 (0.00)	50 (100.0)
BBAU	50 (100.0)	0 (0.00)	0 (0.00)	50 (100.0)
Total	300 (100.0)	0 (0.00)	0 (0.00)	300 (100.0)

Source: Field Survey Data.

The table 5.3 below explores, the university wise thinking regarding the implementation of inclusive practice in higher education. Table explores that in all universities, the respondents believe that inclusive practice is very difficult to implement in higher education.

Table 5.4: Gender Wise opinion of the respondents regarding Barriers in Attainment of Inclusive Education

Gender	Lack of appropriate policy	High fees of university	Caste based disparity	Gender based disparity	Religion based disparity	Indifferent attitude of administration	Total
Male	28 (18.00)	18 (12.0)	15 (10.0)	90 (60.0)	0 (0.0)	0 (0.0)	150 (100.0)
Female	12 (8.0)	12 (8.0)	0 (0.0)	125 (84.0)	0 (0.0)	0 (0.0)	150 (100.0)
Total	40 (13.33)	30 (10.0)	15 (5.0)	215 (71.67)	0 (0.0)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

Inclusive education refers to a system of education that accommodates all children irrespective of their physical, behavioral, social, emotional, linguistic or other circumstances. The need for an education system is for the creation of social skills and improved social engagement in the inclusive education of the student (Tyagi Ed, 2013)

Inclusive education is a policy to universalize education regardless of any learner's condition and to maintain equality in society. It stresses that, without any demarcation and distinction, children with special needs should be included in the general school system. Without separating them into special school boundaries, arrangements can be made for a child with special needs, who can still study with all general students with equivalent quality and equipment. (Teena Sarao, 2016) Therefore, the table 5.4 below explores, the gender wise barriers in attainment of inclusive education which is divided into six categories i.e., lack of appropriate policy, High fees of university, Caste based disparity, Gender based disparity, Religion based disparity and Indifferent attitude of administration. Table 5.4 shows that in male respondents majority of respondents i.e. 60 percent believes that gender based disparity is the major barrier in attainment of inclusive education followed by 28 percent of the respondents believes that Lack of appropriate policy is the major barrier in attainment of inclusive education, 12 percent and 10 percent of the respondents, believes that high fees of university and caste based disparity respectively are the major barriers in attainment of inclusive education and none of the male respondents

believes that Religion based disparity and Indifferent attitude of administration are the barriers in attainment of inclusive education. Similarly, in the case of female respondents, majority of respondents i.e. 84 percent believes that gender-based disparity is the major barrier in the attainment of inclusive education in India, followed by 8 percent each believes, that lack of appropriate policy and high fees of university is the major barrier in attainment of inclusive education. While none of the female respondents believe that Caste based disparity, Religion based disparity and Indifferent attitude of administration are the barriers in attainment of inclusive education. So, the overall table reveals that gender-based disparity is the major barrier in the attainment of inclusive education in India.

Figure 5.1: Gender Wise opinion of the respondents regarding Barriers in Attainment of Inclusive Education

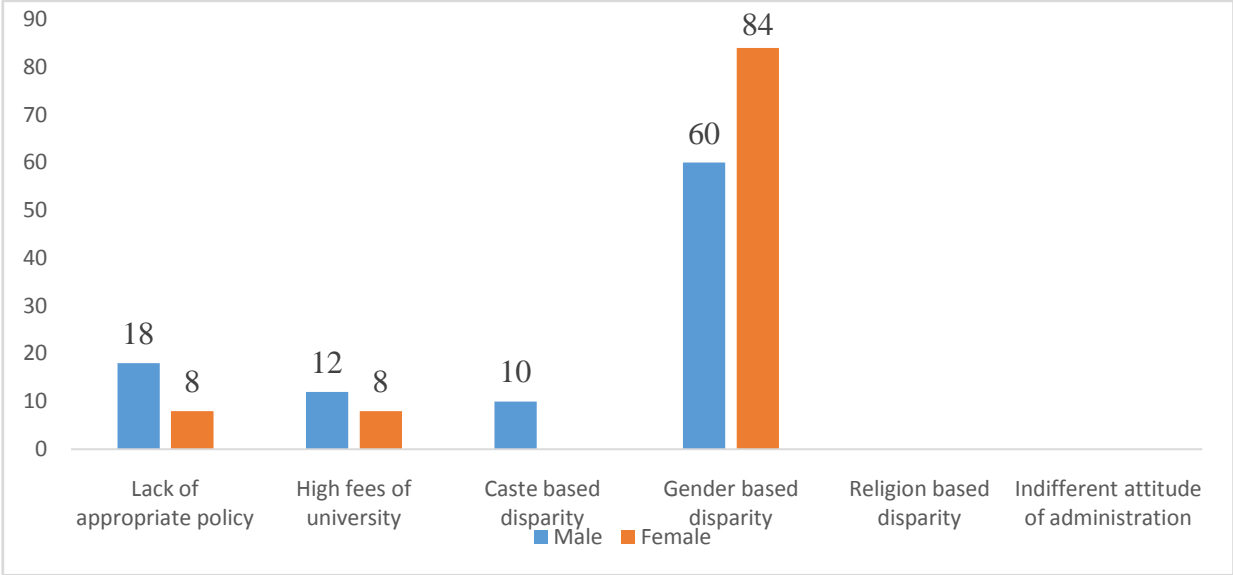


Figure 5.1 reveals that gender-based disparity is the major barrier in the attainment of inclusive education in India

Table 5.5: Social Category Wise opinion of the respondents regarding Barriers in Attainment of Inclusive Education

Social Category	Lack of appropriate policy	High fees of university	Caste based disparity	Gender based disparity	Religion based disparity	Indifferent attitude of administration	Total
General	30 (50.0)	0 (0.0)	0 (0.0)	30 (50.0)	0 (0.0)	0 (0.0)	60 (100.0)
OBC	0 (0.0)	0 (0.0)	0 (0.0)	90 (100.0)	0 (0.0)	0 (0.0)	90 (100.0)
SC	10 (6.67)	30 (20.0)	15 (10.0)	95 (63.33)	0 (0.0)	0 (0.0)	150 (100.0)
Total	40 (13.33)	30 (10.0)	15 (5.0)	215 (71.67)	0 (0.0)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

The above section explores the gender wise barriers in attainment of inclusive education, which reveals that majority of male and female respondents said, gender-based disparity is the major barrier in the attainment of inclusive education. However, the present section explores the social category wise barriers in the attainment of inclusive education which is divided into six categories i.e., Lack of appropriate policy, High fees of university, Caste based disparity, Gender based disparity, Religion based disparity, Indifferent attitude of administration. Table 5.5 shows that in General category, 30 percent respondents responded that lack of appropriate policy and Gender based disparity is the major barrier in attainment of inclusive education while none of the general category respondents believe High fees of university, Caste based disparity, Religion based disparity and Indifferent attitude of administration is barriers in attainment of inclusive education. In case of OBC category, out of the 90 percent respondents all of them believe that Gender based disparity is the major barrier in attainment of inclusive education while none of the respondents who belongs to this category believe Lack of appropriate policy, High fees of university, Caste based disparity, Religion based disparity and Indifferent attitude of administration is barriers in attainment of inclusive education.

In SC category, the scenario is different the table shows that out of 150 respondents, who belongs to SC category, majority of them i.e., 63.33 percent believes that Gender based disparity is the major barrier in attainment of inclusive education, followed by 20 percent

believes that High fees of university is the major barrier in attainment of inclusive education followed by 10 percent said that Caste based disparity is the major barrier in attainment of inclusive education, 6.67 percent believes that Lack of appropriate policy is the major barrier in attainment of inclusive education, while none of them believe Religion based disparity and Indifferent attitude of administration is barriers in attainment of inclusive education. So, the overall results of the table reveal that majority of respondents i.e., 71.67 believes that gender-based disparity is the major barrier in attainment of inclusive education in India.

Figure 5.2: Social Category Wise, Barriers in Attainment of Inclusive Education

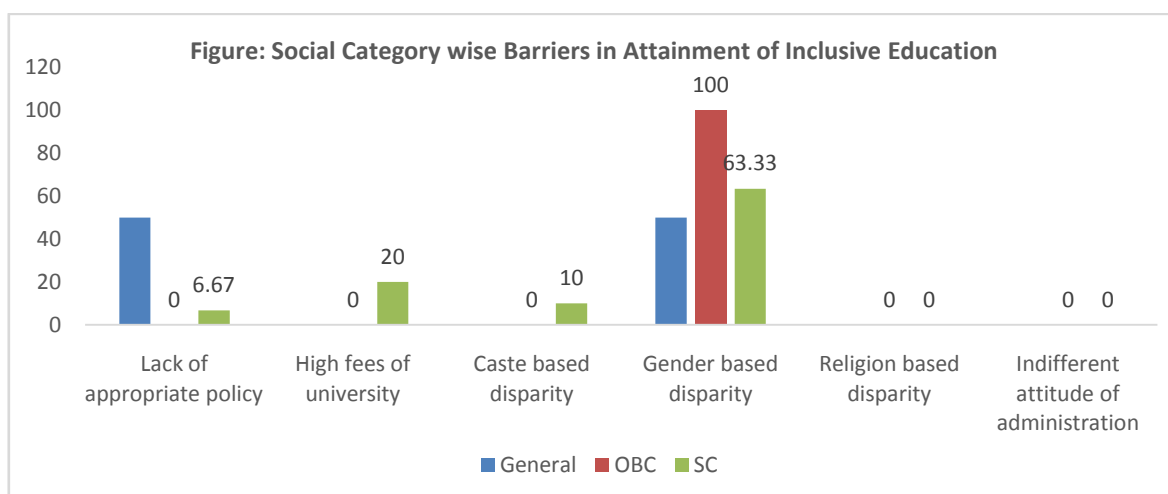


Figure 5.2 reveals that majority of respondents from all the category groups i.e., 71.67 believes that gender-based disparity is the major barrier in attainment of inclusive education in India.

Table 5. 6: Gender Wise opinion of the respondents regarding Inclusive Education System Helps to Attain Equity in Higher Education

Gender	Yes	No	Don't Know	Total
Male	138 (92.0)	12 (8.0)	0 (0.00)	150 (100.0)
Female	132 (88.0)	18 (12.0)	0 (0.00)	150 (100.0)
Total	270 (90.0)	30 (10.0)	0 (0.00)	300 (100.0)

Source: Field Survey Data.

In order to foster inclusive development, education needs to be inclusive. An education system characterised by exclusivity or a high degree of inequality cannot contribute to growth that is inclusive in nature. It must be high quality and equally available to all segments of society in an equal manner. Education disparity or unequal access to education is expensive since it often results in a loss of individual welfare and a loss of social welfare. Social injustice is replicated through unequal education (Amin, J.A. 2017)

The below section explores, the gender wise thinking regarding inclusive education system helps to attain equity in higher education. Table 5.6 shows that among male respondents, out of 100 percent respondents, 92 percent of respondents said yes, that inclusive education system helps to attain equity in higher education while remaining 8 percent respondents said no inclusive education system does not helps to attain equity in higher education. Similarly, in female respondents out of 150 respondents, 88 percent of respondents responded yes, that inclusive education system helps to attain equity in higher education while remaining 12 percent respondents said inclusive education system does not helps to attain equity in higher education. So. The overall results reveal that majority of respondents i.e., 90 percent said yes inclusive education system helps to attain equity in higher education.

Figure 5.3: Gender Wise opinion of the respondents regarding Inclusive Education System helps to Attain Equity in Higher Education

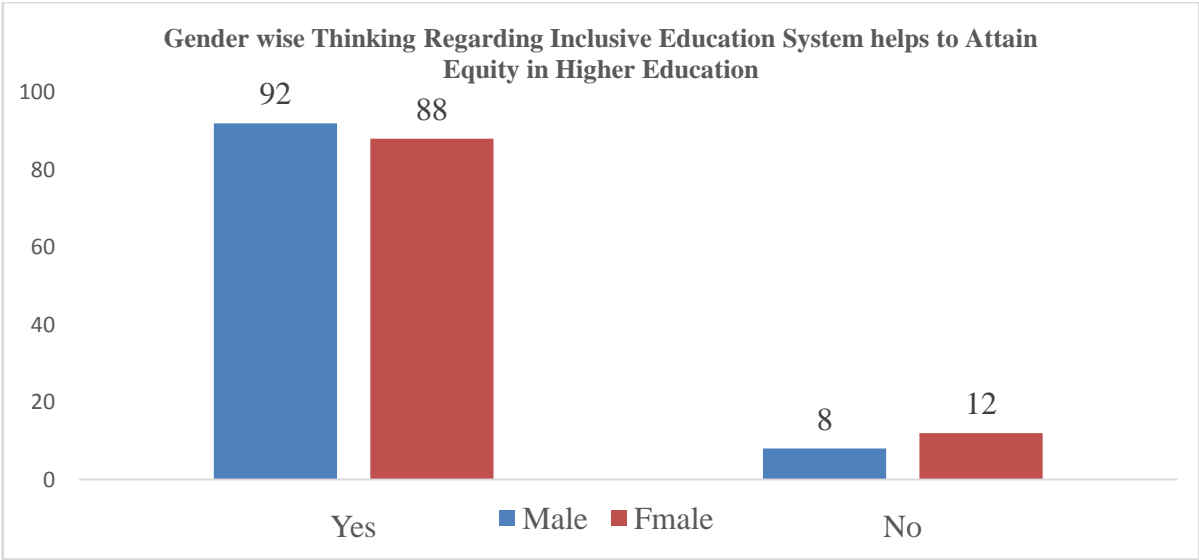


Table 5.7: Social Category Wise opinion of the respondents regarding Inclusive Education System Helps to Attain Equity in Higher Education

Social Category	Yes	No	Don't Know	Total
General	60 (100.0)	0 (0.0)	0 (0.0)	60 (100.0)
OBC	90 (100.0)	0 (0.0)	0 (0.0)	90 (100.0)
SC	120 (80.0)	30 (20.0)	0 (0.0)	150 (100.0)
Total	270 (90.0)	30 (10.0)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

The above section explores the gender wise thinking regarding inclusive education system helps to attain equity in higher education and the present section explores about the social category wise thinking regarding inclusive education system helps to attain equity in higher education. Therefore, table 5.7 shows that in General category, all 100 percent respondents said yes inclusive education system helps to attain equity in higher education. Similarly in case of OBC category, all 100 percent respondents said yes inclusive education system helps to attain equity in higher education. But in SC category the scenario is little different. In SC category, out of 150 respondents, 80 percent of respondents said yes inclusive education system helps to attain equity in higher education, while remaining 20 percent respondents said inclusive education system does not helps to attain equity in higher education. So, the overall results reveal that except SC category respondents, none of them said inclusive education system does not helps to attain equity in higher education.

Figure 5.4: Social Category Wise opinion of the respondents regarding Inclusive Education System Helps to Attain Equity in Higher Education

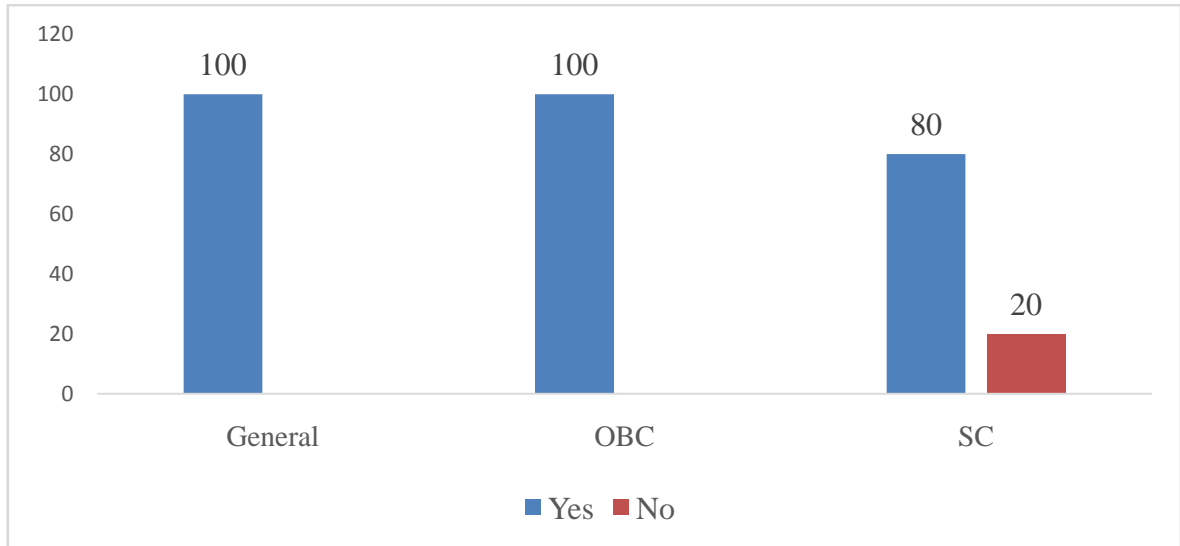


Figure 5.4 reveals that except SC category respondents, none of them said inclusive education system does not helps to attain equity in higher education

Table 5.8: University Wise opinion of the respondents regarding Inclusive Education System Helps to Attain Equity in Higher Education

University	Yes	No	Don't Know	Total
AKTU	35 (70.0)	15 (30.0)	0 (0.0)	50 (100.0)
BBDU	35 (70.0)	15 (30.0)	0 (0.0)	50 (100.0)
LOHIA	45 (90.0)	5 (10.0)	0 (0.0)	50 (100.0)
SGPGI	50 (100.0)	0 (0.0)	0 (0.0)	50 (100.0)
LU	37 (74.0)	13 (26.0)	0 (0.0)	50 (100.0)
BBAU	45 (90.0)	5 (10.0)	0 (0.0)	50 (100.0)
Total	247 (82.33)	53 (17.67)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

The below section explores, the university wise thinking regarding inclusive education system helps to attain equity in higher education which shows that in AKTU, out of the 50 respondents, 70 percent said yes inclusive education system helps to attain equity in higher education while remaining 30 percent respondents said inclusive education system does not helps to attain equity in higher education. Same in BBDU, out of the 50 respondents, 70 percent said yes inclusive education system helps to attain equity in higher education while remaining 30 percent respondents said inclusive education system does not helps to attain equity in higher education. In LOHIA, out of 50 respondents, 90 percent said yes inclusive education system helps to attain equity in higher education while little 10 percent respondents said inclusive education system does not helps to attain equity in higher education.

In SGPGI, all the 100 percent respondents believe that inclusive education system helps to attain equity in higher education while none of them said inclusive education system does not helps to attain equity in higher education. In LU, out of the 50 respondents, 74 percent said yes inclusive education system helps to attain equity in higher education while remaining 26 percent respondents said inclusive education system does not helps to attain equity in higher education. In BBAU, out of 50 respondents, 90 percent said yes inclusive education system helps to attain equity in higher education, while little 10 percent respondents said inclusive education system does not helps to attain equity in higher education. So, the overall results reveal that university wise, majority of respondents i.e., 82.33 percent said yes inclusive education system helps to attain equity in higher education.

Figure 5.5: University Wise opinion of the respondents regarding Inclusive Education System Helps to Attain Equity in Higher Education

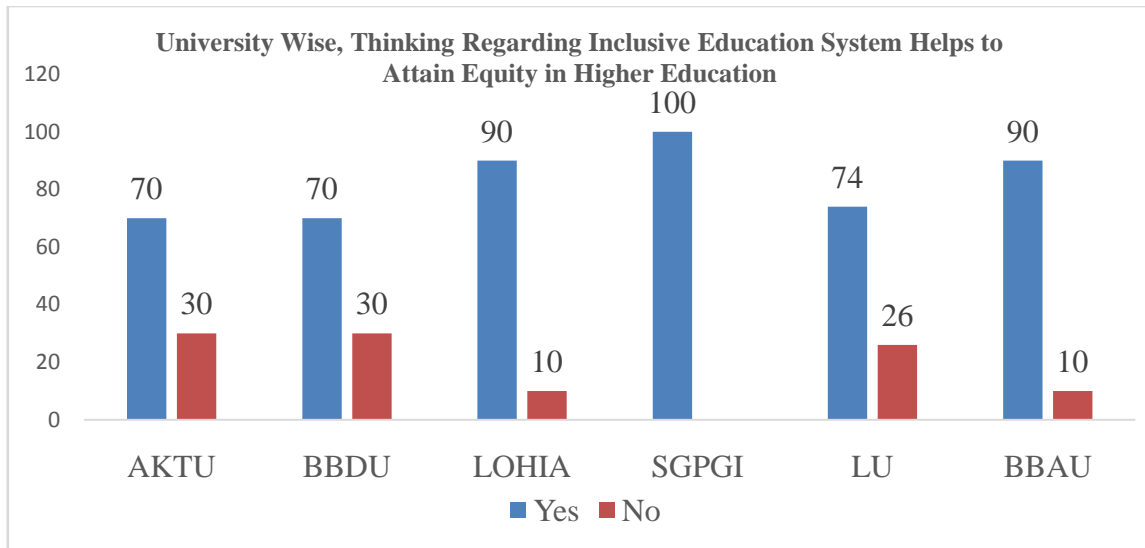


Figure reveal that university wise, majority of respondents i.e., 82.33 percent said yes inclusive education system helps to attain equity in higher education.

Table 5.9: Gender Wise opinion of the respondents regarding Factors which are Responsible for Unfair access of Students to Higher Education in India

Gender	Family economic condition	Gender discrimination in family	Social discrimination in the society in terms of race, social categories, gender etc.	Don't know	Total
Male	52 (34.67)	34 (22.67)	61 (40.65)	3 (2.00)	150 (100.0)
Female	28 (18.66)	78 (52.00)	37 (24.67)	7 (4.67)	150 (100.0)
Total	80 (26.67)	112 (37.33)	98 (32.67)	10 (3.33)	300 (100.0)

Source: Field Survey Data.

The aims and effects of higher education on the economy and wider society have been changed in different ways over time. The structural and political dynamics of higher education change over time, even between countries and political regimes, so the context

cannot be ignored (Kromydas, 2017). Therefore, the present section explores the Gender wise factors, which are responsible for unfair access of students to higher education in India. Factors are divided into three categories i.e., Family economic condition, Gender discrimination in family and Social discrimination in the society, which includes race, social categories, gender etc. Table 5.9 shows that among male respondents, 40.65 percent of respondents believes that Social discrimination in the society, in terms of race, social categories, gender etc. are responsible for unfair access of students to higher education in India, followed by 34.67 percent of respondents, who believe that Family economic conditions are responsible for unfair access of students to higher education in India, 22.67 percent respondents, believes that Gender discrimination in family are responsible for unfair access of students to higher education in India and 2 percent of respondents responded that they don't know anything regarding factors, that are responsible for unfair access of students to higher education in India.

Similarly, among female respondents, 52 percent respondents believe that Gender discrimination in family is responsible for unfair access of students to higher education in India, followed by 24.67 percent respondents, who believe that Social discrimination in the society in terms of race, social categories, gender etc. are responsible for unfair access of students to higher education in India, 18.66 percent of respondents, believe that Family economic conditions are responsible for unfair access of students to higher education in India while a little remaining 4.67 percent respondents responded that they don't know anything regarding factors which are responsible for unfair access of students to higher education in India. So, the overall results reveal that among male respondents, majority of respondents, believe that Social discrimination in the society in terms of race, social categories, gender etc. are responsible for unfair access of students to higher education in India. While among female respondents, majority of respondents believes that Gender discrimination in family are the major issue, which is responsible for unfair access of students to higher education in India.

Figure 5.6: Gender Wise opinion of the respondents regarding Factors which are Responsible for Unfair access of Students to Higher Education in India

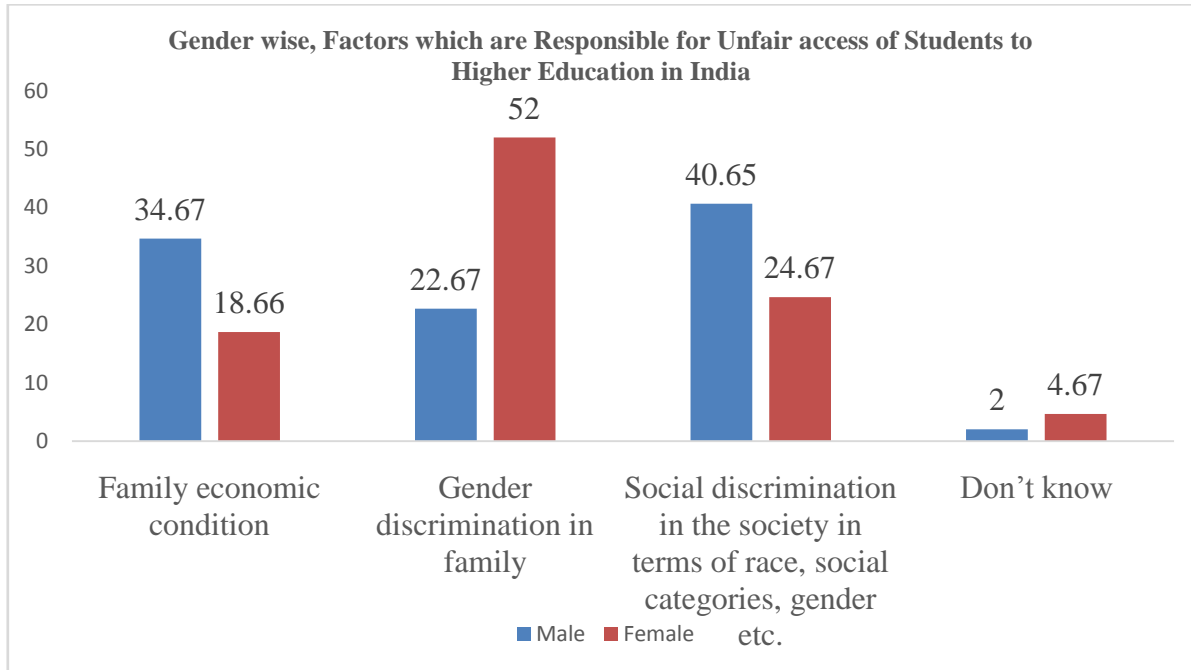


Table 5.10: Social Category Wise opinion of the respondents regarding Factors which are Responsible for Unfair Access of Students to Higher Education in India

Social Category	Family economic condition	Gender discrimination in family	Social discrimination in the society in terms of race, social categories, gender etc.	Don't know	Total
General	19 (31.67)	27 (45.00)	14 (23.33)	0 (0.00)	60 (100.0)
OBC	27 (30.00)	39 (43.33)	21 (23.33)	3 (3.33)	90 (100.0)
SC	34 (22.67)	46 (30.67)	63 (42.00)	7 (4.67)	150 (100.0)
Total	80 (26.67)	112 (37.33)	98 (32.66)	10 (3.33)	300 (100.0)

Source: Field Survey Data.

The above section explores the gender and this section explores, the social category wise factors, which are responsible for unfair access of students to higher education in India. Which is sub-divided into three categories i.e., Family economic condition, Gender discrimination in family and Social discrimination in the society, which includes race, social categories, gender etc. Table 5.10 shows that in General category, 45 percent respondents believes that Gender discrimination in family are responsible for unfair access of students to higher education in India, followed by 31.67 percent respondents believes that Family economic conditions are responsible for unfair access of students to higher education in India, 23.33 percent respondents believes that Social discrimination in the society in terms of race, social categories, gender etc. are responsible for unfair access of students to higher education in India and none of the respondents said that they don't know anything regarding factors which are responsible for unfair access of students to higher education in India. In the case of OBC category, 43.33 percent respondents believe that Gender discrimination in family are responsible for unfair access of students to higher education in India, followed by 30 percent respondents, who believes that Family economic conditions are responsible for unfair access of students to higher education in India. Moreover, 23.33 percent respondents believe that Social discrimination in the society in terms of race, social categories, gender etc. are responsible for unfair access of students to higher education in India. While 3.33 percent respondents responded that they don't know anything regarding factors which are responsible for unfair access of students to higher education in India.

In SC category, 42 percent respondents, believe that Social discrimination in the society in terms of race, social categories, gender etc. are responsible for unfair access of students to higher education in India followed by 30.67 percent respondents believe that Gender discrimination in family are responsible for unfair access of students to higher education in India, followed by 22.67 percent respondents who believe that Family economic conditions are responsible for unfair access of students to higher education in India and 4.67 percent respondents responded that they don't know anything regarding factors, which are responsible for unfair access of students to higher education in India. Therefore, the overall results reveal that in General and OBC category, majority of respondents believe that

Gender discrimination in family are the major issue, which is responsible for unfair access of students to higher education in India while in the case of SC category, majority of respondents believe that Social discrimination in the society in terms of race, social categories, gender etc. is responsible for unfair access of students to higher education in India.

Figure 5.7: Social category Wise opinion of the respondents regarding Factors which are Responsible for Unfair access of Students to Higher Education in India

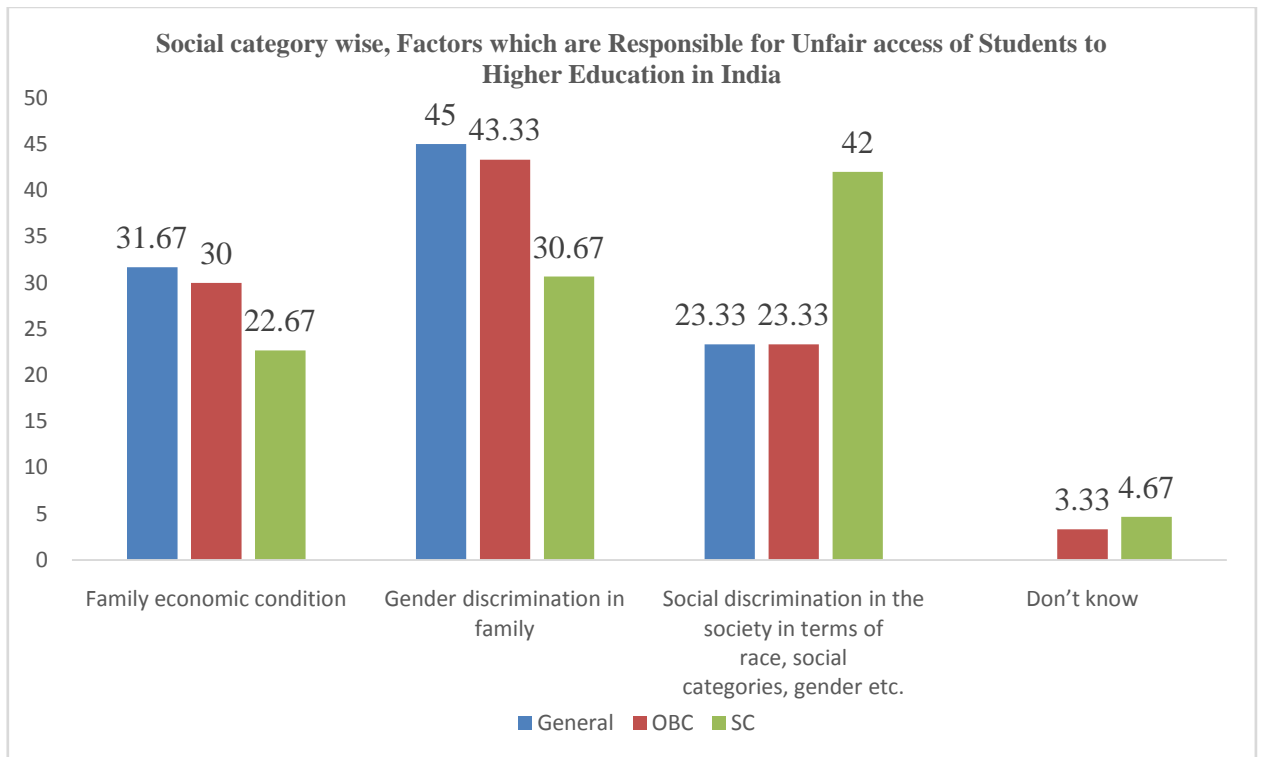


Table 5.11: Gender Wise Opinion Regarding Current Form of Higher Education Broadens the Disparity between Rich and Poor in Contemporary India.

Gender	Yes	No	Don't Know	Total
Male	122 (81.33)	28 (18.67)	0 (0.0)	150 (100.0)
Female	118 (78.67)	32 (21.33)	0 (0.0)	150 (100.0)
Total	240 (80.0)	60 (20.0)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

In reality, rising disparities in society are becoming an important issue for all. Among the disparities in various spheres, education inequalities and higher education inequalities, in particular, are seen as too severe to be ignored. The available studies on inequalities in access to higher education in India have primarily studied the problem of students' gender and social categories, very little is done by analyzing the deciding factors (Tilak and Choudhury, 2013) Therefore, the present section explores about the Gender wise opinion regarding current form of higher education broadens the disparity between rich and poor in contemporary India. Table 5.11 shows that among male respondents, 81.33 percent respondent said yes, current form of higher education broadens the disparity between rich and poor in contemporary India, while remaining 18.67 percent said no, that current form of higher education does not broadens the disparity between rich and poor in contemporary India. Similarly, in female respondents, 78.67 percent respondent said yes current form of higher education broadens the disparity between rich and poor in contemporary India while remaining 21.33 percent said no current form of higher education does not broadens the disparity between rich and poor in contemporary India. So, the overall results of table reveal that majority of respondents said current form of higher education broadens the disparity between rich and poor in contemporary India.

Figure 5.8: Gender Wise Opinion of the respondents Regarding Current form of Higher Education Broadens the disparity between rich and poor in contemporary India

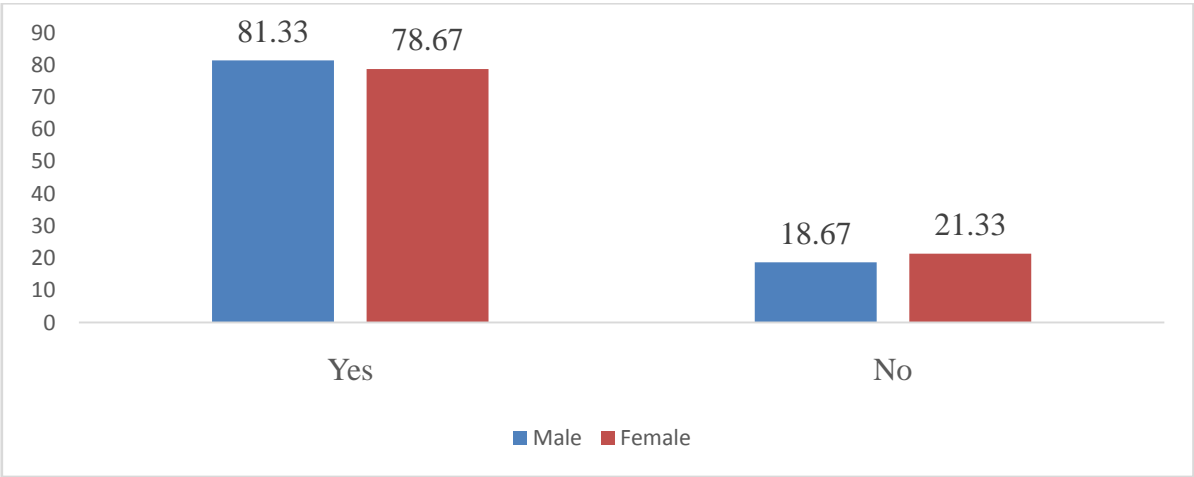


Table 5.12: Social Category Wise Opinion of the respondents Regarding Current form of Higher Education Broadens the Disparity between Rich and Poor in Contemporary India

Social Category	Yes	No	Don't Know	Total
General	50 (83.33)	10 (16.67)	0 (0.0)	60 (100.0)
OBC	70 (77.78)	20 (22.22)	0 (0.0)	90 (100.0)
SC	120 (80.0)	30 (20.0)	0 (0.0)	150 (100.0)
Total	240 (80.0)	60 (20.0)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

Children born into wealthy families would go to the best possible schools in most countries, very often being privately educated. They will have small class sizes, good teachers, and good results will be obtained. There will be many ways for these students to establish their hereditary right. If they get there at all, girls and boys born into poverty, suffering from ill health and malnutrition, arrive at the school will get highly benefited (Walker, et.al, 2019).

The present explores, the social category wise opinion regarding current form of higher education broadens the disparity between rich and poor in contemporary India or not. Table 5.12 shows that in General category, 83.33 percent respondent said yes, current form of higher education broadens the disparities between rich and poor in contemporary India, while remaining 16.67 percent said no, the current form of higher education doesn't broaden the disparity between rich and poor in contemporary India. Similarly, in case of OBC category, 77.78 percent of respondents said yes current form of higher education broadens the disparities between rich and poor in contemporary India and remaining 22.22 percent, said no current form of higher education doesn't broadens the disparities between rich and poor in contemporary India. In case of SC category, 80 percent of respondents said yes, that the current form of higher education broadens the disparity between rich and poor in contemporary India, while remaining 20 percent said no, current form of higher education doesn't broaden the disparity between rich and poor in contemporary India.

Therefore, the table reveals that majority of respondents said current form of higher education broadens the disparity between rich and poor in contemporary India.

Figure 5.9: Social Category Wise, Opinion of the respondents Regarding Current form of Higher Education Broadens the Disparity between Rich and Poor in Contemporary India

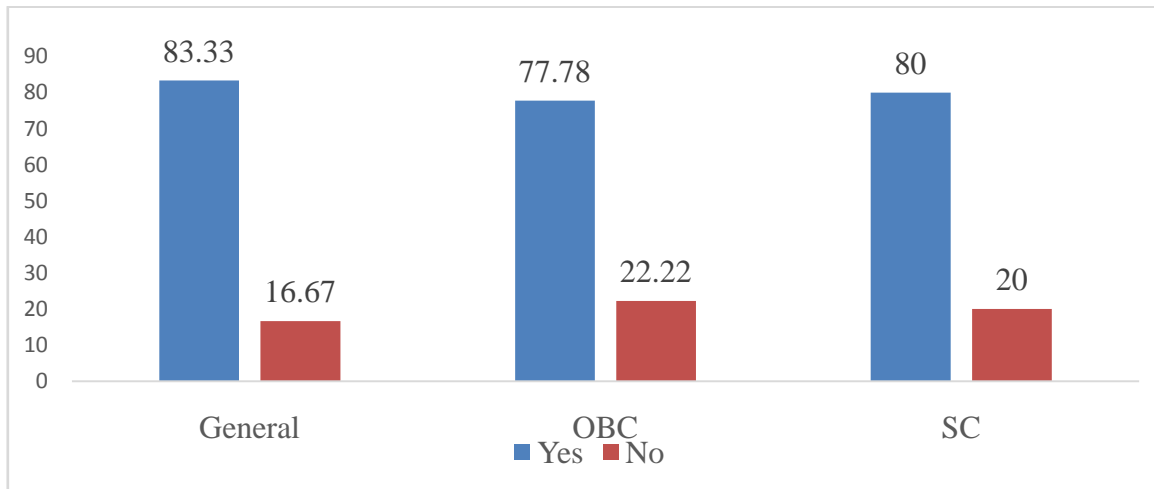


Table 5.13: Gender Wise opinion of the respondents regarding Understanding by the Concept of Inclusive Education in India

Gender	All of the above	Total
Male	150 (100.0)	150 (100.0)
Female	150 (100.0)	150 (100.0)
Total	300 (100.0)	300 (100.0)

Source: Field Survey Data.

Inclusive education is a process which is ongoing. It ensures that, regardless of their different skills, the school will provide all students with a decent education and will be treated fairly with respect and ensure equal opportunities to learn together. (Kugelmass 2004). The present section explores, the Gender wise understanding the concept of inclusive education in India, which is sub-divided into five categories, i.e., Inclusion in terms of gender, Inclusion in terms of caste, Inclusion in terms of class, Inclusion in terms

of religion and Inclusion in terms of region. Table 5.13 shows that all male and female, said all of the above mention are the concept of inclusive education in India.

Table 5.14: Gender Wise opinion of the respondents regarding Whether Inclusive Education Plays Instrumental Role in Integrating/Mainstreaming Marginalized Sections (In-terms of Caste, Class, and Gender) in Society

Gender	Yes	No	Don't know	Total
Male	140 (93.33)	0 (0.0)	10 (6.67)	150 (100.0)
Female	120 (80.0)	0 (0.0)	30 (20.0)	150 (100.0)
Total	260 (86.67)	0 (0.0)	40 (13.33)	300 (100.0)

Source: Field Survey Data.

The significance of achieving gender equality in education has gained growing attention. However, much of the initiatives till date have concentrated on tackling gender equity i.e. an equivalent number or proportion of girls and boys who have access to educational opportunities. Though it may be easier to quantify basic gender parity, gender equality includes a larger definition of which gender parity is just a part. Gender equality goes beyond access and allows girls and boys to experience the same standards of educational quality and performance as well (Leicester, 2008)

The below section explores, the Gender wise thinking regarding whether inclusive education plays instrumental role in integrating/mainstreaming marginalized sections (in terms of caste, class, gender) in society. Table 5.14 shows that in male category, 93.33 percent respondents believe that inclusive education plays instrumental role in integrating/mainstreaming marginalized sections in society and 6.67 percent respondents responded that they don't know anything regarding this. In case of female respondents, 80 percent of respondents believe that inclusive education plays instrumental role in integrating/mainstreaming marginalized sections in society and 20 percent respondents responded that they don't know anything regarding this. Therefore, the results reveal that majority of respondents responded that inclusive education plays instrumental role in integrating/mainstreaming marginalized sections in society.

Figure 5.10: Gender Wise opinion of the respondents regarding whether Inclusive Education Plays Instrumental Role in Integrating/Mainstreaming Marginalized Sections (In-terms of Caste, Class, and Gender) in Society

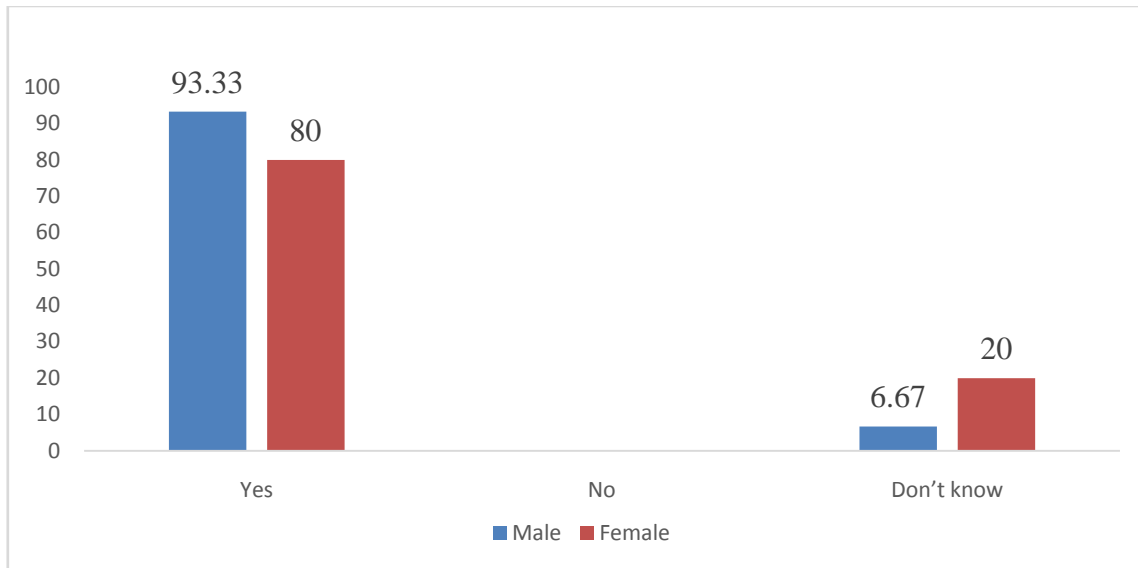


Figure 5.10 reveals, that majority of respondents responded that inclusive education plays instrumental role in integrating/mainstreaming marginalized sections in society.

Table 5.15: Social Category Wise opinion of the respondents regarding Whether Inclusive Education Plays Instrumental Role in Integrating/Mainstreaming Marginalized Sections (in terms of Caste, Class, and Gender) in Society

Social Category	Yes	No	Don't know	Total
General	45 (75.0)	0 (0.0)	15 (25.0)	60 (100.0)
OBC	80 (88.89)	0 (0.0)	10 (11.11)	90 (100.0)
SC	135 (90.0)	0 (0.0)	15 (10.0)	150 (100.0)
Total	260 (86.67)	0 (0.0)	40 (13.33)	300 (100.0)

Source: Field Survey Data.

The present section explores, the Social category wise thinking regarding whether inclusive education plays instrumental role in integrating/mainstreaming marginalized sections (in terms of caste, class, gender) in society. Table 5.15 shows that in General category, out of 60 respondents, 75 percent respondents believe that inclusive education

plays instrumental role in integrating/mainstreaming marginalized sections in society and 25 percent respondents responded that they don't know anything regarding this. In case of OBC category 88.89 percent respondents, believe that inclusive education plays instrumental role in integrating/mainstreaming marginalized sections in society, while remaining 11.11 percent respondents responded that they don't know anything regarding this. Similarly, in the case of SC category, 90 percent of respondents believe that inclusive education plays instrumental role in integrating/mainstreaming marginalized sections in society, while remaining 10 percent of respondents responded that they don't know anything regarding this. So, the overall results reveal, that majority of respondents have responded that inclusive education plays instrumental role in integrating/mainstreaming marginalized sections in society.

Figure 5.11: Social Category Wise opinion of the respondents regarding Whether Inclusive Education Plays Instrumental Role in Integrating/Mainstreaming Marginalized Sections (in terms of Caste, Class, and Gender) in Society

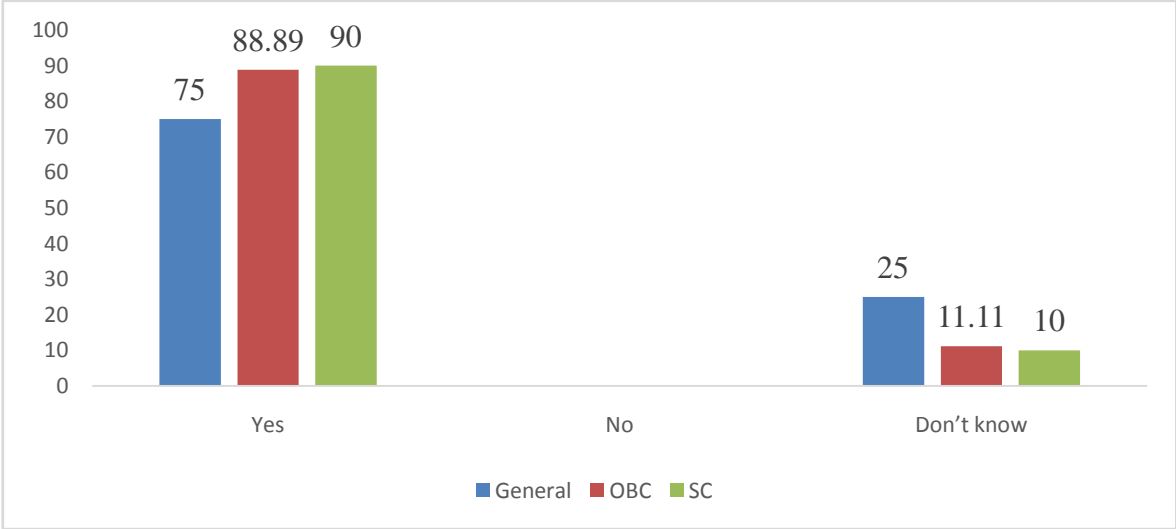


Figure 5.11 reveals that majority of respondents responded that inclusive education plays instrumental role in integrating/mainstreaming marginalized sections in society.

Table 5.16: Gender Wise opinion of the respondents regarding types of Inequalities you have noticed in Higher Education in India

Gender	Caste based inequalities	Gender based inequalities	Class based inequalities	Religion based inequalities	Race based inequalities	Total
Male	72 (48.00)	18 (12.00)	36 (24.0)	22 (14.67)	2 (1.33)	150 (100.0)
Female	88 (58.67)	43 (28.67)	8 (5.33)	7 (4.67)	4 (2.67)	150 (100.0)
Total	160 (53.33)	61 (20.33)	44 (14.67)	29 (9.67)	6 (2.00)	300 (100.0)

Source: Field Survey Data.

It is a fact that education inequality can be minimized only by reducing inequality in society as a whole, which can be achieved by implementing quota and special arrangements for society's underprivileged citizens (Chand and Karre, 2019). The present section explores, the Gender wise, types of inequalities you have noticed in higher education in India. It is sub-divided into five categories i.e., Caste based inequalities, Gender based inequalities, Class based inequalities, Religion based inequalities, Race based inequalities. Table 5.16 shows that among male respondents, 48 percent respondents, responded that they have noticed caste based inequalities in higher education in India, followed by 24 percent respondents have responded that they have noticed the class based inequalities in higher education in India, 14.67 percent of respondents said that they have notice religion based inequalities in higher education in India, 12 percent and 1.33 percent of respondents said, they have notice gender based inequalities and Race based inequalities respectively in higher education in India.

In the case of female respondents, 58.67 percent respondents responded that they have noticed caste based inequalities in higher education in India followed by 28.67 percent respondents who said that they have noticed that gender based inequalities in higher education in India, followed by 5.33 percent and 4.67 percent respondents who said they have notice class based inequalities and Religion based inequalities respectively in higher education in India and 2.67 percent of female respondents have said that they have notice

race based inequalities in higher education in India. Therefore, the overall results reveal that majority of respondents said, that they have notice caste-based inequalities in higher education in India.

Figure 5.12: Gender Wise opinion of the respondents regarding Types of Inequalities you have noticed in Higher Education in India

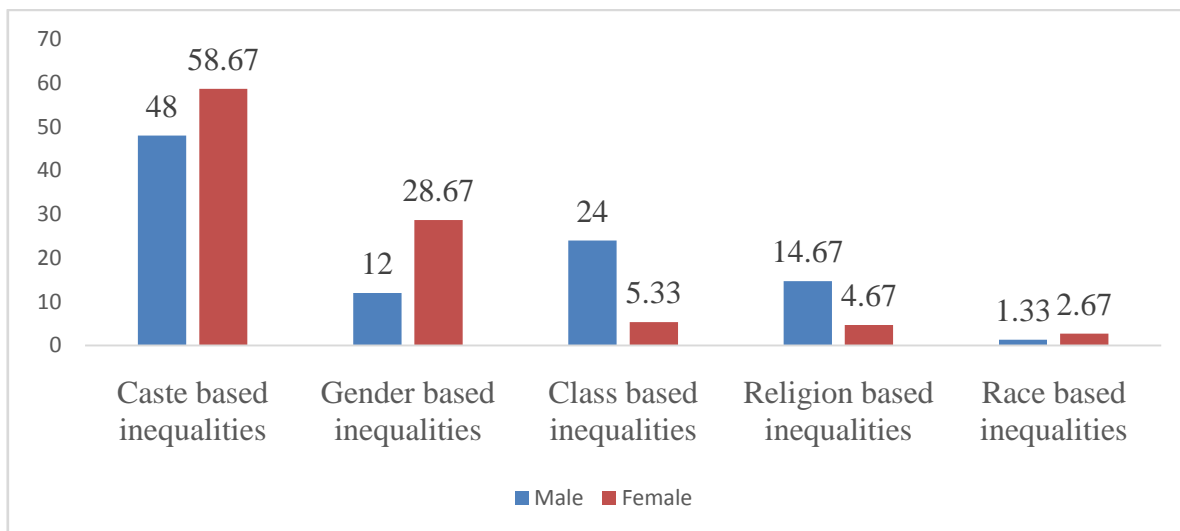


Table 5.17: Social Category Wise opinion of the respondents regarding Types of Inequalities you have noticed in Higher Education in India

Social Category	Caste based inequalities	Gender based inequalities	Class based inequalities	Religion based inequalities	Race based inequalities	Total
General	14 (23.33)	18 (30.00)	12 (20.00)	14 (23.34)	2 (3.33)	60 (100.0)
OBC	52 (57.78)	17 (18.89)	12 (13.33)	9 (10.00)	0 (0.0)	90 (100.0)
SC	94 (62.67)	26 (17.33)	20 (13.33)	6 (4.00)	4 (2.67)	150 (100.0)
Total	160 (53.33)	61 (20.33)	44 (14.67)	29 (9.67)	6 (2.00)	300 (100.0)

Source: Field Survey Data.

Throughout the world, the role of higher education in national development is well known. As it is about developing people's awareness and skills, it is seen as a lever for social change, investment in higher education makes a critical contribution to accelerating the process and the pace of economic growth by developing human skills and productivity

(Agarwal, 2006). The present section explores, the social category wise, types of inequalities that the respondents have noticed in higher education in India. It is sub-divided into five categories i.e., Caste based inequalities, Gender based inequalities, Class based inequalities, Religion based inequalities, Race based inequalities. Table 5.17 shows that in General category, out of 60 respondents, 30 percent respondents responded that they have noticed gender based inequalities in higher education in India, followed by 23.34 percent respondents, who responded that they have noticed religion based inequalities in higher education in India, 23.33 percent respondents have responded that they have notice caste based inequalities in higher education in India, 20 percent and 3.33 percent respondents, said they have noticed class based inequalities and Race based inequalities respectively in higher education in India.

In the case of OBC category, 57.78 percent respondents have responded that they have noticed the caste based inequalities in higher education in India, followed by 18.89 percent respondents said responded that they have noticed the gender based inequalities in higher education in India, 13.33 percent and 10 percent of respondents, said they have noticed class based inequalities and Religion based inequalities respectively in higher education in India, while none of them in OBC category who responded that they have notice race based inequalities in higher education in India. So, the overall results reveal, that majority of respondents said that they have notice caste-based inequalities in higher education in India.

Figure 5.13: Social Category Wise opinion of the respondents regarding of Inequalities you have noticed in Higher Education in India

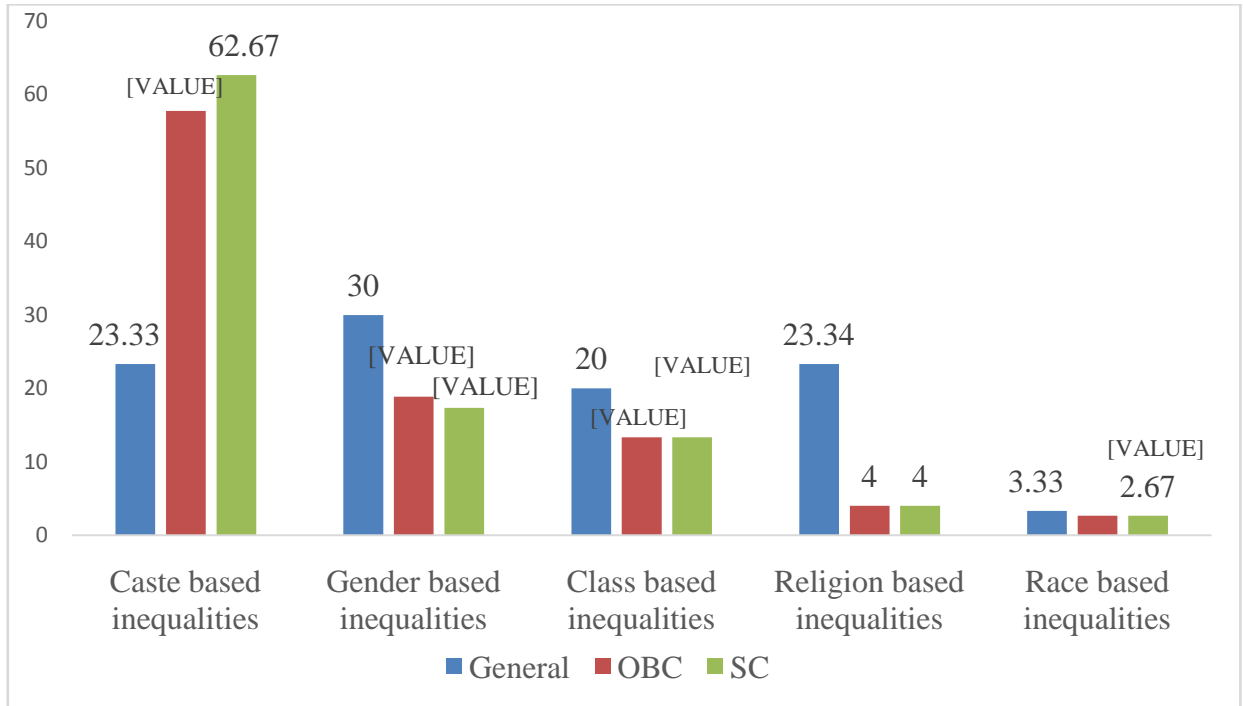


Figure 5.13 reveals, that majority of respondents said, that they have noticed caste-based inequalities in higher education in India.

Table 5.18: Gender Wise opinion of the respondents regarding Inequality in Access to Higher Education Leads to Inequality in Access to Better Jobs

Gender	Yes	No	Total
Male	150 (100.0)	0 (0.0)	150 (100.0)
Female	150 (100.0)	0 (0.0)	150 (100.0)
Total	300 (100.0)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

Countries, which are have more equal access to higher education are having smaller wage differentials in the labour market. Therefore, the inclusive education plays a vital role in the job market (Machin and Wyness, 2017).The present section explores, the gender wise opinion regarding inequality in access to higher education leads to inequality in access to

better jobs. Table 5.18 shows that among male respondents, all 100 percent respondents believe that inequality in access to higher education leads to inequality in access to better jobs, while none of them said no inequality in access to higher education does not leads to inequality in access to better jobs. Similarly, all the female respondents said that they believe that inequality in access to higher education leads to inequality in access to better jobs and none of them said no inequality in access to higher education does not leads to inequality in access to better jobs. So, the overall results of table reveal that all of the respondents believe that inequality in access to higher education leads to inequality in access to better jobs.

Table 5.19: Social Category Wise opinion of the respondents regarding Inequality in Access to Higher Education Leads to Inequality in Access to Better Jobs

Social Category	Yes	No	Total
General	60 (100.0)	0 (0.0)	60 (100.0)
OBC	90 (100.0)	0 (0.0)	90 (100.0)
SC	150 (100.0)	0 (0.0)	150 (100.0)
Total	300 (100.0)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

Inequalities in access to higher education leads to inequality in access to better jobs and the socially disadvantaged are educationally backward and are facing huge disparities in job markets. Therefore, the present section explores, the social category wise opinion regarding inequalities in access to higher education that leads to inequality in access to better jobs. Table shows that in General category, all 100 percent of respondents, believe that inequality in access to higher education leads to inequality in access to better jobs and none of them said no inequality in access to higher education does not leads to inequality in access to better jobs. Similarly, in OBC category also, all the 100 percent of respondents believe that inequality in access to higher education leads to inequality in access to better jobs and same is also case with SC category. So, like the above section, this section also

reveals that all of the respondents believe that inequality in access to higher education leads to inequality in access to better jobs.

Table 5.20: Gender Wise opinion of the respondents regarding Inclusive Mode/form of Higher Education Gives Equitable Opportunity to Every Section of the Society

Gender	Yes	No	Total
Male	150 (100.0)	0 (0.00)	150 (100.0)
Female	150 (100.0)	0 (0.00)	150 (100.0)
Total	300 (100.0)	0 (0.00)	300 (100.0)

Source: Field Survey Data.

There are extensive evidences which shows that higher education is playing a vital role in providing the opportunity of inclusiveness of a person in a society. Therefore, the present section explores, the gender wise opinion regarding inclusive mode/form of higher education gives equitable opportunity to every section of the society. Table 5.20 shows that among male respondents all 100 percent of respondents, responded that inclusive mode/form of higher education gives equitable opportunity to every section of the society. Similarly, among female respondents, all 100 percent of respondents responded that inclusive mode/form of higher education gives equitable opportunity to every section of the society. So, the table reveals that all the respondents have responded that inclusive mode/form of higher education gives equitable opportunity to every section of the society, while none of the respondents said that inclusive mode/form of higher education does not gives equitable opportunity to every section of the society.

Table 5.21: Social Category Wise opinion of the respondents regarding Inclusive Mode/form of Higher Education Gives Equitable Opportunity to Every Section of the Society

Social Category	Yes	No	Total
General	60 (100.0)	0 (0.00)	60 (100.0)
OBC	90 (100.0)	0 (0.00)	90 (100.0)
SC	150 (100.0)	0 (0.00)	150 (100.0)
Total	300 (100.0)	0 (0.00)	300 (100.0)

Source: Field Survey Data.

We must consider and include children with special needs in regular classrooms in order to achieve truly inclusive education. According to studies, when children are exposed to the breadth of the general education curriculum, they learn and perform better. Children do better academically in inclusive settings, according to a growing body of evidence, and inclusion allows for the development of relationships. Friendships, social skills, and personal ideals are just a few of the advantages and comfort level with people who have special needs, and caring classroom environments (Singh, 2016). The below section explores about the Social category wise opinion regarding inclusive mode/form of higher education gives equitable opportunity to every section of the society. Table 5.21 shows that in General category, all of the 100 percent respondents have responded that inclusive mode/form of higher education gives equitable opportunity to every section of the society. Similarly, in case of OBC category, all of the 100 percent respondents have responded that inclusive mode/form of higher education gives equitable opportunity to every section of the society and same is case with SC category respondents. So, the table reveals that all the respondents responded that inclusive mode/form of higher education gives equitable opportunity to every section of the society while none of the respondents said that inclusive mode/form of higher education does not gives equitable opportunity to every section of the society.

Table 5.22: Gender Wise opinion of the respondents regarding Inclusive Higher Education is not Sustainable for Long Period

Gender	Yes	No	Don't Know	Total
Male	114 (76.00)	36 (24.00)	0 (0.0)	150 (100.0)
Female	128 (85.33)	22 (14.67)	0 (0.0)	150 (100.0)
Total	242 (80.67)	58 (19.33)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

The below section explores about the Gender wise; do you think inclusive higher education is not sustainable for long period which shows that in male category, out of 150 respondents, 76 percent respondents responded that yes inclusive higher education is not sustainable for long period while remaining 24 percent respondents believe that inclusive higher education is sustainable for long period. Similarly, in the case of female category, out of 150 respondents, 85.33 percent respondents responded that yes inclusive higher education is not sustainable for long period while remaining 14.67 percent respondents believe that inclusive higher education is sustainable for long period. So, the table reveals that majority of respondents, i.e., 80.67 percent believe that inclusive higher education is not sustainable for long period.

Figure 5.14: Gender Wise opinion of the respondents regarding Inclusive Higher Education is not Sustainable for Long Period

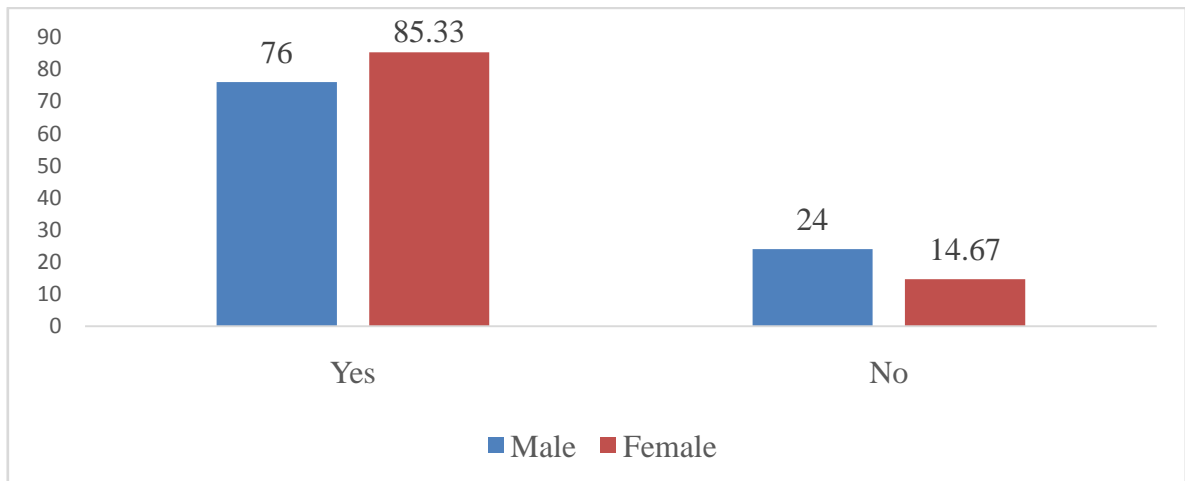


Figure 5.14 reveals, that majority of respondents, i.e., 80.67 percent believe that inclusive higher education is not sustainable for long period

Table 5.23: Social Category opinion of the respondents regarding Inclusive Higher Education is not Sustainable for Long Period

Social Category	Yes	No	Don't Know	Total
General	48 (80.00)	12 (20.00)	0 (0.0)	60 (100.0)
OBC	76 (84.44)	14 (15.56)	0 (0.0)	90 (100.0)
SC	118 (78.67)	32 (21.33)	0 (0.0)	150 (100.0)
Total	242 (80.67)	58 (19.33)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

In a sustainable society, equal opportunities are an aim to be accomplished, as formulated by the different objectives of sustainable development. Inclusive education refers to the right of all citizens to education, to ensure the presence, involvement, development and, above all, equal opportunities of all students (Salvioni, *et.al* 2017). Therefore, the present section explores, the social category wise, do you think inclusive higher education is not sustainable for long period. Table 5.23 shows that among General category, 80 percent of respondents have responded yes, that the inclusive higher education is not sustainable for long period while remaining 20 percent of respondents believe that inclusive higher education is sustainable for long period. Similarly, in the case of OBC category, out of 90 respondents, 84.44 percent respondents have responded that yes inclusive higher education is not sustainable for long period, while remaining 15.56 percent respondents believe that inclusive higher education is sustainable for long period. In SC category, 78.67 percent of respondents have responded yes, that the inclusive higher education is not sustainable for long period while remaining 21.33 percent respondents believe that inclusive higher education is sustainable for long period. So, the overall results reveal that majority of respondents, i.e. 80.67 percent believe that inclusive higher education is not sustainable for long period.

Figure 5.15: Social Category Wise opinion of the respondents regarding Inclusive Higher Education is not Sustainable for Long Period

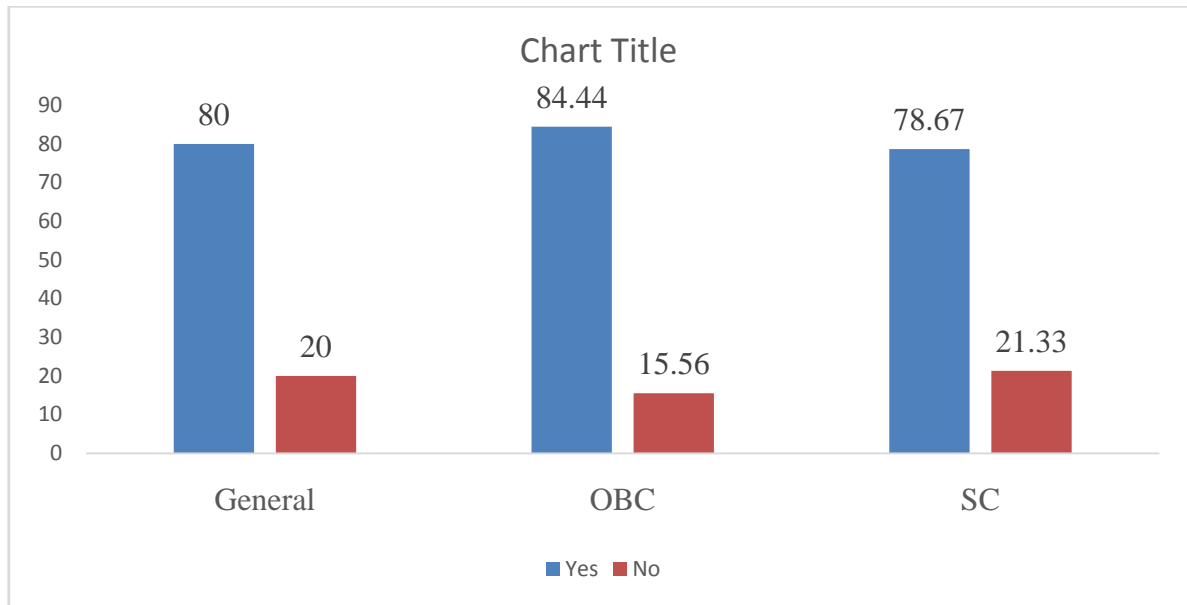


Figure 5.15 reveals, that majority of respondents, i.e., 80.67 percent believe that inclusive higher education is not sustainable for long period

Table 5.24: Gender Wise opinion of the respondents regarding Unequal Education Reproduces Social Inequalities

Gender	Yes	No	Don't know	Total
Male	150 (100.0)	0 (0.0)	0 (0.0)	150 (100.0)
Female	150 (100.0)	0 (0.0)	0 (0.0)	150 (100.0)
Total	300 (100.0)	0 (0.0)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

Social inequality denotes a way, in which socially defined categories or persons such as gender, age, class and ethnicity are differentially positioned with the regard to access to a variety of social goods, such as the labour market and income, education and healthcare systems etc. (Walker, 2007).The presence of unequal opportunities and rewards for various social roles or positions within a community or culture is social inequality. (Moffitt, 2017).Therefore, the present section explores about Gender wise opinion regarding

unequal education reproduces social inequality which shows that in male category, out of 150 respondents, all of the 100 percent respondents agree that unequal education reproduces social inequality while none of them said no unequal education does not reproduces social inequality. Similarly, in the case of female category, all 100 percent of respondents have responded that unequal education reproduces social inequality, while none of them said no unequal education does not reproduces social inequality. Therefore, the table reveals that all the 100 percent respondents said that unequal education reproduces social inequality.

Table 5.25: Social Category Wise opinion of the respondents regarding Unequal Education Reproduces Social Inequalities

Social Category	Yes	No	Don't know	Total
General	60 (100.0)	0 (0.0)	0 (0.0)	60 (100.0)
OBC	90 (100.0)	0 (0.0)	0 (0.0)	90 (100.0)
SC	150 (100.0)	0 (0.0)	0 (0.0)	150 (100.0)
Total	300 (100.0)	0 (0.0)	0 (0.0)	300 (100.0)

Source: Field Survey Data.

Inclusive Education (IE) is a new approach of educating the children belonging from the poor economic backgrounds. It brings students of different backgrounds together, regardless of their strengths or weaknesses in any field, in one classroom and seeks to optimize the potential of all students. It is one of the most efficient ways to foster an inclusive and compassionate society (Singh, 2016).The present section explores, the gender wise opinion regarding unequal education reproduces social inequality. Table 5.25 reveals that all100 percent respondents have responded that they are agree that unequal education reproduces social inequality and the present section explores, the social category wise opinion regarding unequal education reproduces social inequality, which shows that in General category, all 100 percent respondents agrees that unequal education reproduces social inequality. Similarly, in the case of OBC category, all the respondents agree that unequal education reproduces social inequalities. And same in the SC category, out of 150 respondents, all of the 100 percent respondents agree that unequal education reproduces

social inequality. So, the table reveals that all of the respondents agree that unequal education reproduces social inequality.

5.26: Table: Gender Wise opinion of the respondents about the extent of inclusiveness is Higher Education in India

Gender	More	Average	Less	Total
Male	34 (22.67)	54 (36.00)	62 (41.33)	150 (100.00)
Female	21 (14.00)	34 (22.67)	95 (63.33)	150 (100.00)
Total	55 (18.33)	88 (29.33)	157 (52.33)	300 (100.00)

Source: Field Survey Data.

Inherently, higher education is an exclusive field and therefore its elitism is an integral feature of its nature; and as a matter of principle, modes of exclusion are integrated into its fundamental structure. Therefore, development in higher education should not be projected to actually hit the downtrodden strata of society (Deshpande, 2006). Therefore, the present section explores, the gender wise, how much inclusive is higher education in India which show that in male category, 41.33 percent of respondents have responded that higher education is less inclusive in India, followed by 36 percent respondents, who have responded that higher education is average inclusive in India. 22.67 percent of respondents have responded that the higher education is more inclusive in India.

Similarly, among female category, 63.33 percent respondents have responded that higher education is less inclusive in India, followed by 22.67 percent of respondents said that the higher education is average inclusive in India and 14 percent of respondents have responded that higher education is more inclusive in India. So, the overall table reveals that majority of respondents i.e., 52.33 percent of respondents have responded that in India higher education is less inclusive, followed by 29.33 percent of respondents have said that in India, higher education is average inclusive and 18.33 percent of respondents have responded that in India higher education is more inclusive.

Figure 5.16: Gender Wise opinion of the respondents about the extent of inclusiveness is Higher Education in India

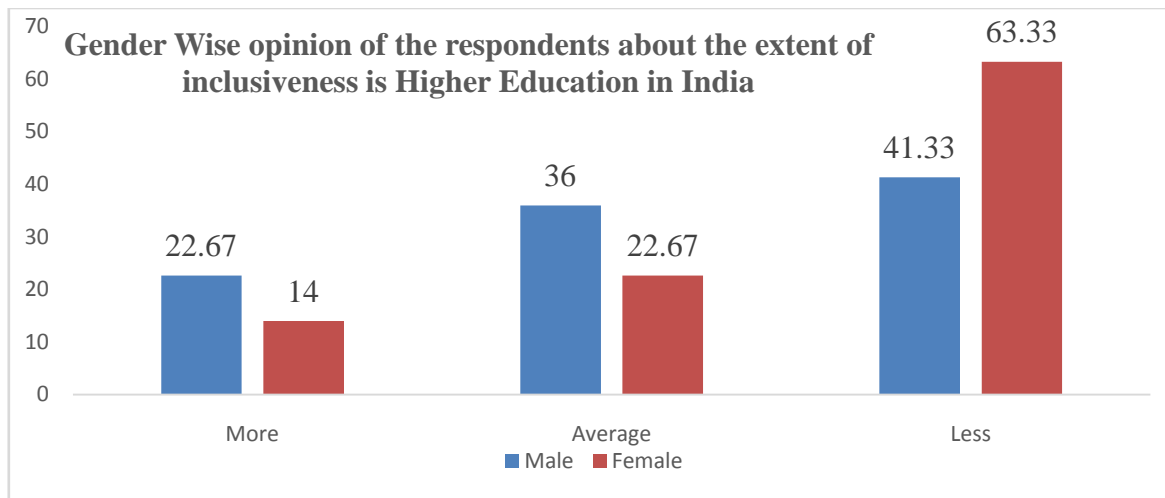


Figure 5.16 reveals, that majority of respondents i.e., 52.33 percent of respondents have responded that in India higher education is less inclusive, followed by 29.33 percent of respondents have said that in India, higher education is average inclusive and 18.33 percent of respondents have responded that in India higher education is more inclusive.

Table 5.27: Social Category Wise opinion of the respondents about how much Inclusive is Higher Education in India

Social Category	More	Average	Less	Total
General	14 (23.33)	19 (31.67)	27 (45.00)	60 (100.00)
OBC	24 (26.67)	27 (30.00)	39 (43.33)	90 (100.00)
SC	17 (11.33)	42 (28.00)	91 (60.67)	150 (100.00)
Total	55 (18.33)	88 (29.33)	157 (52.33)	300 (100.00)

Source: Field Survey Data.

Nowadays inclusive education has been the focus of policy makers, after it has been neglect from years. But still there is an extensive evidence, that shows that the higher education of India is not still inclusive (Fedulova, *et.a,l* 2019). The present section explores, the social category wise, how much inclusive is higher education in India. Table

5.27 shows that in General category, 45 percent of respondents have responded that higher education is less inclusive in India, followed by 31.67 percent of respondents said that higher education is average inclusive in India, 23.33 percent respondents have responded that higher education is more inclusive in India. Similarly, in case of OBC category, 43.33 percent of respondents have responded that higher education is less inclusive in India, followed by 30 percent respondents said that higher education is average inclusive in India, 26.67 percent of respondents have responded that higher education is more inclusive in India. In SC category, 60.67 percent of respondents have responded that higher education is less inclusive in India, followed by 28 percent respondents who responded that higher education is average inclusive in India, 11.33 percent of respondents said that higher education is more inclusive in India. Therefore, the overall results of table reveal that majority of respondents responded that higher education is less inclusive in India.

Figure 5.17: Social Category Wise opinion of the respondents about how much Inclusive is Higher Education in India

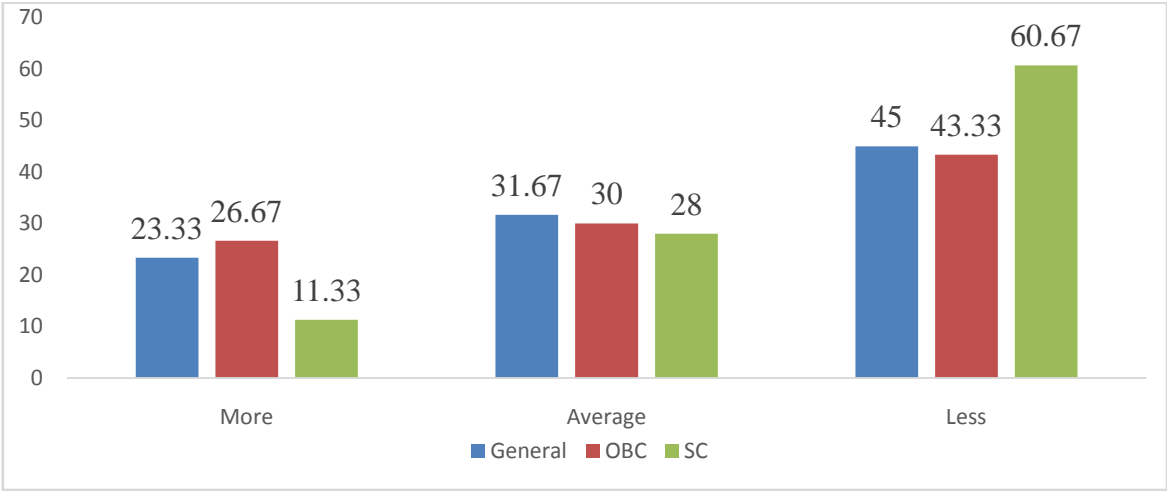


Figure 5.17 reveals, that majority of respondents said that higher education is less inclusive in India.

5.28: Conclusion

The above chapter concludes, 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 responded that inclusive education plays instrumental role in integrating/mainstreaming marginalized sections in society. The overall results also reveal that majority of respondents i.e., 90 percent said yes 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. 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 have said that 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.

CHAPTER 6:
ISSUES AND CHALLENGES IN HIGHER
EDUCATION WITH SPECIAL
REFERENCE TO LUCKNOW: AN
EMPIRICAL STUDY

Chapter 6

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

6. Introduction

After, China and United States, India is the world's third largest higher education sector in terms of students. India will become one of the world's biggest educational hub in future. However, after independence, India's Higher Education sector has seen a massive rise in the number of Universities/University level Institutions & Colleges (Sheikh, 2017). The 'Right to Education Act,' which makes compulsory education mandatory, and free education for all children aged 6 to 14, has ushered in transformation the country's education system (Kaushal, 2012). The national level figures are showing a staggering increase in school enrollments over the last few decades. On the other side, the presence of the private sector in higher education has resulted significant reforms in education sector (Jahan and Selvarani, 2015). In India, the private sector now promotes more than 60 percent of higher education institutions. It has intensified the creation of institutes that have sprung up over the last few decades, giving India the world's largest number of Higher Education institutions and the second highest number of student enrolments in the world (Shaguri, 2013)

Higher education is very important for a developing country like India and it is encouraging to increasing human development. Higher education helps people to focus on the important social, economic, cultural, moral and spiritual problems, which a society is facing (Nigam *et,al*, 2019). Higher education helps the country to prosper by having specialized skills and well-trained individuals. In the upcoming decades, India will have the world's largest population of young people. The increasing youth population can be a greater asset for the country, if the potential employability will be brought to fruition. However, although the school enrollment has increased and also the number of higher education institutions in India 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 (Chahal and Dar, 2015). 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 institutions is insufficient to match the country's expanding demand. Overall, many of the country's higher education establishments have devolved into research centers rather than learning institutions. 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 in accesses to the higher education in India (Varghese, 2015). 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.

Table 6.1: Gender Wise opinion of the respondents regarding Parent's different Occupations Affect Equal Access to Higher Education of their Children

Gender	Yes	No	Don't know	Total
Male	146 (97.33)	0 (0.0)	4 (2.67)	150 (100.00)
Female	137 (91.33)	0 (0.0)	13 (8.87)	150 (100.00)
Total	283 (94.33)	0 (0.0)	17 (5.67)	300 (100.00)

Source: Field Survey Data.

Parent's education, occupational status or class influence children's educational achievements and attainment across countries and over time (Erola, *et.al*, 2016). Therefore, the present section explores the gender wise opinion regarding parent's different occupations affect equal access to higher education of their children Table 6.1 shows that

among male category, out of 150 respondents' 97.33 percent of the respondents have responded, that yes parent's different occupations affect equal access to higher education of their children's. While 2.67 percent of the respondents have responded that they don't know anything regarding whether parent's different occupations affect equal access to higher education of their children or not. Similarly, in female category, 91.33 percent of the respondents have responded that yes, parent's different occupations affect equal access to higher education of their children and 8.87 percent of the respondents have responded that they don't know anything regarding whether parent's different occupations affect the equal access to higher education of their children or not. However, none of the respondent among both male and female said no, that parent's different occupations does not affect equal access to higher education of their children. So, the overall results reveal that majority of respondents have responded that parent's different occupations affect equal access to higher education of their children.

Table 6.2: Social Category Wise opinion of the respondents regarding Parent's different Occupations Affect Equal Access to Higher Education of their Children

Social Category	Yes	No	Don't know	Total
General	58 (96.67)	0 (0.0)	2 (3.33)	60 (100.00)
OBC	81 (90.00)	0 (0.0)	9 (10.00)	90 (100.00)
SC	144 (96.00)	0 (0.0)	6 (4.00)	150 (100.00)
Total	283 (94.33)	0 (0.0)	17 (5.67)	300 (100.00)

Source: Field Survey Data.

Caste plays a crucial role in India society. The schedule caste is still on the bottom of ladder in-terms of socio-economic conditions, which inversely affects the education attainment of their children's. Therefore, the present section explores the social category wise opinion regarding parent's different occupations affect equal access to higher education of their children. Table 6.2 shows that in General category, 96.67 percent of the respondents have responded yes, that the parent's different occupations affect equal access to higher education of their children and 3.33 percent of the respondents have responded, that they don't know anything regarding whether parent's different occupations affects the

equal access to higher education of their children or not. While none of them said no, that the parent's different occupations do not affect equal access to higher education of their children. Similarly, in case of OBC category, 90 percent of the respondents have responded yes, that the parent's different occupations affect equal access to higher education of their children and 10 percent of the respondents have responded that they don't know anything regarding whether parent's different occupations affect equal access to higher education of their children or not. In SC category, 96 percent respondents responded yes, that parent's different occupations affect equal access to higher education of their children and remaining 4 percent of the respondents have responded that they don't know anything regarding whether the parent's different occupations affect equal access to higher education of their children or not. Therefore, the overall results reveal that majority of the respondents have responded, that parent's different occupations affect equal access to higher education of their children.

Table 6.3: Gender Wise opinion of the respondents about the reasons of Socio-Economic Disparities and Inequalities in Higher Education

Gender	Industrialization	Privatization	Urbanization	Commercialization	All of the above	Total
Male	17 (11.33)	86 (57.33)	28 (18.67)	12 (8.0)	7 (4.67)	150 (100.0)
Female	24 (16.0)	98 (65.33)	16 (10.67)	9 (6.0)	3 (2.0)	150 (100.0)
Total	41 (13.67)	184 (61.33)	44 (14.67)	21 (7.0)	10 (3.33)	300 (100.0)

Source: Field Survey Data.

Gender wise perception regarding the social and economic aspects always differs from each other. It is mainly that women in Indian society are still bounded with domestic work, due to which they are unable to exploit the economic opportunities. Hence, their perception regarding the social and economic aspect differs than male persons. Therefore, the present section explores the Gender wise increasing rate of which is responsible for socio-economic disparities and inequalities in higher education. It is sub-divided into four groups i.e., Industrialization, Privatization, Urbanization and Commercialization. Table 6.3 shows that among male category, 57.33 percent of the respondents have responded, that

increasing rate of Privatization is responsible for socio-economic disparities and inequalities in higher education, followed by 18.67 percent of the respondents have responded, that increasing rate of Urbanization is responsible for socio-economic disparities and inequalities in higher education followed by 11.33 percent of the respondents, who said that the increasing rate of Industrialization is responsible for socio-economic disparities and inequalities in higher education and 8 percent of the respondents, said that increasing rate of Commercialization is responsible for socio-economic disparities and inequalities in higher education. Whereas, 4.67 percent of the respondents, said, that all of the mentioned options are the responsible for socio-economic disparities and inequalities in higher education.

In the case of female category respondents, 65.33 percent of the respondents, said that the increasing rate of Privatization is responsible for socio-economic disparities and inequalities in higher education, followed by 16 percent of the respondents, who said that the increasing rate of Industrialization is responsible for socio-economic disparities and inequalities in higher education, followed by 10.67 percent of the respondents said that the increasing rate of Urbanization is responsible for socio-economic disparities and inequalities in higher education. 6 percent of the respondents said that the increasing rate of Commercialization is responsible for socio-economic disparities and inequalities in higher education. While 2 percent of the respondents said that the all of the mentioned options is responsible for socio-economic disparities and inequalities in higher education. Therefore, the overall results reveal that majority of respondents which comprises 61.33 percent have responded, that increasing rate of Privatization is responsible for socio-economic disparities and inequalities in higher education.

Figure 6.1: Gender Wise opinion of the respondents about the reasons of Socio-Economic Disparities and Inequalities in Higher Education

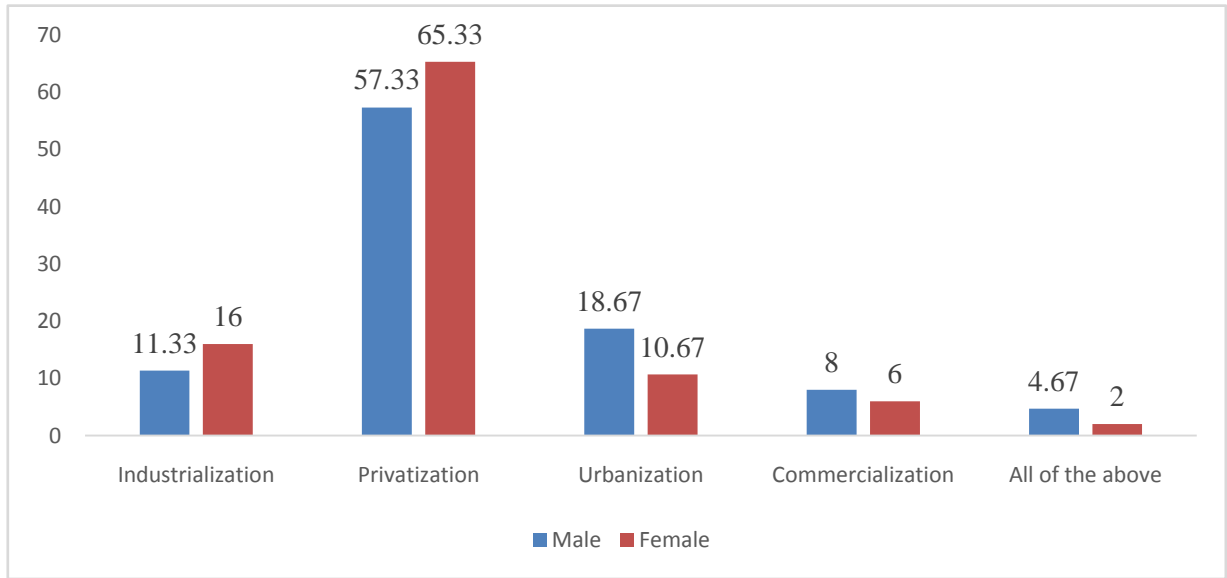


Table 6.4: Social Category Wise opinion of the respondents about the reasons of Socio-Economic Disparities and Inequalities in Higher Education

Social Category	Industrialization	Privatization	Urbanization	Commercialization	All of the above	Total
General	9 (15.0)	36 (60.0)	12 (20.0)	3 (5.0)	0 (0.0)	60 (100.0)
OBC	14 (15.56)	52 (57.78)	14 (15.56)	7 (7.78)	3 (3.33)	90 (100.0)
SC	18 (12.0)	96 (64.0)	18 (12.0)	11 (7.33)	7 (4.67)	150 (100.0)
Total	41 (13.67)	184 (61.33)	44 (14.67)	21 (7.0)	10 (3.33)	300 (100.0)

Source: Field Survey Data.

As we have already discussed, that the perception always differs across gender and caste wise in a society. Therefore, the present section explores about the Social Category wise increasing rate of which is responsible for socio-economic disparities and inequalities in higher education. It is sub-divided into four groups i.e., Industrialization, Privatization, Urbanization and Commercialization. Table 6.4 shows that among male category, 60 percent of the respondents have responded, that increasing rate of Privatization is

responsible for socio-economic disparities and inequalities in higher education followed by 20 percent of the respondents have responded, that increasing rate of Urbanization is responsible for socio-economic disparities and inequalities in higher education, 15 percent of the respondents have responded, that increasing rate of Industrialization is responsible for socio-economic disparities and inequalities in higher education and 5 percent of the respondents have responded that, increasing rate of Commercialization is responsible for socio-economic disparities and inequalities in higher education. In OBC category respondents, 57.78 percent of the respondents have responded, that increasing rate of Privatization is responsible for socio-economic disparities and inequalities in higher education, followed by 15.56 percent of the respondents each have responded, that increasing rate of Industrialization and Urbanization respectively are the responsible for socio-economic disparities and inequalities in higher education. However, 7.78 percent of the respondents have responded that increasing rate of Commercialization is responsible for socio-economic disparities and inequalities in higher education. While 3.33 percent of the respondents have responded, that the increasing rate of all the mentioned options are the responsible for socio-economic disparities and inequalities in higher education.

In the case of SC category, 64 percent of the respondents have responded, that the increasing rate of Privatization is responsible for socio-economic disparities and inequalities in higher education followed by 12 percent of the respondents said that increasing rate of Industrialization and Urbanization respectively is responsible for socio-economic disparities and inequalities in higher education, 7.33 percent of the respondents said, that the increasing rate of Commercialization is responsible for socio-economic disparities and inequalities in higher education. Whereas, 4.67 percent of the respondents have responded, that the increasing rate of all the mentioned options are responsible for socio-economic disparities and inequalities in higher education. Therefore, the overall results of the table reveal that majority of respondents i.e., 61.33 percent of of the respondents have responded, that the increasing rate of Privatization is responsible for socio-economic disparities and inequalities in higher education.

Figure 6.2: Social Category Wise opinion of the respondents about the reasons of Socio-Economic Disparities and Inequalities in Higher Education

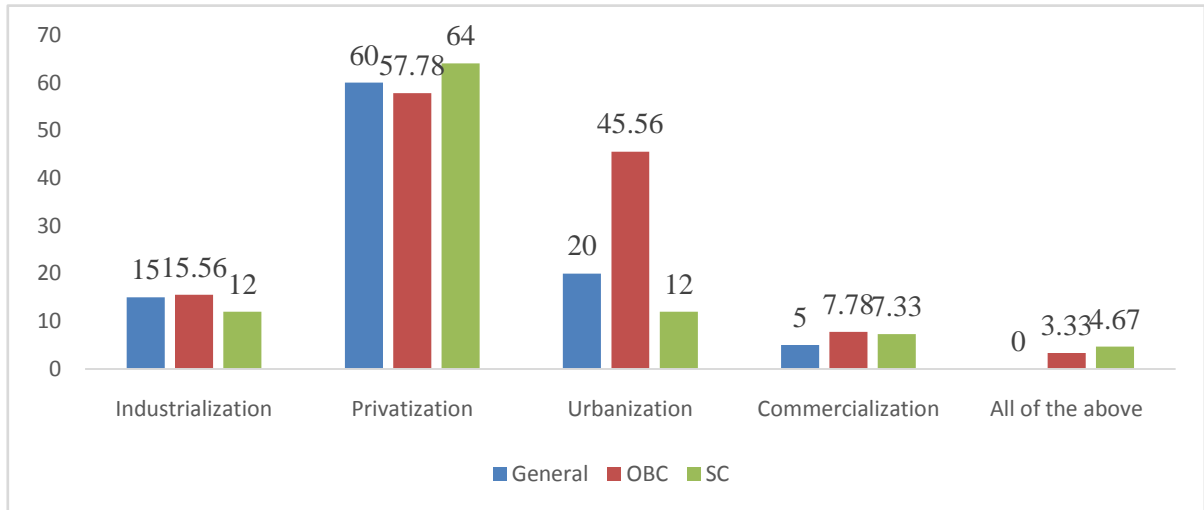


Table 6.5: Gender Wise Opinion Regarding nature of inequalities are Responsible for Stream/discipline Wise Inequality in Higher Education in India

Gender	Gender based inequalities	Caste based inequalities	Class based inequalities	All of the Above	Total
Male	36 (24.0)	78 (52.0)	28 (18.67)	8 (5.33)	150 (100.0)
Female	86 (57.33)	48 (32.0)	13 (8.67)	3 (2.0)	150 (100.0)
Total	122 (40.67)	126 (42.0)	41 (13.67)	11 (3.67)	300 (100.0)

Source: Field Survey Data

Gender inequality in India is largely resulted because of the deeply ingrained systems of patriarchy. The gender inequalities are also present in the attainment of higher education in India. Women are still facing huge challenges in the attainment of higher education in India. Therefore, the present section explores, the Gender wise opinion regarding inequalities that are responsible for stream/discipline wise inequality in higher education in India. It is sub-divided into three categories i.e., Gender based inequalities, Caste based inequalities and Class based inequalities. Table 6.5 shows that among male category, 52 percent of the respondents have responded, that the Caste based inequalities are responsible for stream/discipline wise inequality in higher education in India, followed by

24 percent of the respondents have responded, that the Gender based inequalities are responsible for stream/discipline wise inequality in higher education in India. Moreover, 18.67 percent of the respondents said, that the Class based inequalities are responsible for stream/discipline wise inequality in higher education in India. Whereas, 5.33 percent of the respondents have responded that all the mentioned options are responsible for stream/discipline wise inequality in higher education in India.

In the case of female category, the scenario is quite different. Table shows that out of 150 respondents, 57.33 percent of the respondents have responded, that the Gender based inequalities are responsible for stream/discipline wise inequality in higher education in India, followed by 32 percent of the respondents, who said that the Caste based inequalities are responsible for stream/discipline wise inequality in higher education in India, 8.67 percent of the respondents have responded, that the Class based inequalities are responsible for stream/discipline wise inequality in higher education in India. Whereas, 2 percent of the respondents, said that all mention options are responsible for stream/discipline wise inequality in higher education in India. Therefore, the overall results 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.

Figure 6.3: Gender Wise Opinion Regarding nature of inequalities are Responsible for Stream/discipline Wise Inequality in Higher Education in India

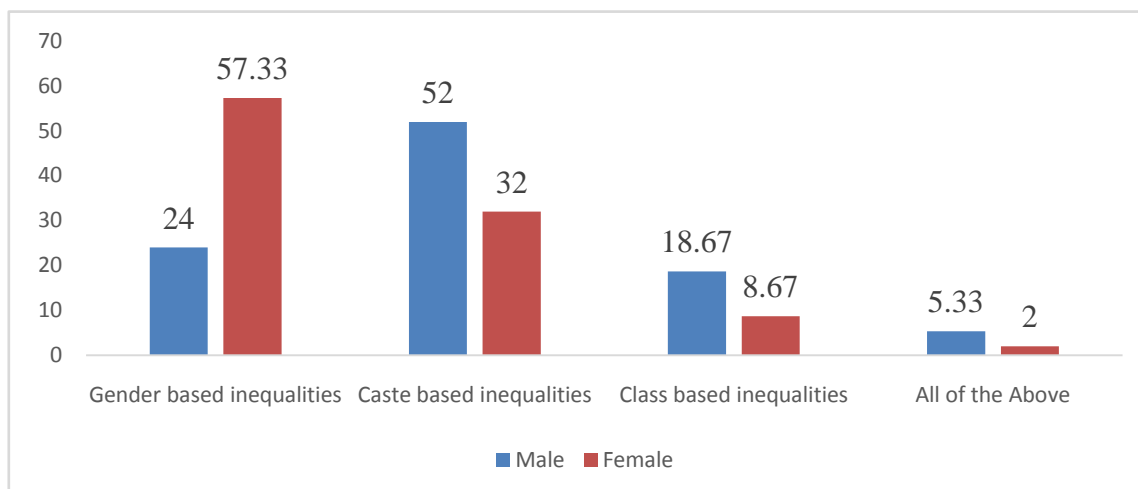


Table 6.6: Social Category Wise Opinion Regarding nature of inequalities are Responsible for Stream/discipline Wise Inequality in Higher Education in India

Social Category	Gender based inequalities	Caste based inequalities	Class based inequalities	All of the Above	Total
General	16 (26.67)	18 (30.0)	22 (36.67)	4 (6.67)	60 (100.0)
OBC	42 (46.67)	32 (35.56)	12 (13.33)	4 (4.44)	90 (100.0)
SC	64 (42.67)	76 (50.67)	7 (4.67)	3 (2.0)	150 (100.0)
Total	122 (40.67)	126 (42.0)	41 (13.67)	11 (3.67)	300 (100.0)

Source: Field Survey Data.

Likewise, the Gender inequality in India the caste-based inequalities are also present in the attainment of higher education in India. Schedule castes are still facing huge challenges in the attainment of higher education in India. Therefore, the present section explores the Social Category wise opinion regarding inequalities which are responsible for stream/discipline wise inequality in higher education in India, which is sub-divided into three categories i.e., Gender based inequalities, Caste based inequalities and Class based inequalities. Table 6.6 shows that in General category, 36.67 percent of the respondents

have responded, that the Class based inequalities are responsible for stream/discipline wise inequality in higher education in India, followed by 30 percent of the respondents have responded, that the Caste based inequalities are responsible for stream/discipline wise inequality in higher education in India. Moreover, 26.67 percent of the respondents, said that the Gender based inequalities are responsible for stream/discipline wise inequality in higher education in India. Whereas, 6.67 percent of the respondents have responded that all the mentioned options are responsible for stream/discipline wise inequality in higher education in India.

Similarly, in the case of OBC category, the scenario is different and table shows that out of 90 respondents, 46.67 percent of the respondents have responded that Gender based inequalities are responsible for stream/discipline wise inequality in higher education in India, followed by 35.56 percent of the respondents, who said that the Caste based inequalities are responsible for stream/discipline wise inequality in higher education in India. Moreover, 13.33 percent of the respondents have responded, that the Class based inequalities are responsible for stream/discipline wise inequality in higher education in India. Whereas, 4.44 percent of the respondents, said that all of the mentioned options are responsible for stream/discipline wise inequality in higher education in India.

Moreover, in SC category, 50.67 percent of the respondents have responded that Caste based inequalities are responsible for stream/discipline wise inequality in higher education in India. Nonetheless, 42.67 percent of the respondents have responded, that the Gender based inequalities are responsible for stream/discipline wise inequality in higher education in India, 4.67 percent of the respondents, said that the Class based inequalities are responsible for stream/discipline wise inequality in higher education in India. Whereas, 2 percent of the respondents have responded, that that all the mention options are responsible for stream/discipline wise inequality in higher education in India. Therefore, the overall results reveal that in General category majority of the respondents have responded, 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.

Figure 6.4: Social Category Wise Opinion Regarding nature of inequalities are Responsible for Stream/discipline Wise Inequality in Higher Education in India

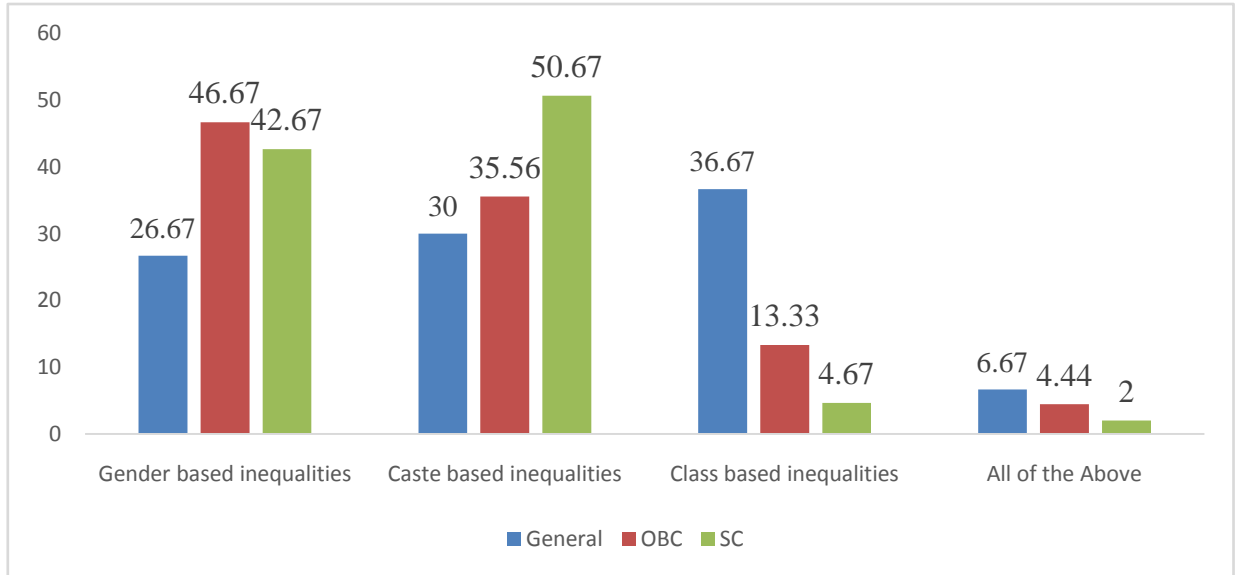


Table 6.7: Gender Wise Opinion of the respondents about Inequalities in the Quality of Higher Education are one of the Problems facing by all Community of Indian Society, which affect Inclusive Education

Gender	Yes	No	Don't know	Total
Male	142 (94.67)	6 (4.0)	2 (1.33)	150 (100.0)
Female	147 (98.0)	0 (0.0)	3 (2.0)	150 (100.0)
Total	289 (96.33)	6 (2.0)	5 (1.67)	300 (100.0)

Source: Field Survey Data.

Higher education in India is always facing the inequalities that affects the inclusive education across gender and social category wise in Indian society. Therefore, this section explores about the Gender wise inequalities in the quality of higher education are one of the problems facing by all community of Indian society which affect inclusive education. Table 6.7 shows that among male category, 94.67 percent of the respondents have responded yes, that the inequalities in the quality of higher education are also one of the

problems facing by all community of Indian society which affect inclusive education and only 4 percent of the respondents have responded no, that inequalities in the quality of higher education are not one of the problems facing by all community of Indian society, which affects inclusive education. However, 1.33 percent of the respondents have responded, that they don't know anything regarding that, whether inequalities in the quality of higher education are also one of the problems facing by all community of Indian society or not.

Similarly, in female category, 98 percent of the respondents have responded yes, that the inequalities in the quality of higher education are also one of the problems facing by all community of Indian society which affect inclusive education. While none of the respondents said no inequalities in the quality of higher education are not one of the problems facing by all community of Indian society, which affects inclusive education. However, 2 percent of the respondents have responded that they don't know anything regarding that whether inequalities in the quality of higher education are also one of the problems facing by all community of Indian society or not. Therefore, the overall results reveal that majority of respondents have responded, that inequalities in the quality of higher education are one of the problems facing by all community of Indian society which affect inclusive education.

Table 6.8: Social Category Wise Opinion of the respondents about Inequalities in the Quality of Higher Education are also one of the Problems facing by all Community of Indian Society, which affect Inclusive Education

Social Category	Yes	No	Don't know	Total
General	52 (86.67)	6 (10.0)	2 (3.33)	60 (100.0)
OBC	87 (96.67)	0 (0.0)	3 (3.33)	90 (100.0)
SC	150 (100.0)	0 (0.0)	0 (0.0)	150 (100.0)
Total	289 (96.33)	6 (2.0)	5 (1.67)	300 (100.0)

Source: Field Survey Data.

Likewise, the above section, the present section explores about the Social Category wise inequalities in the quality of higher education are one of the problems facing by all community of Indian society which affect inclusive education. Table 6.8 shows that in General category, 86.67 percent of the respondents have responded yes, that inequalities in the quality of higher education are also one of the problems facing by all community of Indian society, that affects inclusive education and 6 percent of the respondents have responded no, that the inequalities in the quality of higher education are not one of the problems facing by all community of Indian society, that affects inclusive education. Whereas, 3.33 percent of the respondents have responded, that they don't know anything regarding whether, inequalities in the quality of higher education are also one of the problems facing by all community of Indian society or not.

In the case of OBC category, 96.67 percent of the respondents have responded yes, that inequalities in the quality of higher education are also one of the problems facing by all community of Indian society that affects the inclusive education. While none of the respondents said no, that inequalities in the quality of higher education are not one of the problems facing by all community of Indian society which affect inclusive education. However, 3.33 percent of the respondents have responded that they don't know anything regarding, whether inequalities in the quality of higher education are also one of the problems facing by all community of Indian society or not. In SC category, all the 100 percent of the respondents have responded yes, inequalities in the quality of higher education are also one of the problems facing by all community of Indian society that affects the inclusive education. While none of the respondents said no, that the inequalities in the quality of higher education are not one of the problems facing by all community of Indian society that affects the inclusive education. So, the overall result reveals that majority of respondents have responded that inequalities in the quality of higher education are one of the problems facing by all community of Indian society which affect inclusive education.

Table 6.9: Gender Wise Opinion of the respondents regarding Socially Disadvantaged groups perform less than Socially Advantaged groups in Higher Education in India

Gender	Yes	No	Don't know	Total
Male	141 (94.0)	0 (0.0)	9 (6.0)	150 (100.0)
Female	150 (100.0)	0 (0.0)	0 (0.0)	150 (100.0)
Total	291 (97.0)	0 (0.0)	9 (3.0)	300 (100.0)

Source: Field Survey Data.

Majority of socially disadvantaged population is still living in abject poverty and inhumane conditions even after about seven decades of independence. It has been observed that they often do not come forward to avail the economic and social welfare opportunities which open to them. It is mainly that many of them are living below poverty line and being illiterate and are not aware about various rights and opportunities provided to them by the Government of India. Moreover oppression, aggression and flaws still remain in the social programs in Indian society which prevents education growth of this section of society (NCERT, 2011). Therefore, the present section explores the Gender wise, whether socially disadvantaged groups perform less than socially advantaged groups in higher education in India. Table 6.9 shows that among category, 94 percent of the respondents have responded yes, that the socially disadvantaged groups perform less than socially advantaged groups in higher education in India. Whereas, 6 percent of the respondents have responded that they don't know anything regarding whether, socially disadvantaged groups perform less than socially advantaged groups in higher education in India or not. In female category, all the 100 percent of the respondents have responded yes, that the socially disadvantaged groups perform less than socially advantaged groups in higher education in India. While none of the respondent have responded, that they don't know anything regarding whether socially disadvantaged groups perform less than socially advantaged groups in higher education in India or not. So, the overall result of the table reveals, that majority of the respondents have responded yes, that socially disadvantaged groups perform less than socially advantaged groups in higher education in India while none of the respondents said no

socially disadvantaged groups does not perform less than socially advantaged groups in higher education in India.

Table 6.10: Social Category Wise Opinion of the respondents regarding Socially Disadvantaged groups perform less than Socially Advantaged groups in Higher Education in India

Social Category	Yes	No	Don't know	Total
General	51 (85.0)	0 (0.0)	9 (15.0)	60 (100.0)
OBC	90 (100.0)	0 (0.0)	0 (0.0)	90 (100.0)
SC	150 (100.0)	0 (0.0)	0 (0.0)	150 (100.0)
Total	291 (97.0)	0 (0.0)	9 (3.0)	300 (100.0)

Source: Field Survey Data.

Government of India has formulated many policies for the upliftment of education status of socially disadvantaged students, but just making attractive policies and ensuring their enrolment in the schools cannot be considered as an indicator of their progress and development. There is also strong need to systematically analyse the reasons of low academic achievement among this section of society. (Balandet, *al.*, 2017). The disadvantaged sections of society comprise that part of population which is repudiate the opportunity to fully explore and utilize its abilities and enjoy a quality life.

The below section explores about the Social Category wise, is socially disadvantaged groups perform less than socially advantaged groups in higher education in India. Table 6.10 shows that in General category, 85 percent of the respondents have responded yes, that socially disadvantaged groups perform less than socially advantaged groups in higher education in India. While remaining 15 percent of the respondents have responded, that they don't know anything regarding, is socially disadvantaged groups perform less than socially advantaged groups in higher education in India or not.

In OBC and SC category, all the 100 percent respondents responded that yes socially disadvantaged groups perform less than socially advantaged groups in higher education in

India. Whereas, none of the respondents have responded that they don't know anything regarding, whether socially disadvantaged groups perform less than socially advantaged groups in higher education in India or not. So, the overall results reveal, that majority of the respondents have responded yes, that the socially disadvantaged groups perform less than socially advantaged groups in higher education in India, while none of the respondents said no socially disadvantaged groups does not perform less than socially advantaged groups in higher education in India.

Table 6.11: Gender Wise Opinion of the respondents about the type of Inequality is/are Responsible for Women participation in Higher Education

Gender	Socio-cultural inequalities	Political inequalities	Economical inequalities	Total
Male	56 (37.33)	72 (48.0)	22 (14.67)	150 (100.0)
Female	88 (58.67)	48 (32.0)	14 (9.33)	150 (100.0)
Total	144 (48.0)	120 (40.0)	36 (12.0)	300 (100.0)

Source: Field Survey Data.

One of the most aspects of inequality is between men and women. Women are generally found to be lagging behind men in every sector including higher education in India as in many countries. During the post-independence period, there is a significant improvement in women's participation in higher education. Women constitute 43 per cent of the total enrolments in higher education in 2011–12, while there were only 14 women per 100 men in higher education in 1950–51 (UGC, 2013). The section explores the Gender wise, which among the following inequality is/are responsible for women participation in higher education. It is sub-divided into three categories i.e., Socio-cultural inequalities, Political inequalities and Economical inequalities. Table 6.11 shows that among male category, 48 percent of the respondents have responded, that Political inequalities are responsible for women participation in higher education, followed by 37.33 percent of the respondents, who said that Socio-cultural inequalities are responsible for women participation in higher education. Moreover, 14.67 percent of the respondents, said that the Economical inequalities are responsible for women participation in higher education.

In the case of female category, 58.67 percent of the respondents have responded, that Socio-cultural inequalities are responsible for women participation in higher education, followed by 32 percent of the respondents, said that Political inequalities are responsible for women participation in higher education and 9.33 percent of the respondents, said that the Economical inequalities are responsible for women participation in higher education. Therefore, the overall table reveals 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 have responded, that Socio-cultural inequalities are responsible for women participation in higher education.

Figure 6.5: Gender Wise Opinion of the respondents about the type of Inequality is/are Responsible for Women participation in Higher Education

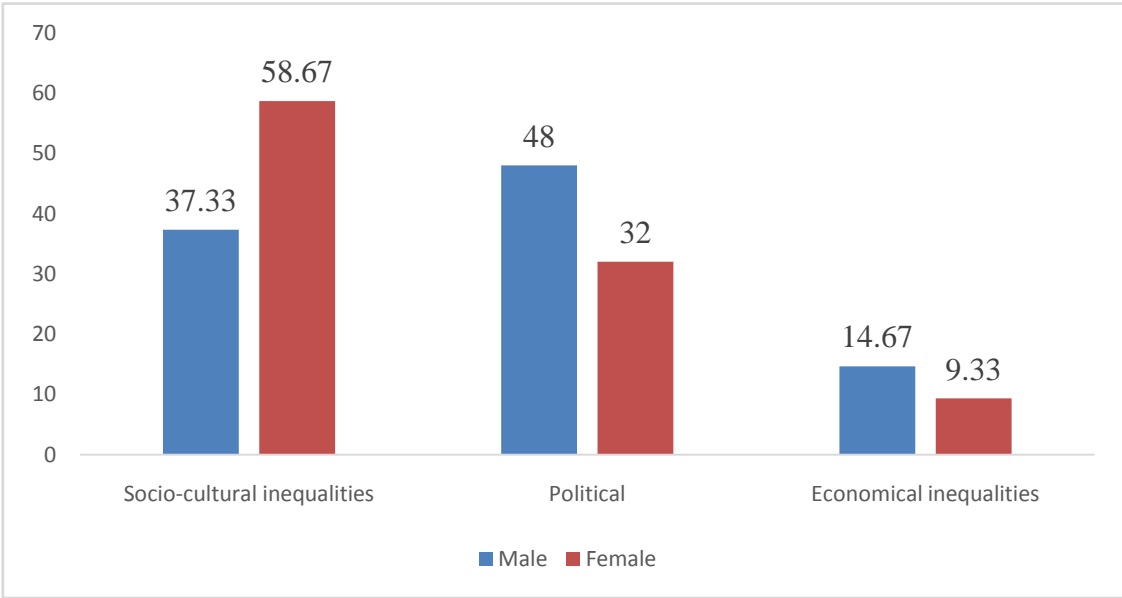


Table 6.12: Social Category Wise Opinion of the respondents about the type of line quality is/are Responsible for Women participation in Higher Education

Social Category	Socio-cultural inequalities	Political Inequalities	Economical inequalities	Total
General	22 (36.67)	22 (36.67)	16 (26.67)	60 (100.0)
OBC	42 (46.67)	37 (41.11)	11 (12.22)	90 (100.0)
SC	80 (53.33)	61 (40.67)	9 (6.0)	150 (100.0)
Total	144 (48.0)	120 (40.0)	36 (12.0)	300 (100.0)

Source: Field Survey Data.

The present section explores the Social category wise, which among the following inequality is/are responsible for women participation in higher education. It is sub-divided into three categories i.e., Socio-cultural inequalities, Political inequalities and Economical inequalities.

Table 6.12 shows that in General category, 36.67 percent of the respondents each have responded, that Political inequalities and Socio-cultural inequalities equally are responsible for women participation in higher education, followed by 26.67 percent of the respondents have responded, that Economical in equalities are responsible for women participation in higher education. In the case of OBC category, 46.67 percent of the respondents have responded, that Socio-cultural inequalities are responsible for women participation in higher education, followed by 41.11 percent of the respondents, said that Political inequalities are responsible for women participation in higher education. Whereas, 2.22 percent of the respondents have responded, that Economical inequalities are responsible for women participation in higher education.

Similarly, in SC category, 53.33 percent of the respondents have responded that Socio-cultural inequalities are responsible for women participation in higher education, followed by 40.67 percent of the respondents, said that the Political inequalities are responsible for women participation in higher education and 6 percent of the respondents have responded that Economical inequalities are responsible for women participation in higher education.

Therefore, the overall results reveal that in majority of the respondents have responded, that Socio-cultural inequalities are responsible for women participation in higher education.

Figure 6.6: Social Category Wise Opinion of the respondents about the type of Inequality is/are Responsible for Women Participation in Higher Education

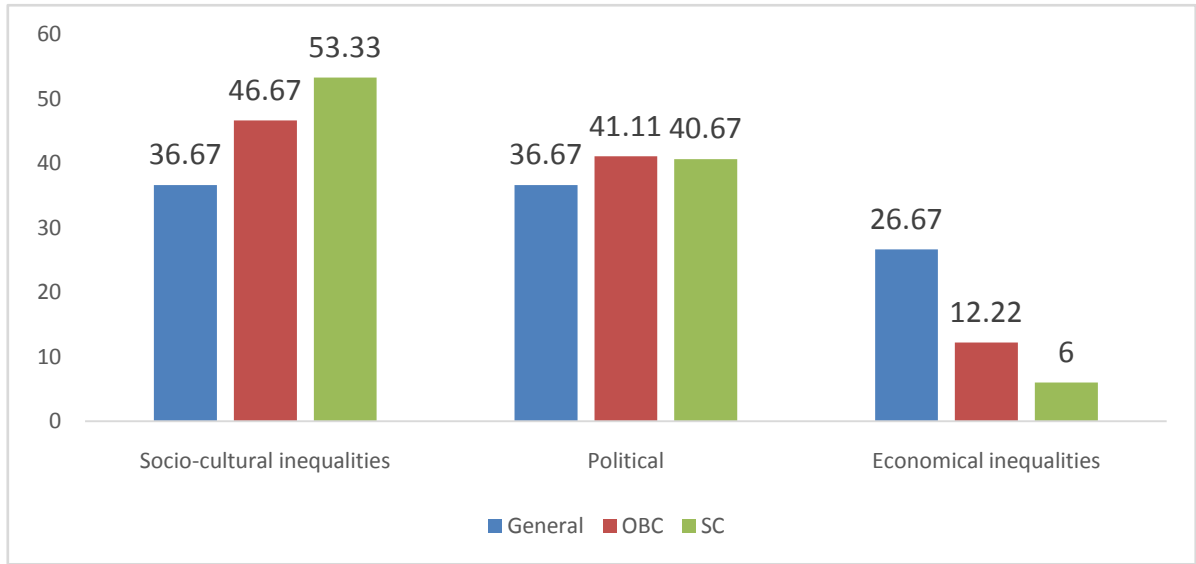


Table 6.13: Gender Wise Opinion of the respondents regarding “whether Higher Education is successful in reducing Inequalities in India”

Gender	Yes	No	Don't know	Total
Male	134 (89.33)	12 (8.0)	4 (2.67)	150 (100.0)
Female	121 (80.67)	27 (18.0)	2 (1.33)	150 (100.0)
Total	255 (85.0)	39 (13.0)	6 (2.0)	300 (100.0)

Source: Field Survey Data.

Individuals, employers, and nations all benefit economically and socially from education. Education has the potential to improve social welfare, influence economic growth, and play a vital role in the development and implementation of economic and social policies. Many individuals feel that education provides a way for people to escape disadvantaged family backgrounds and climb the social ladder. (Machin, 2006)the present section

explores the Gender wise opinion regarding, whether higher education is successful in reducing inequalities in India. Table 6.13 shows that among male category, 89.33 percent of the respondents have responded yes, that the higher education is successful in reducing inequalities in India. Moreover, 8 percent of the respondents said no, the higher education is not successful in reducing inequalities in India. Whereas, 2.67 percent of the respondents said, they don't have any idea regarding whether higher education is successful in reducing inequalities in India or not.

In female category out of 150 respondents, 80.67 percent of the respondents, said yes, that the higher education is successful in reducing the inequalities in India, while 18 percent of the respondents said no, that the higher education is not successful in reducing inequalities in India. Whereas, the remaining 1.33 percent of the respondents said, that they don't have any idea regarding whether higher education is successful in reducing inequalities in India or not. Therefore, the overall results reveal that majority of the respondents, said yes higher education is successful in reducing inequalities in India.

Table 6.14: Social Category Wise Opinion of the respondents regarding “whether Higher Education is successful in reducing Inequalities in India”

Social Category	Yes	No	Don't know	Total
General	58 (96.67)	2 (3.33)	0 (0.0)	60 (100.0)
OBC	77 (85.56)	11 (12.22)	2 (2.22)	90 (100.0)
SC	120 (80.0)	26 (17.33)	4 (2.67)	150 (100.0)
Total	255 (85.0)	39 (13.0)	6 (2.0)	300 (100.0)

Source: Field Survey Data.

Rising societal disparities are a major source of concern for all. Inequalities are seen as too serious to ignore any longer, among inequalities in various spheres. Therefore, this section explores the Social Category wise opinion regarding, whether higher education is successful in reducing inequalities in India or not. Table 6.14 shows that in General category, out of 60 respondents, 96.67 percent of the respondents have responded yes, that

the higher education is successful in reducing inequalities in India, while remaining 3.33 percent of the respondents said no, that the higher education is not successful in reducing inequalities in India. Similarly, in OBC category, 85.56 percent of the respondents have responded yes, that the higher education is successful in reducing inequalities in India and 12.22 percent of the respondents said no, that the higher education is not successful in reducing inequalities in India. Whereas, 2.22 percent of the respondents said, they don't have any idea regarding that whether the higher education is successful in reducing inequalities in India or not.

Moreover, in the case of SC category, out of 150 respondents, 80 percent of the respondents have responded yes, that the higher education is successful in reducing inequalities in India and 17.33 percent of the respondents said no, that the higher education is not successful in reducing inequalities in India. However, 2.67 percent of the respondents said, that they don't have any idea regarding, whether higher education is successful in reducing inequalities in India or not. So, the overall results reveal that majority of the respondents said yes, that the higher education is successful in reducing inequalities in India.

Table 6.15: Gender Wise about representation of SC and ST in India's Universities Compared to their Population share in Higher Education

Gender	Yes	No	Don't know	Total
Male	67 (44.67)	81 (54.0)	2 (1.33)	150 (100.0)
Female	68 (45.33)	82 (54.67)	0 (0.0)	150 (100.0)
Total	135 (45.0)	163 (54.33)	2 (0.67)	300 (100.0)

Source: Field Survey Data.

There are enormous number of studies which shows both women and social category groups are underrepresented in Indian universities. Therefore, the present section explores the gender wise, whether SC/ST under-represented in India's universities compared to their population share in higher education. Table 6.15 shows that among male category, 54 percent of the respondents, said no that the SC/ST is not under-represented in India's

universities compared to their population share in higher education, 44.67 percent of the respondents said yes, that the SC/ST is under-represented in India's universities compared to their population share in higher education. Whereas, 1.33 percent of the respondents have responded that they don't know anything regarding, whether SC/ST under-represented in India's universities compared to their population share in higher education or not.

Similarly, among female category out of 150 respondents, 54.67 percent of the respondents said no, that the SC/ST is not under-represented in India's universities compared to their population share in higher education. Whereas, 45.33 percent of the respondents said yes, that the SC/ST is under-represented in India's universities compared to their population share in higher education. Therefore, the overall results reveal table that majority of respondents have responded, that the SC/ST is not under-represented in India's universities compared to their population share in higher education.

Table 6.16: Social Category Wise about representation of SC and ST in India's Universities Compared to their Population share in Higher Education

Social Category	Yes	No	Don't know	Total
General	54 (90.0)	4 (6.67)	2 (3.33)	60 (100.0)
OBC	44 (48.89)	46 (51.11)	0 (0.0)	90 (100.0)
SC	37 (24.67)	113 (75.33)	0 (0.0)	150 (100.0)
Total	135 (45.0)	163 (54.33)	2 (0.67)	300 (100.0)

Source: Field Survey Data.

Likewise, the above section, the present section explores the Social category wise, whether SC/ST under-represented in India's universities compared to their population share in higher education. Table 6.16 shows that in General category, out of 60 respondents, 90 percent of the respondents said yes, that the SC/ST is under-represented in India's universities compared to their population share in higher education and 6.67 percent of the respondents said no, that the SC/ST is not under-represented in India's universities

compared to their population share in higher education. Whereas, 3.33 percent of the respondents have responded, that they don't know anything regarding, whether SC/ST under-represented in India's universities compared to their population share in higher education or not. In OBC category, the scenario is different out of 90 respondents, 51.11 percent of the respondents said no, SC/ST is not under-represented in India's universities compared to their population share in higher education and 48.89 percent respondents said yes, SC/ST is under-represented in India's universities compared to their population share in higher education.

In SC category, 75.33 percent of the respondents said no, SC/ST is not under-represented in India's universities compared to their population share in higher education and 24.67 percent of the respondents said yes, that the SC/ST is under-represented in India's universities compared to their population share in higher education. So, the overall reveals that except General category, majority of OBC and SC category respondents have responded, that SC/ST is not under-represented in India's universities compared to their population share in higher education.

Table 6.17: Gender Wise opinions of the respondents regarding Which Group experience higher form of Inequalities more than others

Gender	SC	ST	OBC	General	Total
Male	82 (54.67)	25 (16.67)	29 (19.33)	14 (9.33)	150 (100.0)
Female	93 (62.0)	23 (15.33)	23 (15.33)	11 (7.33)	150 (100.0)
Total	180 (60.0)	43 (14.33)	52 (17.33)	25 (8.33)	300 (100.0)

Source: Field Survey Data.

National Sample Survey Organisation (NSSO) has published various rounds, which shows that the women and schedule caste people are facing huge disparities and inequalities in India. Therefore, the present section explores about the Gender wise, which group experience higher form of inequalities more than other. Table 6.17 shows that among male category, out of 150 respondents, 54.67 percent respondents responded that SC category

groups experience higher form of inequalities more than other group followed by 19.33 percent respondents who responded that OBC category groups experience higher form of inequalities more than other group followed by 16.67 percent respondents who responded that ST category groups experience higher form of inequalities more than other group followed by little 9.33 percent respondents who responded that General category groups experience higher form of inequalities more than other group. In female category, out of 150 respondents, 62 percent respondents responded that SC category groups experience higher form of inequalities more than other group followed by 15.33 percent each respondent who responded that OBC category ST category groups respectively experience higher form of inequalities more than other group followed by little 7.33 percent respondents who responded that General category groups experience higher form of inequalities more than other group. So, the overall results reveal, that majority of respondents believe that SC category groups experience higher form of inequalities more than another group.

Figure 6.7: Gender Wise opinions of the respondents regarding Which Group experience higher form of Inequalities more than others

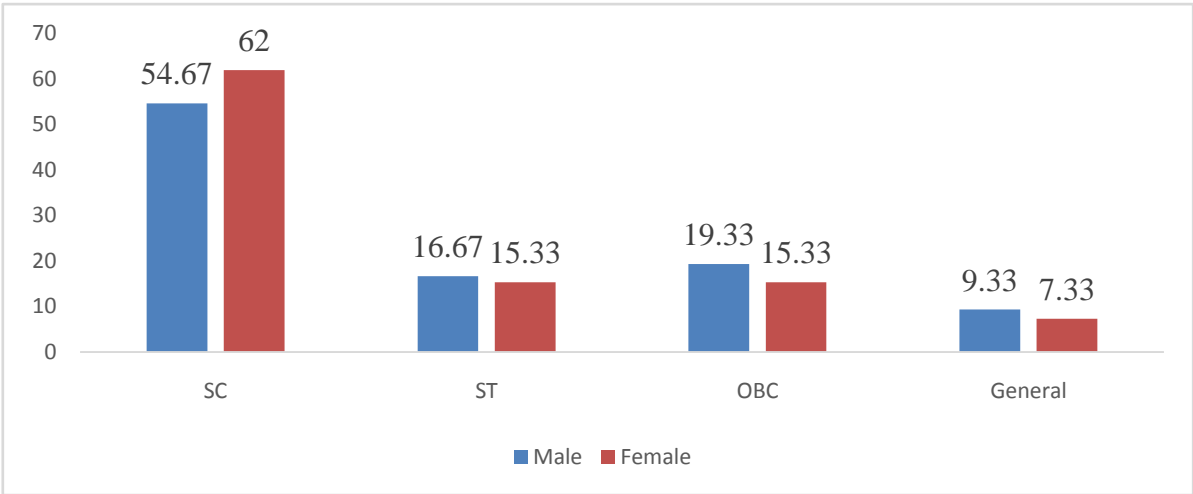


Table 6.18: Social Category Wise, Which Group experience higher form of Inequalities more than other

Social Category	SC	ST	OBC	General	Total
General	29 (48.33)	9 (15.0)	6 (10.0)	16 (26.67)	60 (100.0)
OBC	37 (41.11)	13 (14.44)	33 (36.67)	7 (7.78)	90 (100.0)
SC	114 (76.0)	21 (14.0)	13 (8.67)	2 (1.33)	150 (100.0)
Total	180 (60.0)	43 (14.33)	52 (17.33)	25 (8.33)	300 (100.0)

Source: Field Survey Data.

Likewise, the above section, the present section explores the Social Category wise, that which group experience higher form of inequalities more than other. Table 6.18 shows that in General category, 48.33 percent of the respondents have responded that SC category experience higher form of inequalities more than other group, followed by 26.67 percent of the respondents, said that General category groups are experiencing higher form of inequalities more than other groups, 15 percent of the respondents, said that ST category groups experience higher form of inequalities more than other groups. Whereas, 10 percent of the respondents have responded, that OBC category groups experience higher form of inequalities more than other groups.

Similarly, in OBC category, 41.11 percent of the respondents have responded, that SC category groups experience higher form of inequalities more than other groups, followed by 36.67 percent of the respondents, who said that OBC category groups experience higher form of inequalities more than other groups. Moreover, 14.44 percent of the respondents have responded, that ST category groups experience higher form of inequalities more than other groups However, 7.78 percent of the respondents, said that General category groups experience higher form of inequalities more than other groups. In the case of SC category, 76 percent of the respondents have responded, that SC category groups experience higher form of inequalities more than other groups, followed by 14 percent of the respondents have responded, that ST category groups experience higher form of inequalities more than other groups. Moreover, 8.67 percent of the respondents said, that OBC category groups experience higher form of inequalities more than other groups and 1.33 percent of the

respondents have responded that General category groups experience higher form of inequalities more than other groups. Therefore, the overall results reveal, that majority of respondents believe that SC category groups experience higher form of inequalities more than other groups.

Figure 6.8: Social Category Wise, Which Group experience higher form of Inequalities more than others

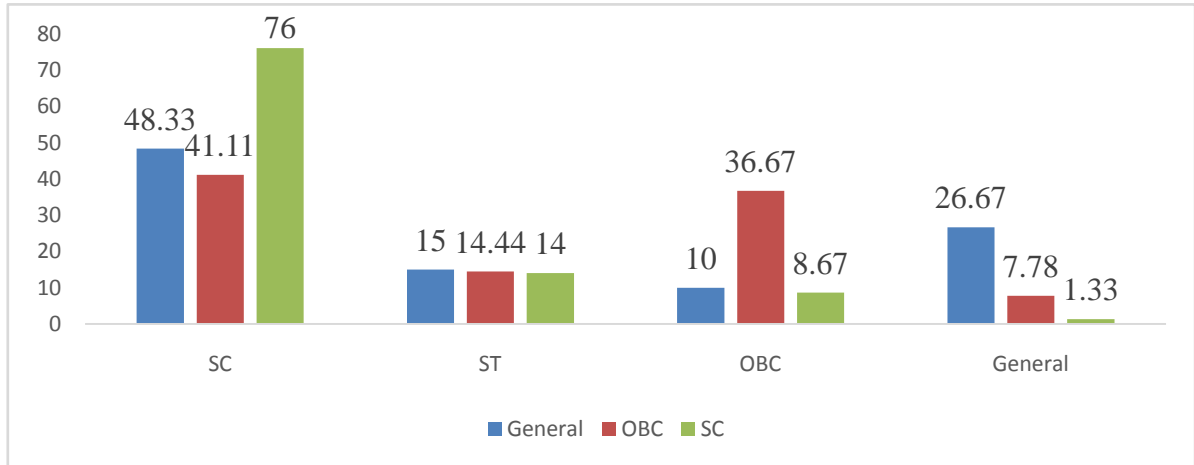


Table 6.19: Gender Wise, Growth Rate in Higher Education Status of the Weaker Section is less than Non-weaker Sections

Gender	Yes	No	Don't know	Total
Male	136 (90.67)	12 (8.0)	2 (1.33)	150 (100.0)
Female	143 (95.33)	6 (4.0)	1 (0.67)	150 (100.0)
Total	279 (93.0)	18 (6.0)	3 (1.0)	300 (100.0)

Source: Field Survey Data.

The present section explores the Gender wise, is Growth rate in higher education status of the weaker section is less than non-weaker sections. Table 6.19 shows that among male category, out of 150 respondents' 90.67 percent of the respondents said yes, that the growth rate status of the weaker section is less than non-weaker sections in higher education and 8 percent of the respondents said no, that the growth rate status of the weaker section is not less than non-weaker sections in higher education. Whereas, 1.33

percent respondents said they don't know anything regarding, whether the growth rate status of the weaker section is less than non-weaker sections in higher education or not.

Similarly, among female category, out of 150 respondent's 95.33 percent of the respondents said yes, that the growth rate status of the weaker section is less than non-weaker sections in higher education and 4 percent respondents said no, the growth rate status of the weaker section is not less than non-weaker sections in higher education. Whereas, 0.67 percent respondents said they don't know anything regarding, whether, the growth rate status of the weaker section is less than non-weaker sections in higher education or not. So, the overall results reveal that majority of respondents which comprises 93 percent respondents said yes, the growth rate status of the weaker section is less than non-weaker sections in higher education.

Table 6.20: Social Category Wise, Growth Rate in Higher Education Status of the Weaker Section is less than Non-weaker Sections

Social Category	Yes	No	Don't know	Total
General	46 (76.67)	12 (20.0)	2 (3.33)	60 (100.0)
OBC	83 (92.22)	6 (6.67)	1 (1.11)	90 (100.0)
SC	150 (100.0)	0 (0.0)	0 (0.0)	150 (100.0)
Total	279 (93.0)	18 (6.0)	3 (1.0)	300 (100.0)

Source: Field Survey Data.

The present section explores about Social category wise, whether growth rate in higher education status of the weaker section is less than non-weaker sections. Table 6.20 highlights that in General category, 76.67 percent of the respondents said yes, that the growth rate status of the weaker section is less than non-weaker sections in higher education. Moreover, 20 percent of the respondents said no, that the growth rate status of the weaker section is not less than non-weaker sections in higher education. Whereas, 3.33 percent respondents said they don't know anything regarding, whether the growth rate status of the weaker section is less than non-weaker sections in higher education or not.

In OBC category, 92.22 percent of the respondents said yes, that the growth rate status of the weaker section is less than non-weaker sections in higher education and 6.67 percent respondents said no, that the growth rate status of the weaker section is not less than non-weaker sections in higher education. Whereas, 1.11 percent of the respondents said they don't know anything regarding, whether is the growth rate status of the weaker section is less than non-weaker sections in higher education or not. In SC category, all the 100 percent of the respondents said yes, that the growth rate status of the weaker section is less than non-weaker sections in higher education, while none of the respondents said no growth rate status of the weaker section is not less than non-weaker sections in higher education. So, the majority of respondents, which comprises 93 percent respondents said yes, that the growth rate status of the weaker section is less than non-weaker sections in higher education.

Table 6.21: Gender Wise, Enrolment status of Women is less than Men in Higher Education across Subjects/discipline

Gender	Yes	No	Don't know	Total
Male	141 (94.0)	2 (1.33)	7 (4.67)	150 (100.0)
Female	150 (100.0)	0 (0.0)	0 (0.0)	150 (100.0)
Total	291 (97.0)	2 (0.67)	7 (2.33)	300 (100.0)

Source: Field Survey Data.

Gender gaps are neglected by development policies and programs, which results loss of developmental opportunities. Women education is important not just for gender justice but also for driving social change (Singh, 2007). Therefore, this section explores the Gender wise, whether enrolment of women is less than men in higher education across subjects/discipline. Table 6.21 shows that among male category, 94 percent of the respondents said yes, that the enrolment of women is less than men in higher education across subjects/discipline. While 1.33 percent of the respondents said no, the enrollment of women is not less than men in higher education across subjects/discipline. Moreover, 4.67 percent of the respondents said, that they don't have any idea regarding is enrollment of women is less than men in higher education across subjects/discipline or not. In female

category, out of 150 percent respondents, all the 100 percent respondents said yes enrollment of women is less than men in higher education across subjects/discipline while none of them said no; enrollment of women is not less than men in higher education across subjects/discipline. So, the overall results reveal that majority of respondents said yes, that the enrollment of women is less than men in higher education across subjects/discipline.

Table 6.22: Social category Wise Enrolment status of Women is less than Men in Higher Education across Subjects/discipline

Social Category	Yes	No	Don't know	Total
General	53 (88.33)	2 (3.33)	5 (8.33)	60 (100.0)
OBC	88 (97.78)	0 (0.0)	2 (2.22)	90 (100.0)
SC	150 (100.0)	0 (0.0)	0 (0.0)	150 (100.0)
Total	291 (97.0)	2 (0.67)	7 (2.33)	300 (100.0)

Source: Field Survey Data.

This section explores the Social Category wise, whether enrolment of women is less than men in higher education across subjects/discipline. In General category, majority of 88.33 percent respondents said yes, that the enrollment of women is less than men in higher education across subjects/discipline. While 3.33 percent of the respondents said no, that the enrolment of women is not less than men in higher education across subjects/discipline. Whereas, 8.33 percent of the respondents said, that they don't have any idea regarding is enrollment of women is less than men in higher education across subjects/discipline or not. In OBC category 97.78 percent of the respondents said yes, that the enrollment of women is less than men in higher education across subjects/discipline. Moreover, none of the respondent said no, that the enrollment of women is not less than men in higher education across subjects/discipline. However, 2.22 percent of the respondents said, they don't have any idea regarding is enrollment of women is less than men in higher education across subjects/discipline or not. In case of SC category, all 100 percent of the respondents said yes, that the enrolment of women is less than men in higher education across subjects/discipline and none of them said no, that the enrolment of women is not less than

men in higher education across subjects/discipline. Therefore, the overall results reveal, that majority of respondents, which comprises 97 percent of the respondents said yes, that the enrolment of women is less than men in higher education across subjects/discipline.

Table 6.23: Gender Wise opinion of the respondents about Dropout Rates are issues of Inequality or Inclusiveness in Higher Education in India

Gender	Yes	No	Don't know	Total
Male	139 (92.67)	9 (6.0)	2 (1.33)	150 (100.0)
Female	147 (98.0)	3 (2.0)	0 (0.0)	150 (100.0)
Total	286 (95.33)	12 (4.0)	2 (0.67)	300 (100.0)

Source: Field Survey Data.

There are extensive evidences that the dropout rate are the issues of inequality in higher education in India and various studies have examined that the rising inequalities are the main problem associated with the dropout rate in India. The present section explores about the Gender wise thinking regarding dropout rates are issues for inequality or inclusiveness in higher education in India. Table 6.23 shows that among male category, 92.67 percent of the respondents said yes, that the dropout rates are issues for inequality or inclusiveness in higher education in India and 6 percent of the respondents said no, that the dropout rates are not an issue for inequality or inclusiveness in higher education in India. However, 1.33 percent of the respondents said they don't have any idea regarding, whether dropout rates are issues for inequality or inclusiveness in higher education in India or not. Similarly, in female category, 98 percent of the respondents said yes, that the dropout rates are issues for inequality or inclusiveness in higher education in India. Whereas, 2 percent respondents said no, dropout rates are not an issue for inequality or inclusiveness in higher education in India. So, the overall results reveal that majority of respondents said yes dropout rates are issues for inequality or inclusiveness in higher education in India.

Table 6.24: Social Category Wise opinion of the respondents about Dropout Rates are issues of Inequality or Inclusiveness in Higher Education in India

Social Category	Yes	No	Don't know	Total
General	52 (86.67)	8 (13.33)	0 (0.0)	60 (100.0)
OBC	84 (93.33)	4 (4.44)	2 (2.23)	90 (100.0)
SC	150 (100.0)	0 (0.0)	0 (0.0)	150 (100.0)
Total	286 (95.33)	12 (4.0)	2 (0.67)	300 (100.0)

Source: Field Survey Data.

The present section explores, the Social category wise thinking regarding, whether dropout rates are issues of inequality or inclusiveness in higher education in India. Table 6.24 shows that in General category, 86.67 percent of the respondents said yes, that the dropout rates are issue for inequality or inclusiveness in higher education in India and 13.33 percent of the respondents said no, the dropout rates are not an issue for inequality or inclusiveness in higher education in India. Similarly, in OBC category, 93.33 percent of the respondents said yes, the dropout rates are issues for inequality or inclusiveness in higher education in India and 4.44 percent respondents said no, the dropout rates are not an issue for inequality or inclusiveness in higher education in India. Whereas, 2.23 percent respondents said they don't have any idea regarding is dropout rates are issues for inequality or inclusiveness in higher education in India or not. In the case of SC category, all 100 percent of the respondents said yes, the dropout rates are issue for inequality or inclusiveness in higher education in India. So, the table reveals that majority of respondents, which comprises 95.33 percent of the respondents said yes, that the dropout rates are issues for inequality or inclusiveness in higher education in India.

Table 6.25: Gender Wise opinion of the respondents about Inclusive Education give respect to all social categories.

Gender	Yes	No	Don't know	Total
Male	139 (92.67)	9 (6.0)	2 (1.33)	150 (100.0)
Female	129 (86.0)	1 (0.67)	20 (13.33)	150 (100.0)
Total	268 (89.33)	10 (3.33)	22 (7.34)	300 (100.0)

Source: Field Survey Data.

Inclusive education means that different and diverse students should learn side by side in the same classroom. Inclusive education values the diversity and it brings the unique contributions with each student in the classroom. The present section explores the gender wise thinking regarding, whether inclusive education gives respect to all people. Table 6.25 shows that among male category, 92.67 percent of the respondent's respondents said yes, that the inclusive education gives respect to all people and 6 percent respondents said no, the inclusive education does not give respect to all people. Whereas, 1.33 percent of the respondents said they don't know anything regarding this is inclusive education give respect to all people or not. Similarly, among female category, 86 percent of the respondents said yes, the inclusive education give respect to all people and 0.67 percent of the respondents said no, the inclusive education does not give respect to all people. However, 13.33 percent of the respondents said they don't know anything regarding this is inclusive education give respect to all people or not. So, the overall results show that the majority of respondents said yes inclusive educations give respect to all people.

Table 6.26: Gender Wise opinion of the respondents about Inclusive Education give respect to all social categories.

Social Category	Yes	No	Don't Know	Total
General	57 (95.0)	0 (0.0)	3 (5.0)	60 (100.0)
OBC	83 (92.22)	6 (6.67)	1 (1.11)	90 (100.0)
SC	128 (85.33)	4 (2.67)	18 (12.0)	150 (100.0)
Total	268 (89.33)	10 (3.33)	22 (7.34)	300 (100.0)

Source: Field Survey Data.

The present section explores the Social Category wise thinking regarding, whether inclusive education gives respect to all people or not. Table 6.26 shows that among

General category, 95 percent respondents said yes, that the inclusive education gives respect to all people and none of the respondents said no, that the inclusive education does not give respect to all people. Moreover, 5 percent of the respondents said, they don't know anything regarding, whether inclusive education gives respect to all people or not. In case of OBC category, 92.22 percent of the respondents said yes, the inclusive education gives respect to all people and 6.67 percent of the respondents said no, that the inclusive education does not give respect to all people. However, 1.11 percent of the respondents said they don't know anything regarding this is inclusive education give respect to all people or not. Similarly, among SC category, 85.33 percent of the respondents said yes, that the inclusive education gives respect to all people and 2.67 percent of the respondents said no inclusive education does not give respect to all people. Moreover, 12 percent of the respondents said they don't know anything regarding whether inclusive education gives respect to all people or not. So, the majority of respondent's, which comprises 89.33 percent said yes, inclusive educations give respect to all people.

Table 6.27: Gender Wise opinion of the respondents about effectiveness of Equal Opportunity Cells (EOC) constituted by UGC for Disadvantaged Groups.

Gender	Yes	No	Don't know	Total
Male	138 (92.0)	7 (4.67)	5 (3.33)	150 (100.0)
Female	119 (79.33)	2 (1.34)	29 (19.33)	150 (100.0)
Total	257 (85.67)	9 (3.0)	34 (11.33)	300 (100.0)

Source: Field Survey Data.

The Equal Opportunity Cell is responsible for upholding the provisions of the UGC (Promotion of Equality in Higher Education Institutions) Regulations, 2012, as well as any subsequent revisions, and for following the procedures outlined therein. The Equal Opportunity Cell's aims are to protect the rights of all students, regardless of caste, creed, faith, language, ethnicity, gender, or disability, so that equality is upheld in all parts of the student body. Therefore, this section explores the gender wise thinking regarding whether Equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective or not Table 6.27 shows that among male

category, 92 percent of the respondents said yes, that the equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective and 4.67 percent of the respondents said no, the equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is not effective. Whereas, 3.33 percent of the respondents said they don't know anything regarding, whether Equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective or not. Similarly, among female category, 79.33 percent of the respondents said yes, equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective and 1.34 percent of the respondents said no, that the equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is not effective. However, 19.33 percent of the respondents said they don't know anything regarding, whether Equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective or not. Therefore, the overall results reveal that majority of respondents said yes, that the equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective.

Table 6.28: Social Category Wise opinion of the respondents about effectiveness whether Equal Opportunity Cells (EOC) constituted by UGC for Disadvantaged Groups.

Social Category	Yes	No	Don't Know	Total
General	52 (86.67)	0 (0.0)	8 (13.33)	60 (100.0)
OBC	78 (86.67)	3 (3.33)	9 (10.0)	90 (100.0)
SC	127 (84.67)	6 (4.0)	17 (11.33)	150 (100.0)
Total	257 (85.67)	9 (3.0)	34 (11.33)	300 (100.0)

Source: Field Survey Data.

This section explores the social category wise thinking regarding, whether Equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective. Table 6.28 shows that among General category, 95 percent of the respondents said yes, that the equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective and none of the respondents said no, that the equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is not effective. However, 5 percent of the respondents said they don't know anything regarding, whether equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective or not.

Similarly, in OBC category, 92.22 percent respondents said yes that the equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective. Whereas, 6.67 percent respondents said no, the equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is not effective. Moreover, 1.11 percent of the respondents said they don't know anything regarding, whether Equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective or not.

In case of SC category, 84.67 percent of the respondents said yes, that the equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective and 4 percent respondents said no, the equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is not effective. However, 11.33 percent of the respondents said they don't know anything regarding, whether equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective or not. Therefore, the overall table reveals that majority of respondents said yes, that the equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective.

Table 6.29: Gender Wise, Give Opinion that how much Higher Education Policies successful to mainstream marginalized Section in higher education

Gender	Yes	No	Don't know	Total
Male	141 (94.0)	9 (6.0)	0 (0.0)	150 (100.0)
Female	119 (79.33)	22 (14.67)	9 (6.0)	150 (100.0)
Total	260 (86.67)	31 (10.33)	9 (3.0)	300 (100.0)

Source: Field Survey Data.

This section explores the Gender wise opinion regarding, whether the higher education policies fail to mainstream marginalized section in higher education. Table 6.29 shows that among male category, 94 percent respondents said yes, that the higher education policies fail to mainstream marginalized section in higher education and 6 percent respondents said no, the higher education policies does not fail to mainstream marginalized section in higher education. In the case of female category, 79.33 percent of the respondents said yes, that the higher education policies fail to mainstream marginalized section in higher education and 14.67 percent of the respondents said no, that the higher education policies does not fail to mainstream marginalized section in higher education. Moreover, 6 percent of the respondents said they don't know anything regarding, whether higher education policies fail to mainstream marginalized section in higher education or not. Therefore, the overall results reveal that majority of respondents said yes, that the higher education policies fail to mainstream marginalized section in higher education.

Table 6.30: Social Category Wise Give Opinion that how much Higher Education Policies successful to mainstream marginalized Section in higher education

Social Category	Yes	No	Don't know	Total
General	44 (73.33)	14 (23.34)	2 (3.33)	60 (100.0)
OBC	74 (82.22)	12 (13.34)	4 (4.44)	90 (100.0)
SC	142 (94.67)	5 (3.33)	3 (2.0)	150 (100.0)
Total	260 (86.67)	31 (10.33)	9 (3.0)	300 (100.0)

Source: Field Survey Data.

This section explores the Social category wise opinion regarding, whether higher education policies fail to mainstream marginalized section in higher education. Table 6.30 shows that among General category, 73.33 percent of the respondents said yes, that the higher education policies fail to mainstream marginalized section in higher education, while 23.34 percent of the respondents said no, the higher education policies does not fail to mainstream marginalized section in higher education. Moreover, 3.33 percent of the respondents said they don't know anything regarding, whether higher education policies fail to mainstream marginalized section in higher education or not. In the case of OBC category, 82.22 percent of the respondents said yes, that the higher education policies fail to mainstream marginalized section in higher education and 13.34 percent of the respondents said no, the higher education policies do not fail to mainstream marginalized section in higher education. However, 4.44 percent respondents said they don't know anything regarding, whether the higher education policies fail to mainstream marginalized section in higher education or not.

Similarly, in SC category, 94.67 percent of the respondents said yes, that the higher education policies fail to mainstream marginalized section in higher education and 3.33 percent of the respondents said no, that the higher education policies do not fail to mainstream marginalized section in higher education. Whereas, 2 percent respondents said they don't know anything regarding this, is higher education policies fail to mainstream marginalized section in higher education or not. Therefore, the overall table reveals that majority of respondents said yes higher education policies fail to mainstream marginalized section in higher education.

Table 6.31: Gender Wise opinion of the respondents about Should Government promote Inclusive Policies to avoid Inequalities in Higher Education

Gender	Yes	No	Don't know	Total
Male	129 (86.0)	18 (12.0)	3 (2.0)	150 (100.0)
Female	131 (87.33)	13 (8.67)	6 (4.0)	150 (100.0)
Total	260 (86.67)	31 (10.33)	9 (3.0)	300 (100.0)

Source: Field Survey Data.

Inequalities in education would cause huge losses in national output; and that inclusive strategies that contribute to equity should be viewed favorably not only from the point of view of social justice but also even in terms of economic well-being, as the total equity gains might surpass the losses in efficiency (Patnaik, 2012).

The present section explores the Gender wise, should government promote inclusive policies to avoid inequalities in higher education. Table 6.31 shows that among male category, 86 percent of the respondents said yes, government should promote inclusive policies to avoid inequalities in higher education and 12 percent respondents said no, the government should not promote inclusive policies to avoid inequalities in higher education. Moreover, 2 percent of the respondents said they don't have any idea regarding, that whether government should have to promote inclusive policies to avoid inequalities in higher education or not. Similarly, among female category, 87.33 percent of the respondents said yes, the government should promote inclusive policies to avoid inequalities in higher education, whereas, 8.67 percent of the respondents said no, the government should not promote inclusive policies to avoid inequalities in higher education. However, 4 percent of the respondents said they don't have any idea regarding, whether government should to promote inclusive policies to avoid inequalities in higher education or not. Therefore, the overall results reveal that majority of respondents said yes, that the government should promote inclusive policies to avoid inequalities in higher education.

Table 6.32: Social Category Wise opinion of the respondents about Should Government promote Inclusive Policies to avoid Inequalities in Higher Education

Social Category	Yes	No	Don't know	Total
General	52 (86.66)	7 (11.67)	1 (1.67)	60 (100.0)
OBC	76 (84.44)	12 (13.33)	2 (2.22)	90 (100.0)
SC	132 (88.0)	12 (8.0)	6 (4.0)	150 (100.0)
Total	260 (86.67)	31 (10.33)	9 (3.0)	300 (100.0)

Source: Field Survey Data.

The present section explores the social category wise, should government promote inclusive policies to avoid inequalities in higher education. Table 6.32 shows that among General category, 86.66 percent of the respondents said yes, that the government should promote inclusive policies to avoid inequalities in higher education and 11.67 percent respondents said no, the government should not promote inclusive policies to avoid inequalities in higher education. However, 1.67 percent of the respondents said they don't have any idea regarding, whether the government should have to promote inclusive policies to avoid inequalities in higher education or not. Similarly, among OBC category, majority 84.44 percent of the respondents said yes, that government should promote inclusive policies to avoid inequalities in higher education and 13.33 percent of the respondents said no, that the government should not promote inclusive policies to avoid inequalities in higher education. Whereas, 2.22 percent of the respondents said they don't have any idea regarding, whether the government should have to promote inclusive policies to avoid inequalities in higher education or not. In the case of SC category, 88 percent of the respondents said yes, that the government should promote inclusive policies to avoid inequalities in higher education and 8 percent of the respondents said no, that the government should not promote inclusive policies to avoid inequalities in higher education. However, 4 percent of the respondents said they don't have any idea regarding, whether the government should have to promote inclusive policies to avoid inequalities in higher education or not. So, the overall results reveal that majority of respondents said yes, that the government should promote inclusive policies to avoid inequalities in higher education.

Table 6.33: Gender Wise opinion of the respondents regarding Formulation of Policies for Marginalized Sections leads to Equity in Higher Education

Gender	Yes	No	Don't know	Total
Male	131 (87.33)	12 (8.0)	7 (4.67)	150 (100.0)
Female	121 (80.67)	21 (14.0)	8 (5.33)	150 (100.0)
Total	252 (84.0)	33 (11.0)	15 (5.0)	300 (100.0)

Source: Field Survey Data.

This section explores the Gender wise thinking regarding, whether formulation of policies for marginalized sections leads to equity in higher education. Table 6.33 shows that in male category, 87.33 percent of the respondents said yes, that the formulation of policies for marginalized sections leads to equity in higher education, while 8 percent of the respondents said no, the formulation of policies for marginalized sections does not leads to equity in higher education. However, 4.67 percent of the respondents said that they don't know anything regarding, whether the formulation of policies for marginalized sections leads to equity in higher education or not.

Similarly, among female respondents, 80.67 percent of the respondents said yes, the formulation of policies for marginalized sections leads to equity in higher education. Whereas, 14 percent of the respondents said no, the formulation of policies for marginalized sections does not led to equity in higher education. Moreover, 5.33 percent of the respondents said, that they don't know anything regarding, whether formulation of policies for marginalized sections leads to equity in higher education or not. So, the overall results reveal that majority of respondents said yes, that the formulation of policies for marginalized sections leads to equity in higher education.

Table 6.34: Social Category Wise opinion of the respondents regarding Formulation of Policies for Marginalized Sections leads to Equity in Higher Education

Social Category	Yes	No	Don't know	Total
General	47 (78.33)	13 (21.67)	0 (0.0)	60 (100.0)
OBC	72 (80.0)	7 (7.78)	11 (12.22)	90 (100.0)
SC	133 (88.67)	13 (8.67)	4 (2.67)	150 (100.0)
Total	252 (84.0)	33 (11.0)	15 (5.0)	300 (100.0)

Source: Field Survey Data.

High, middle and low-income countries, all face the task of ensuring fair access to higher education. The term "marginality" is commonly used to define and analyse socio-cultural, political, and economic phenomena, where disadvantaged people struggle to gain access to

resources in life. The present section explores the Social category wise thinking regarding, whether formulation of policies for marginalized sections leads to equity in higher education. Table 6.34 shows that among General category, 78.33 percent respondents said yes, the formulation of policies for marginalized sections leads to equity in higher education and 21.67 percent of the respondents said no, the formulation of policies for marginalized sections does not leads to equity in higher education. In the case of OBC category, 80 percent of the respondents said yes, the formulation of policies for marginalized sections leads to equity in higher education. Whereas, 7.78 percent of the respondents said no formulation of policies for marginalized sections does not leads to equity in higher education. Moreover, 12.22 percent of the respondents said that they don't know anything regarding, whether formulation of policies for marginalized sections leads to equity in higher education or not.

Similarly, among SC category, 88.67 percent of the respondents said yes, the formulation of policies for marginalized sections leads to equity in higher education and 8.67 percent of the respondents said no, the formulation of policies for marginalized sections does not leads to equity in higher education. However, 2.67 percent of the respondents said, that they don't know anything regarding, whether formulation of policies for marginalized sections leads to equity in higher education or not. Therefore, the overall results reveal that majority of respondents, which comprises 84 percent said yes, that formulation of policies for marginalized sections leads to equity in higher education.

6.35: Conclusion

Although, after independence India has achieved huge milestones in promoting and maintaining 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 present study also concludes that majority of respondents believe that SC category groups experience higher form of inequalities more than others group. The study's findings suggest that the vast majority of respondents believes that increasing rate of Privatization is responsible for socio-economic disparities and inequalities in higher education. The 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. Study also reveals that respondents believe that higher education is successful in reducing inequalities in India. The study also concludes that the respondents believe, 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.

CHAPTER 7:
MAIN FINDINGS, CONCLUSION,
RECOMMENDATIONS AND
SUGGESTIONS

Chapter 7

Main Findings, Conclusion, Recommendations and Suggestions

7.0 Introduction

Education plays an important role in the overall socio-economic development throughout the world. Expenditure on education is a kind of investment, which is leading towards the formation of human capital. Therefore, the role of higher education is paramount. However, social, economic and cultural factors play an important role in the distribution and the benefits of higher education. In a diverse country like India, equity in higher education has always been a challenge. Despite the fact, access to higher education has been confined to socially and economically well-off sections of the society. However, the economic inequalities are growing continuously in India. The prevailing education system a country will have a major impact on the capacity to respond. Therefore, the access to good a quality education for children offers a pathway to liberation from poverty and illness and for the fulfilment of basic rights. Education can transform lives and can bring-out the children from the shadows of poverty and marginalization. Hence, the education acts as a leveler, as well as the agent for greater equality in a society. Rapid investment in a quality public education for all should be a major priority for all nations in the world.

Moreover, elementary and secondary education meets the needs of the common persons. Higher education propels forward humankind into a dynamic environment, by raising critical concerns and facilitating new awareness about society, generating creative innovations, and helps nations to achieve the socio-economic development. Higher education is typically characterised as an education offered by schools, universities, and technical institutes above the secondary level. Higher education is essential for every country to bring economic, social, cultural as well as human development. Therefore, it is very important to ensure that each and every citizen of the country should have access to higher education, regardless of religion, ethnicity, socioeconomic status, or caste. 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, Postgraduate programmes including

Masters and Doctorates. Nonetheless, the higher education across the globe for reflecting and bolstering a wide variety of talents, helps to achieve a decent standard of living. Moreover, postgraduate studies are a form of education that allows you to earn a higher degree, which in return enables you to get the equity, sustainability, competitiveness, empowerment, collaboration, and stability in all the aspects of all human progress.

Nonetheless, the most crucial problem which the higher education system of India is facing, is the persistence of inequalities in access to the higher education in the country. 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 towards disparities in the 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 means, when all the children's will be treated with respect and ensured equal opportunities to learn together. Inclusion is not only about schooling, it is all about social justice.

7.1: FINDINGS OF THE STUDY

Findings from secondary data

- **Findings of Chapter 1** is an “**Introduction**” chapter which highlights the overall higher education system of India. The chapter focuses on the issues and challenges with reference to inclusiveness in higher education in India, particularly in Lucknow, Uttar Pradesh.
- Nonetheless, 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 reality, it is a cyclic chain of inequality, i.e. inequalities in access to higher

education is further leading to inequalities in labour market knowledge and thus creates inequalities in getting jobs and labour market participation. Furthermore, inequalities are creating earning and income disparities and obstructs the country's socio-economic growth.

- Therefore, inclusive education is essential and highly inclusive education is the major remedy for the socio-economic inequalities of the country. Thus, 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 inclusion must be the key word in India's current education policy.
- **Findings of Chapter 2** of the study is “**Inequalities and inclusiveness in higher education: A Conceptual and Theoretical Analysis**”, which highlights various concepts and theories related to higher education across world. Nonetheless, India will become one of the world's biggest educational hub in future. However, after independence, India's Higher Education sector has seen a massive rise in the number of Universities/University level Institutions & Colleges.
- The 'Right to Education Act,' which makes compulsory education mandatory, and free education for all children aged 6 to 14, has ushered in transformation the country's education system. The national level figures are showing a staggering increase in school enrollments over the last few decades. The private sector's presence in higher education, on the other hand higher education has resulted significant reforms in education sector.
- In India, the private sector now promotes more than 60 percent of higher education institutions. It has intensified the creation of institutes that have sprung up over the last few decades, giving India the world's largest number of Higher Education institutions and the second highest number of student enrolments in the world.
- India will have the world's largest population of young people. The increasing youth population can be a greater asset for the country, if the potential employability will be brought to fruition. However, although the school enrollment

has increased and also the number of higher education institutions in India 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. As a result, the country has yet to experience qualitative change. The supply of higher education establishments is insufficient to match the growing demand in the country as enrolments in schools level.

- **Findings of Chapter 3** is “**Socio-economic Profile of Study Area and Respondents**”, which highlights the socio-economic profile of Lucknow district of Uttar Pradesh.
- The term socio-economic is a combined word of 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. The economy of Uttar Pradesh is mostly informal with low level of income, livelihood earnings in vending, transport, and daily wage work, together with a significant number of people are relying on handicrafts and handloom sector etc.
- However, as per census of 2011, the population has increased to 19.9 crores with a population density of 829 people per square kilometers as against 382 persons per square kilometers of the country.
- The sex ratio of Uttar Pradesh has improved significantly from 1991 census to 2011 census and has reached to 912 males per thousand females.
- Apart from this the literacy rate of Uttar Pradesh has increased significantly, from 1981 census to 2011 census, but in case of female literacy it has increased more tremendously.

- The literacy rate of males in Uttar Pradesh has increased to 77.28 percent, while in case of females it has increased to 57.18 percent.
- The literacy rate of schedule castes in Uttar Pradesh has increased from 15.0 percent in 1981 census to 26.9 percent in 1991 census. It has further increased from 46.3 percent in 2001 census to 50.7 percent in 2011 census.
- Moreover, the literacy rate of schedule caste population in the state has also increased significantly i.e., the literacy rate of schedule caste males has increased to 59.8 percent and in case of schedule caste females it has increased to 40.6 percent in the state (Census, 2011).
- Majority of respondents are belongs to SC category, which consists 50 percent, followed by 30 percent of respondent belongs to OBC category and 20 percent of the respondents belongs to General category.
- Majority of the respondents are having annual family income of 1 lakh to 2 lakh per annum
- Majority of the respondents, which constitutes 50.00 percent of study are having private job's occupational family background.

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.

7.2: Conclusions, Recommendations and suggestions

CONCLUSION

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

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. The economy of Uttar Pradesh is mostly informal

with low level of income, livelihood earnings in vending, transport, and daily wage work, together with a significant number of people are relying on handicrafts and handloom sector etc. However, as per census of 2011, the population has increased to 19.9 crores with a population density of 829 people per square kilometers as against 382 persons per square kilometers of the country. The sex ratio of Uttar Pradesh has improved significantly from 1991 census to 2011 census and has reached to 912 males per thousand females. Apart from this the literacy rate of Uttar Pradesh has increased significantly, from 1981 census to 2011 census, but in case of female literacy it has increased more tremendously. The literacy rate of males in Uttar Pradesh has increased to 77.28 percent, while in case of females it has increased to 57.18 percent. Moreover, the literacy rate of schedule caste population in the state has also increased significantly i.e. the literacy rate of schedule caste males has increased to 59.8 percent and in case of schedule caste females it has increased to 40.6 percent in the state Census, 2011.

The study also concludes that till 1991 census the population of Uttar Pradesh has increased, but after 2001 census, the total population growth of Uttar Pradesh has declined. Whereas, in case of schedule caste population, their percentage has declined drastically from 1981 census to 2011 census the overall results reveal that from 1991 census to 2011 census, the population of 0-14 and 60+ age group has declined, whereas the population of 15-59 years has increased in Uttar Pradesh. Moreover, the study also concludes, that the literacy rate of Uttar Pradesh has increased significantly, from 1981 census to 2011 census, but in case of female literacy it has increased more significantly. Apart from this, the literacy rate of schedule castes in Uttar Pradesh has increased from 15.0 percent in 1981 census to 26.9 percent in 1991 census. It has further increased from 46.3 percent in 2001 census to 50.7 percent in 2011 census. However, the primary data concludes that the highest proportion of respondents are belonging from SC category, which consists 50 percent, followed by 30 percent of respondent belongs to OBC category and 20 percent of the respondents belongs to General category. However, the study concludes, that majority of the respondents are having annual family income of 1 lakh to 2 lakh per annum and the majority of the respondents, which constitutes 50.00 percent of study are having private job's occupational family background.

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.

7.3: 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.

7.4: 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.

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APPENDIX

QUESTIONNAIRE

TOPIC

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

Dilip kumar (Research scholar)
DEPARTMENT OF SOCIOLOGY
B.B.A. University, Lucknow 226025

Note:

- (i) The information obtained through this schedule shall be treated strictly confidential and shall be used for research purposes only.
- (ii) Your identity shall, in no case, be disclosed.

Socio-Economic Profile

1. Name _____
2. Gender: 1. Male 2. Female 3. Transgender
3. Age of the respondent :(1) 18-20 (2) 21-24 (3) Above- 24
4. Religion: 1. Hindu 2. Muslim 3. Christian 4. Sikh 5. Buddhist 6. Other, Please specify.....
5. Social Category : 1. General 2. OBC 3. SC 4. ST
6. Parents Occupation: 1. Agriculture 2. Business 3. Private Job 4. Government Job 5. Other, Please specify.....
7. Average Annual income in Rupees of the Family.
 - (1) 0-50000
 - (2) 50000- 1 Lakh
 - (3) 1 Lakh- 2 Lakh
 - (4) 2 Lakh- and above

8. Discipline/Stream of education: 1.Arts and Social Science 2.Science
3.Technical 4. Management 5. Law 6. Other, Please specify.....
9. Has any member of your family completed higher education (graduation,
post graduation, PhD, Post Doctoral)? 1. Yes 2. No 3. Don't know
10. Was it your choice to continue your education after 12th? 1. Yes 2. No 3.
Don't know
11. If no, then who motivated you for getting enrolled in higher education?
- (1) Family member
(2)Teacher
(3)Friends
(4)Other, Please specify.....
12. Do you think students belong to different social categories have equal access
to higher education? 1. Yes 2. No 3. Don't know
13. If no, then what are the reasons?
- (1) Financial condition of the family
(2) Graded inequality and hierarchy in different social categories.
(3) Other, Please specify.....
14. Do you think different economic background affects equal access to higher
education? 1. Yes 2. No 3.Don't know 4. Don't want to give answer
15. Do you think education of women interface through gender inequality at the
workplace and in the family? 1. Yes 2. No 3.Don't know 4. Don't want to
give answer
16. What type of domestic work is responsible of inequality in higher education
of girls?
- (1) Caring
(2) Cooking
(3) Cleaning

- (4) Other, Please specify.....
17. Your decision to take admission in a particular stream is influenced by?
- (1) Self motivation
- (2) Parents
- (3) Family members other than parents
- (4) Teachers
- (5) Peer groups
- (6) Other, Please specify.....
18. Do you think that there is a general opinion in the society that a woman should prefer admission in arts, and humanities and social sciences in place of science and technical subjects? 1= Yes 2= No 3= Don't know
19. If yes, then what are the reasons behind it?
- (I) Patriarchal ideology
- (ii) Economic condition
- (iii) Other, Please specify.....
20. Do you think educated women are more likely to play role in political, economic, decision making processes at community, regional and national level? 1= Yes 2= No 3= Don't know
21. Do you think inclusive practice is very difficult to implement in higher education? 1= Yes 2= No 3= Don't know
22. If yes, then what are the barriers in attainment of inclusive education?
- (1) Lack of appropriate policy
- (2) High fee of universities
- (3) Caste based disparity
- (4) Gender based disparity
- (5) Religion based disparity
- (6) Indifferent attitude of administration

(7) Other, Please specify.....

23. Do you think inclusive education system helps to attain equity in higher education? 1= Yes 2= No 3= Don't know

24. What factors are responsible for fair access of students to higher education in India?

(1) Family economic condition

(2) Gender discrimination in family

(3) Gender discrimination in higher education institution

(4) Social discrimination in the society in terms of race, social categories, gender etc.

(5) Don't know

(6) Don't want to give answer

25. Whether current form of higher education broadens the disparity between rich and poor in contemporary India? 1. Yes 2. No 3. Don't know 4. Don't want to give answer

26. What do you understand by the concept of inclusive education in India?

(1) Inclusion in terms of gender

(2) Inclusion in terms of caste

(3) Inclusion in terms of class

(4) Inclusion in terms of religion

(5) Inclusion in terms of region

(6) All of the above

(7) Other, Please specify.....

27. What do you think whether inclusive education plays instrumental role in integrating/mainstreaming marginalized sections (in terms of caste, class, gender) in society? 1. Yes 2. No 3. Don't know 4. Don't want to give answer

28. What types of inequalities you have noticed in higher education in India?

(1) Caste based inequalities

(2) Gender based inequalities

(3) Class based inequalities

(4) Religion based inequalities

(5) Race based inequalities

(6) All of the above

(7) Other, Please specify.....

29. What do you think Inequality in access to higher education leads to inequality in access to better jobs? 1. Yes 2. No 3. Don't know

30. Does Inclusive mode/form of higher education give equitable opportunity to every section of the society? 1. Yes 2. No 3. Don't know

31. Do you think inclusive higher education is not sustainable for long period? 1. Yes 2. No 3. Don't know

32. Do you think unequal education reproduce social inequality? 1. Yes 2. No 3. Don't know 4. Don't want to give answer

33. How much inclusive is higher education in India?

(1) More

(2) Average

(3) Less

(4) Other, Please specify.....

34. Do you think parent's different occupations affect equal access to higher education of their children? 1. Yes 2. No 3. Don't know

35. If yes, then give ranking to the following occupations of parents which affect their children's access to higher education?(highest to lowest=1,2,3,4,5)

(1) Agriculture

(2) Private Job

(3) Business

(4) Government job

(5) Other, Please specify.....

36. Increasing rate of which of the following is/are responsible for socio-economic disparities and inequalities in higher education?

(1) Industrialization

(2) Privatization

(3) Urbanization

(4) Commercialization

(5) All of the above

(6) Other, Please specify.....

37. In your opinion, which of the following inequalities are responsible for stream/discipline wise inequality in higher education in India?

(1) Gender based inequalities

(2) Caste based inequalities

(3) Class based inequalities

(4) Gender and Caste based inequalities

(5) Caste and Class based inequalities

(6) Gender, Caste, Class based inequalities

(7) Other, Please specify.....

38. Inequalities in the Quality of higher education are also one of the problems facing by all community of Indian society, which affect inclusive education? 1. Yes 2. No 3. Don't know

39. Socially disadvantaged groups perform less than socially advantaged groups in higher education in India? 1. Yes 2. No 3. Don't know

40. Which of the following inequality is/are responsible for women participation in higher education?

- (1) socio-cultural inequalities
- (2) Political inequalities
- (3) Economical inequalities
- (4) Other, Please specify.....

41. What do you think whether higher education is successful in reducing inequalities in India? 1. Yes 2. No 3. Don't know

42. SC/ST, is under-represented in India's universities compared to their population share in higher education? 1. Yes 2. No 3. Don't know

43. Which group experience higher form of inequalities more than other?

- (1) SC
- (2) ST
- (3) OBC
- (4) GENERAL
- (v) Other, Please specify.....

44. Growth rate in higher education status of the weaker section is less than non-weaker sections? 1. Yes 2. No 3. Don't know

45. Enrollment of women is less than men in higher education across subjects/discipline/?

- 1. Yes 2. No 3. Don't know

46. What do you think that dropout rates are issues for inequality or inclusiveness in higher education in India? 1. Yes 2. No 3. Don't know

47. What do you think inclusive education give respect to all people?

- 1. Yes 2. No 3. Don't know

48. What do you think whether Equal opportunity cells (EOC) constituted by UGC for disadvantages groups to provide guidance counsel in academic is effective? 1. Yes 2. No 3. Don't know

49. Give opinion that higher Education policies fail to mainstream marginalized section in higher education? 1. Yes 2. No 3. Don't know

50. Should government promote inclusive policies to avoid inequalities in higher education? 1. Yes 2. No 3. Don't know

51. Do you think that Formulation of policies for marginalized sections leads to equity in higher education? 1. Yes 2. No 3. Don't know

52. Give suggestions for effective measures and strategies to make higher education all inclusive.

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