An Analysis of Impact of Population Dynamics among the Communities of Scheduled Caste and Tribes in India

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An Analysis of the Impact of the Population Dynamics in Education among the Communities of Scheduled Castes and Tribes in India

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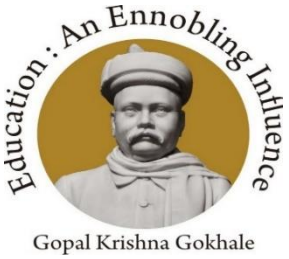


Table of Contents

List of Tables

List of Figures

Introduction

Population Dynamics in Education

Education is an important wealth and a high concentration of educated people in a group indicates the accumulation of human wealth. The adequate representation of a population by social groups improves the chance for entry to the work force. The interrelationships between education and population becomes complex by varying size of population and thereby impacting the representation in education. The difference in the expected and actual representation in educational achievement by population size and the number of people who receive an education highlights the gap in the human wealth. Hence, understanding the impact of population size and structure upon education will help us understand the social mobility.

The hallmark and main objectives of affirmative action policies, such as reservations for Scheduled castes/Scheduled tribes (SCs/STs) and Other backward Castes (OBCs) in India, is to uplift the downtrodden at the lower echelon of society. One of the important outcomes of the policy, although not pre-intended, is the diversity and exposure to students, which are vital, especially in diverse-rich countries like India. The National Education Policy (2020) also recognizes that the knowledge of the rich diversity of India should be imbibed first-hand by learners. In developing countries like India, it is important to identify the sectors for major allocation, especially in the broad area of education. Here among all the levels of education, diversities and quality education is important; it is crucial in higher education. Birdsall and Sabot (1996) assert that public resources for education in developing countries should be reallocated from lower to higher levels of education. They further explain the true social rate of return to specific components of higher education, such as research and postgraduate training in science and technology. Creating other skills might yield higher social returns than private returns (such as public administration). In some settings, it is higher than the social rate of

return to primary and secondary education. To yield better social returns, it is imperative how affirmative policies are implemented, especially in some diverse, rich countries like India. Further, the diversity is also impacted by the geographical variation from very densely populated areas to extremely isolated areas with minimum exposure and availability of infrastructure.

Hence, it is pertinent to ask whether affirmative action, such as reservation in education and, in particular higher education, percolates to the most oppressed groups and whether all the communities in the broader group of OBCs, SC and ST are represented in the context of diversities. However, analysis of NSS data by Hasan & Mehta (2006) reveals Scheduled castes and tribes, compared to their 15 per cent and 7.5 per cent reservations, scheduled castes and tribes comprise only 10.2 per cent and 3.9 per cent of the college-availing population, thereby emphasizing the unequal representation of groups in college. As Salmi and Bassett (2014) observed, any society committed to promoting equity must ensure its tertiary education sector is accessible to students from the broadest spectrum of under-represented and traditionally-excluded groups. They further emphasize that the benefits afforded by tertiary education are economically and socially important in light of the widespread evidence related to the many public and private benefits, such as improved health outcomes, increased earning potential and even greater life satisfaction. In addition, the societal benefits accrued by having higher levels of education include lower unemployment rates, increased tax revenues, greater civic and volunteer participation and reduced dependency on social services.

Diversity in higher education

Several stakeholders in implementing affirmative action have articulated the benefits of diversity in education. Researchers have examined the effects of classroom diversity and informal interaction among diverse groups on learning outcomes. For example, Gurin et al.

(2002) examined the impact of classroom diversity and informal interaction among African American, Asian American, Latino, and White students on learning and democratic outcomes. The findings accentuate the educational and civic importance of informal interaction among different racial and ethnic groups during the college years. The authors highlight the continuing importance of affirmative action and diversity efforts by colleges and universities to increase access to higher education and foster students' academic and social growth. On social inclusion in higher education,

The debates on the implementation of affirmative action are mainly concentrated on the economic status of individuals. Some contend that reservations should be based solely on economic criteria rather than Caste. However, the criteria of the economy, have been addressed. In numerous universities, economic backwardness is duly considered. However, the prime beneficiaries or rather upliftment from which communities are rarely reviewed. This may be because exceedingly scant data is available on socioeconomic status. Although the SECC was carried out in 2011, it did not release the data. The data compiled through the sample survey has a high risk of missing communities with a negligible or marginal population. The only way we could assess this is by the complete enumeration of all the castes by their economic status.
We highlight this proposition in a few studies. Velaskar (1986) notes; a small segment of SC students come from well-off families and English-medium high schools. Patwardhan and Palshikar (1992) determine that reservations favour urban and male students and disproportionately benefit a few sub-castes within the SC group and particular tribes within the ST group. However, this may be true for caste others, where the upper echelons of the society mainly dominate the representation of the society. Corroborating the above argument, Kirpal and Gupta (1999) found that 40 per cent of the SC and ST students in their sample of IIT BTech students admitted from 1989 through 1992 were second-generation beneficiaries - undoubtedly

a much higher percentage than when reserved seat admissions were first begun in the early 1970s. Cementing the above argument, Rao (2001) observes that" the schemes of reservation reproduce within the beneficiary class the same clustering the reservation is meant to remedy".

Overwhelmingly, many studies showed how, on average, SCs trail the non-SC population at every level of education, as there are nuances. The empirical significance of such indirect benefits in India is strongly contested. However, the contention is that reservation policies increased inequalities inter or intra castes and whether inequities are captured. Whether the homogeneity and heterogeneity in terms of exposure are captured? are some thought-provoking questions. With all these contentions and arguments, affirmative action has enabled at least a few subgroups to improve their positions. Hence it is essential to recognise the impact of affirmative action policies on various communities within the Scheduled Castes.

SC and ST Enrolments in Higher Education

All India Survey on Higher Education (AISHE) 2019–2020 reports the total student enrolment in higher educational institutions in India has been proliferating over the past half-century, from less than 2,00,000 in 1950 to almost seven million by the year 2000.2 During this time, the proportionate representation of scheduled caste (SC) and scheduled tribe (ST) students in total higher educational enrolment has been slowly rising. Gross Enrolment Ratio (GER) in Higher education in India is 27.1, and for Scheduled Castes, it is 23.4. State-wise, Uttar Pradesh, followed by Maharashtra and Tamil Nadu, has the highest enrolment in higher education. Scheduled Castes students constitute 14.7% of the total enrolment.

Affirmative action in higher education has attracted and introduced SC students into higher education, which otherwise would have been very difficult. These percentage figures should be compared to the corresponding SC and ST shares of the total population of India: roughly

16 per cent and 8 per cent, respectively.3 Thus, by the end of the century, SC and ST student representation in higher educational institutions had reached roughly one-half and one-third of their representation in the population.The impact of affirmative action primarily reservations in higher education, although much discussed, it is quite a paradox implementation part, needs to be more discussed.

In this context, the research study investigates by comprehending the representation of numerous communities of Scheduled Castes and Scheduled Tribes of selected states in India by graduation and above and finds the gaps in expected and actual representation by communities in higher education.

Data and Methods

The present study has attempted to assess the educational level among the communities of the Scheduled Caste population in selected states of India. For this purpose, secondary data have been collected. The population- and literacy-related information has been obtained from the Census 2011. Also, the study compares the educational status of communities of Scheduled Caste.

Diversity indices

The diversity index by Shannon Wienner and Buzas and Gibson's evenness is applied to measure diversity among all the communities in the selected states of India. We calculated Shannon entropy as:

$S = \sum \frac{Pi}{P} ln(\frac{Pi}{P})$, where Pi was the number of individuals in the age group 20-24 with education level graduate and above i, and P was the total number of individuals across the 20-24 age group. S ranges from 0, which indicates only one community dominates completely in representation in higher education, to high values for communities with many communities, each with similar representation in higher education in the age group 20-24 years of age. Buzas

and Gibson's evenness is expressed as E = $\frac{e^s}{C}$ where C is the number of communities, and S is the Shannon wiener index. This index varies from 0 highest dominance by a single community, to 1; all communities have the same abundance.

We use theil index for measuring the inequality between the communities in the age group 20-24 to measure the level of inequalities between communities. Consider the total number of individuals in the age group 20-24 of all the communities in the SC Population.

This technique allows simultaneous evaluation to capture community diversity. The diversity measures used in this paper are the above-mentioned S and H together with Buzas and Gibson's evenness E.

Let,

Ri = mean ratio of the total number of persons with an educational level from graduate and above to the total population in the age group 20-24, and

Pi = population share of the Caste i in the age group 20-24. The overall inequality can be represented as follows:

$$T = \sum_{i=1}^{4} P_i R_i \log R_i + \sum_{i=1}^{4} P_i R_i T_i$$

Where $T_i \equiv \frac{1}{n_i} \sum_{j \in S_i} r_j \log r_j$

Where $j \in S_i$ indicates that T_i is generated by summing over all persons comprising group i, and r_j is the ratio of individuals with that educational level to the total population in the age group 20-24 years. The first term in the value of T gives the extent of between across all communities; the second term is the extent of within-group inequality across all communities. Using the Theil index, we try to find equality among different communities in SCs. Results given below are the Theil index calculated for different communities in SCs at higher

educational level, again focusing on the age group 20-2. Both between group equality and within group equality is analysed by using the summation $\sum_{i=1}^{4} P_i R_i T_i$, where $T_i \equiv \frac{1}{n_i} \sum_{j \in S_i} r_j \log r_j$ were measured, but the value for within group disparity was found to be very negligible, which ultimately added to between group theil value is approximately same as between group theil value hence only the first sum value is given.

The negative values of Caste ST, SC and OBC show that in terms of extent of equality ST, SC and OBC caste are the marginal group in terms of representation in achievement of higher education, whereas the Caste Other are in a better position.

Results

Diversity in Communities of Scheduled castes

Table 1: Diversity and Evenness Indices by Representation of Graduates and above among the Communities in Scheduled castes in Selected States of India, 2011

Indices	Tamil Nadu	Punjab	Madhya Pradesh	West Bengal	Maharashtra
Shannon Wiener Actual value (a)	1.55	1.93	2.16	2.45	1.28
Shannon Wiener Expected Value(b)	4.14	3.52	3.91	4.18	3.61
Difference (b-a)	2.59	1.62	1.75	1.73	2.33
Evenness index	0.07	0.19	0.18	0.18	0.06

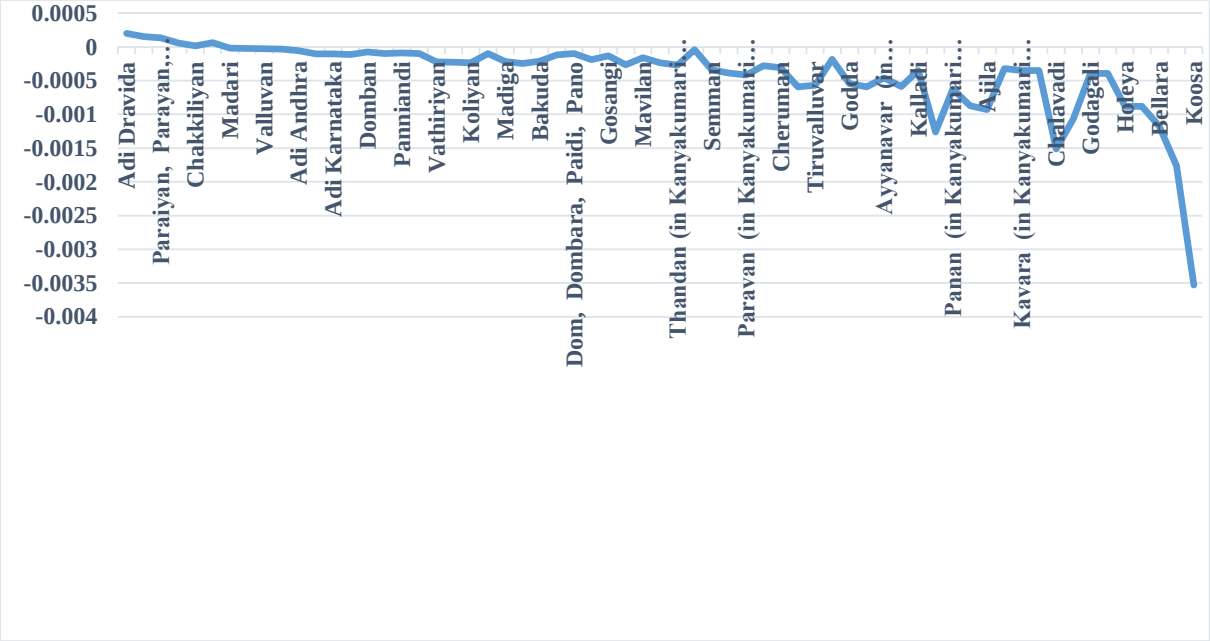
We give the diversity and evenness index calculated in Table 1. The indices calculated for the selected states show the least diversity by the proportionate wise representation of the population in the age group 20-24 with educational level graduate and above. Corresponding, the same is reflected as evident by the value of the evenness index, which is approximately close to zero. This shows that not every community in scheduled castes are proportionately represented with educational level graduate and above in the age group 20-24 years. Although analysis shows a lack of diversity and evenness among the communities in scheduled castes across all the selected states, the least diversity and evenness was observed in the states of Maharashtra (Diversity = 1.28; Evenness = 0.06) and Tamil Nadu (Diversity = 1.55; Evenness

= 0.07). Notably, these are the two states with higher educational institutions. The difference in diversity's actual and estimated value was the least in Punjab, with a value of 1.62.

In Tamil Nadu, there are 75 communities in scheduled castes. The value of the Shanon diversity index shows the least diversity by representation in graduate and above among the communities of scheduled castes in the age group 20-24 years of age. The estimated value of Shannon diversity of 1.55 is very low against an ideal value of 4.14, showing the least diversity among the communities by representation in educational level graduates and above.

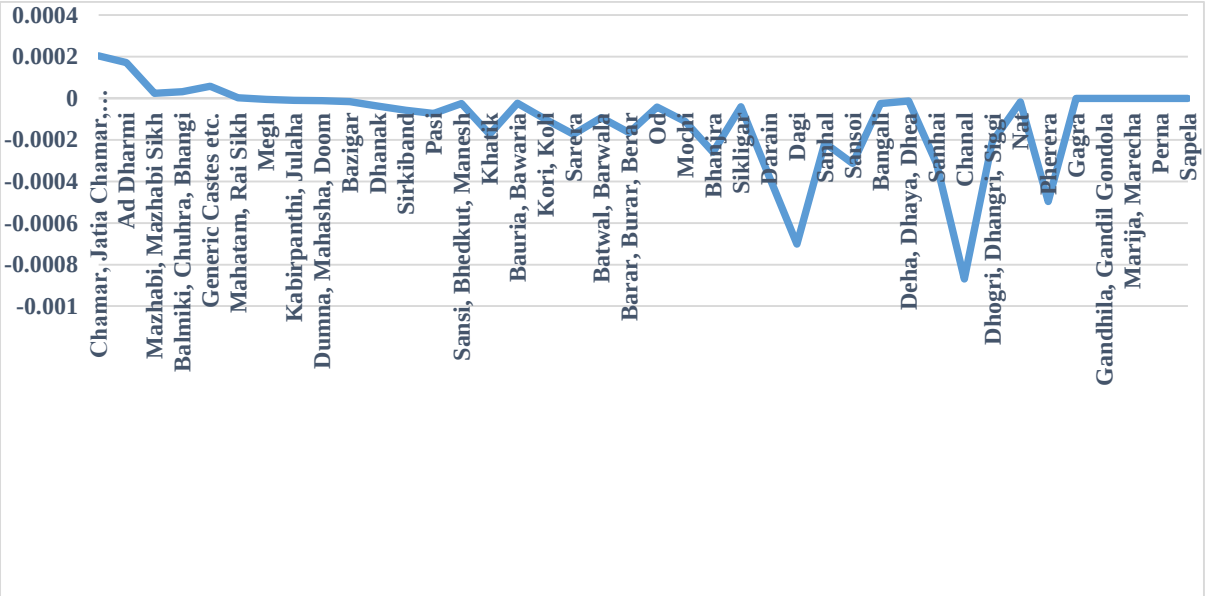
Inequality in Communities of Scheduled castes

Fig.1 Theil Index of Inequality in Scheduled Caste Communities by Representation of Graduate and above in the age group 20-24 years in Tamil Nadu, India, 2011



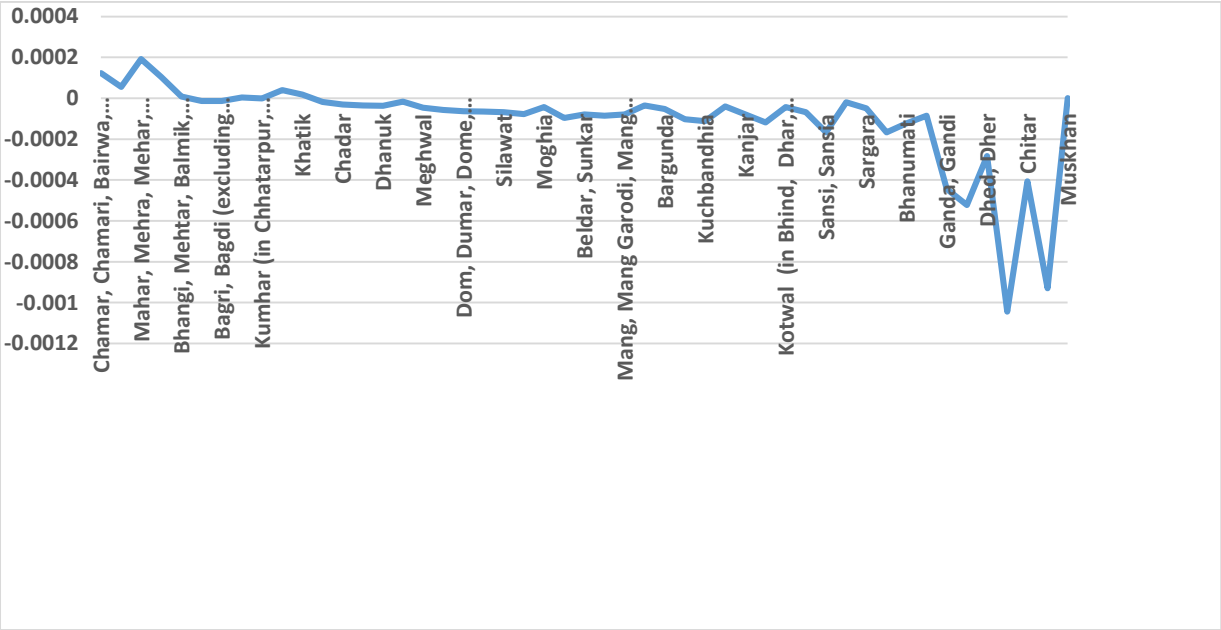
The total theil index value with a value close to '0' reveals near-perfect equality in proportionate representation in graduates and above. However, the decomposition of the overall index illustrated in figure 1 reveals an above-average representation of scheduled caste communities such as Adi Dravida, Pallan, Pariyan, Parayan, Sambavar, Arunthathiyar, Chakkiliyan, and Generic Castes with educational level graduate and above in the age group 20-24 and least representation of communities such as Panchama, Bellara, Samagara and Koosa communities.

Fig.2 Theil Index of Inequality in Scheduled Caste Communities by Representation of Graduate and above in the age group 20-24 years in Punjab, India, 2011



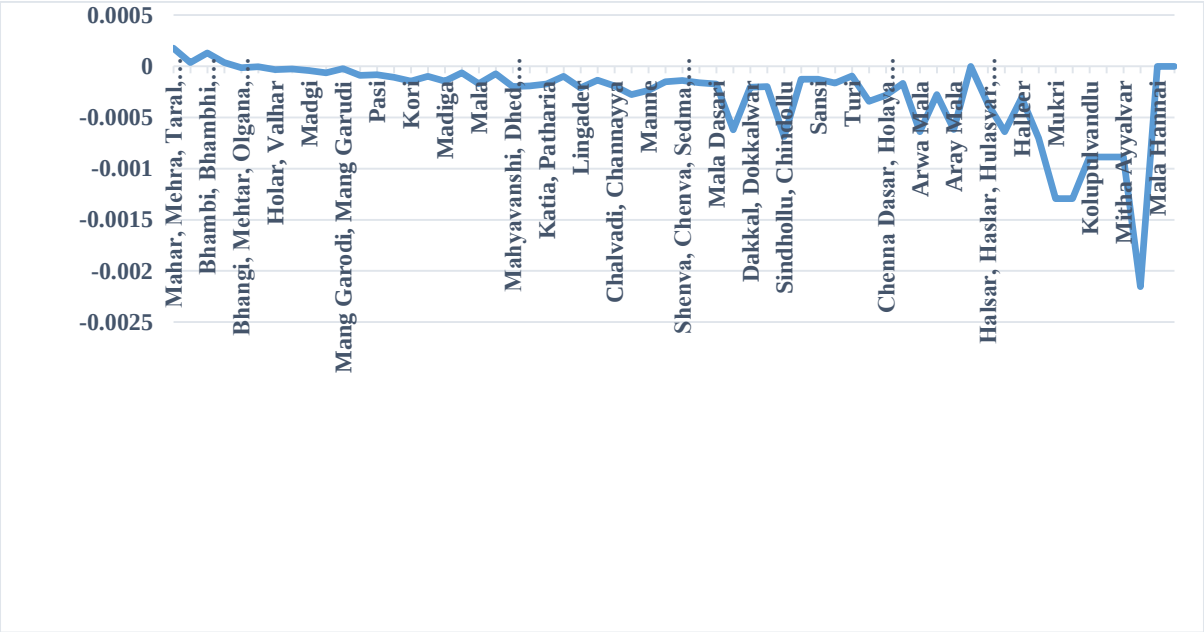
In the northern state of Punjab, there are 39 sub-communities among the scheduled castes, out of which, there are five communities Gagra, Gandhila, Marija, Perna and Sapela, with zero population who are graduates and above in the age group 20-24 years of age. The inequality index derived for the total population in the age group 20-24 is illustrated in figure 2, which shows near perfect equality; however, the decomposition of the inequality index shows above average proportion representation of communities Chamar, Ad Dharm, Mazhabi, Balmiki, Generic Castes, and Mahatam, Rai Sikh. This establishes the least diversity and concentration in selected communities by representation at the educational level of graduates and above in the age group of 20-24 years of age.

Fig.3 Theil Index of Inequality in Scheduled Caste Communities by Representation of Graduate and above in the age group 20-24 years in Madhya Pradesh, India, 2011



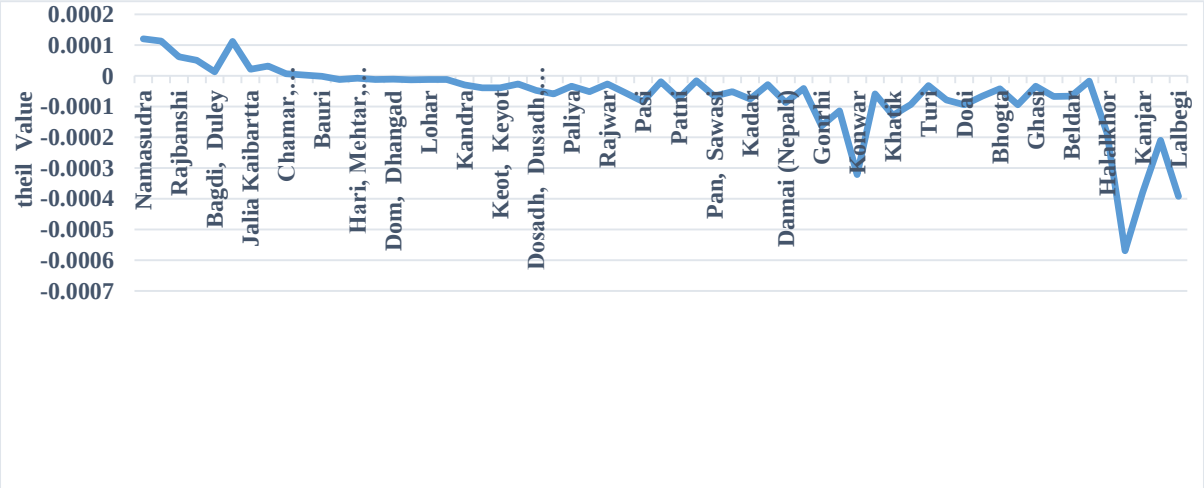
The only SC communities in Madhya Pradesh that show an above-average representation of graduates and above are Chamar, Mahar, Koli, and Bhangi, as illustrated in figure 3. In contrast, the least represented graduate, and above in the age group 20-24 are Dewar, Chitar, Audhelia, and the community Muskhan with a zero population of graduates and above, which is a matter of concern. Why are these communities not represented in graduate and above? Is it because of the preferences in education? Alternatively, any other reason is a matter of investigation. If so, what triggers these preferences is a matter of further research. Although the dominance and inequalities are observed in all the states between the communities, it was quite evident in Tamil Nadu. Hence, it becomes pertinent to see that affirmative actions are not just concentrated on only a few but are equitably distributed across the communities.

Fig.4 Theil Index of Inequality in Scheduled Caste Communities by Representation of Graduate and above in the age group 20-24 years in Maharashtra, India, 2011



Maharashtra is one state with eminent academicians, scholars, social reformers etc. Prominent social reformers and leader leaders Ambedkar, Shri Mahatma Jyotiba Phule, and Savitri bai Phule were pioneers of reforms, education, and a tectonic of mass involvement in education. Figure 4 illustrates the representation in higher education among the scheduled caste communities. Analysis reveals above-average proportionate representation only in a few communities of scheduled castes such as Mahar, Bhambi, Chamar, Mang, Matang, Generic Castes Mala Sale, Netkani, Mala Hannai and Mala Masti. Only seven communities among the 60 scheduled castes with an above-average representation of graduates and above in the age group 20-24 years of age.

Fig.5 Theil Index of Inequality in Scheduled Caste Communities by Representation of Graduate and above in the age group 20-24 years in West Bengal, India, 2011



In West Bengal, there are around ten communities with above and average representation as graduates and above in the age group 20-24 years. The Scheduled caste communities of Namasudra, Rajbanshi, Generic Castes etc., Bagdi, Jalia Kaibartta, Chamar, and Malo show representation in graduates and above with more than average representation. In comparison, the least representation from the SC communities is from Dabgar, kanjar, lalbegi, konwar, Nat, etc.

Diversity in Communities of Scheduled Tribes

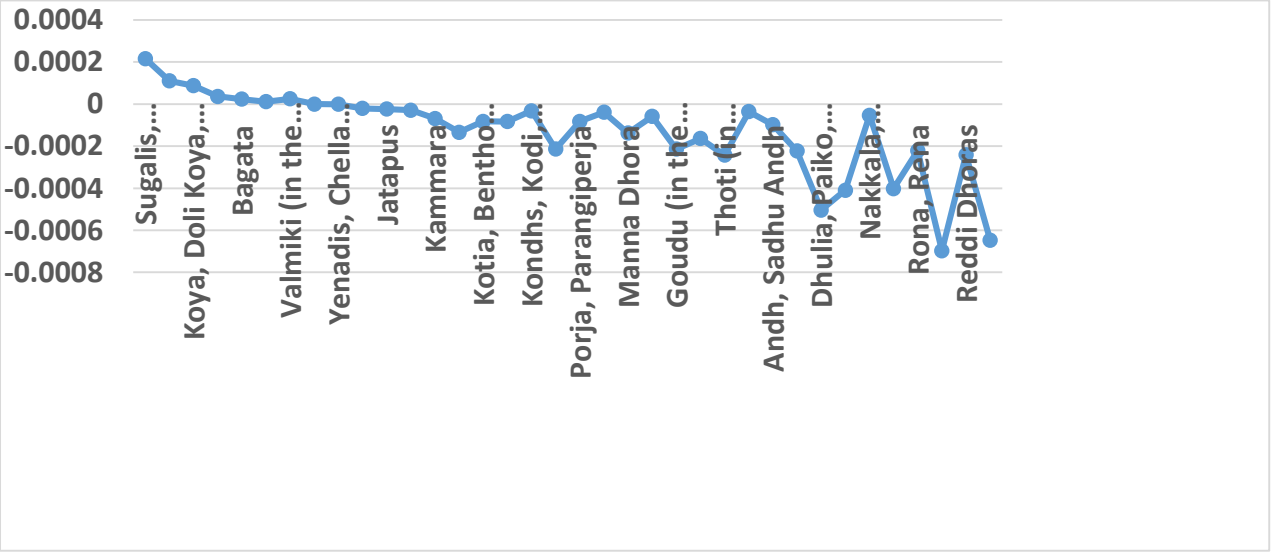
Table 2: Diversity and Evenness Indices by Representation of Graduates and above among the Communities in Scheduled castes in Selected Tribes of India, 2011

Indices	Andhra Pradesh	Rajasthan	Jammu &Kashmir	Madhya Pradesh	Arunachal Pradesh	Maharashtra
Shannon Wiener Actual value (a)	2.05	0.62	1.67	1.59	2.83	2.54
Shannon Wiener Expected Value(b)	3.55	2.56	2.56	3.78	4.59	3.82
Difference (b-a)	1.49	1.93	0.83	2.19	1.76	1.28
Evenness index	0.21	0.14	0.40	0.11	0.21	0.29

The diversity and evenness index is calculated and given in Table 2. The indices calculated for the selected states show the least diversity by the proportionate wise representation of the population in the age group 20-24 with educational level graduate and above. This shows that not every community in scheduled castes is proportionately represented with educational level graduates and above in the age group 20-24 years. Although analysis shows a lack of diversity and evenness among the communities in scheduled tribes across all the selected states, the least diversity and evenness was observed in the states of Madhya Pradesh (Diversity = 1.59; Evenness = 0.21) and Rajasthan (Diversity = 0.62; Evenness = 0.14). In comparison, the diversity was high in Jammu and Kashmir (Diversity = 1.67; Evenness = 0.40).

Inequality in Communities of Scheduled Tribes

Fig.6 Theil Index of Inequality in Scheduled Tribe Communities by Representation of Graduate and above in the age group 20-24 years in Andhra Pradesh, India, 2011



The total theil index value with a value close to '0' reveals near-perfect equality in proportionate representation in graduates and above among the communities of scheduled tribes in the state of Andhra Pradesh. However, the decomposition of the overall index illustrated in figure 6reveals an above-average representation of scheduled caste communities such as Sugalis,

Koya, Bagata, and Valmiki with educational level graduate and above in the age group 20-24 and the least representation of communities such as Kulia, Rona, Reddi Dhoras and Kattunayakan communities.

Fig.7 Theil Index of Inequality in Scheduled Tribe Communities by Representation of Graduate and above in the age group 20-24 years in Rajasthan, India, 2011

In the state of Rajasthan, there are 13 communities among the scheduled tribes. The inequality index derived for the total population in the age group 20-24 is illustrated in figure 7, which shows below-average representation in higher education in all the communities of scheduled tribes. The decomposition of the inequality index shows the representation in higher education, although below average is near to perfect among the communities of Mina, Bhil, and Dhanka, whereas the least represented and a high deviation to near perfect equality in higher education are from the communities of Naikda, Koli Dhor,Patelia, Kokna, and Kathodi.

Fig.8 Theil Index of Inequality in Scheduled Tribe Communities by Representation of Graduate and above in the age group 20-24 years in Jammu and Kashmir, India, 2011

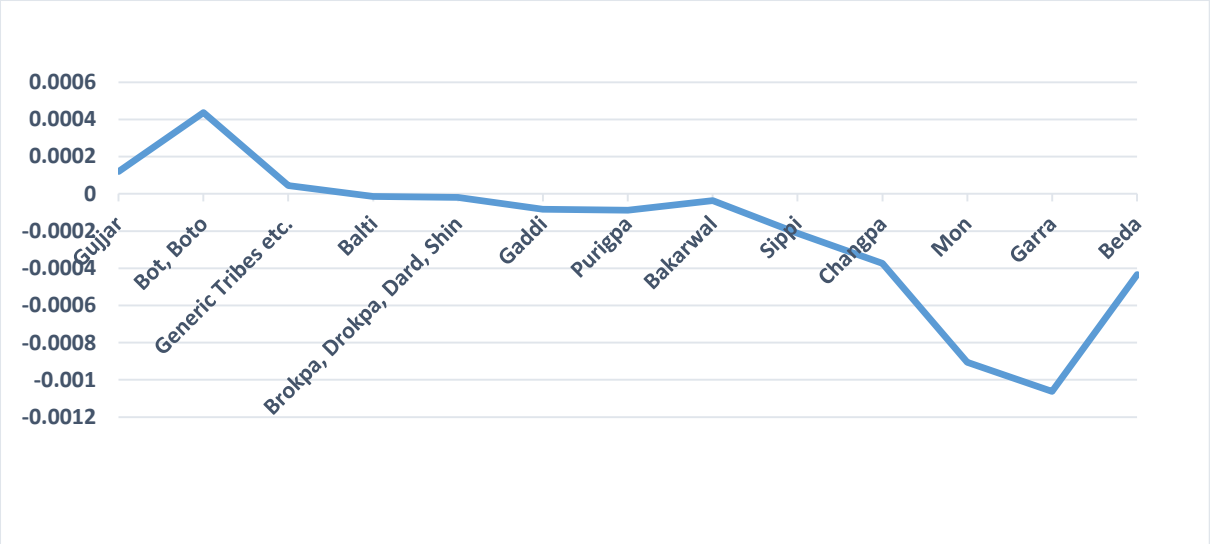
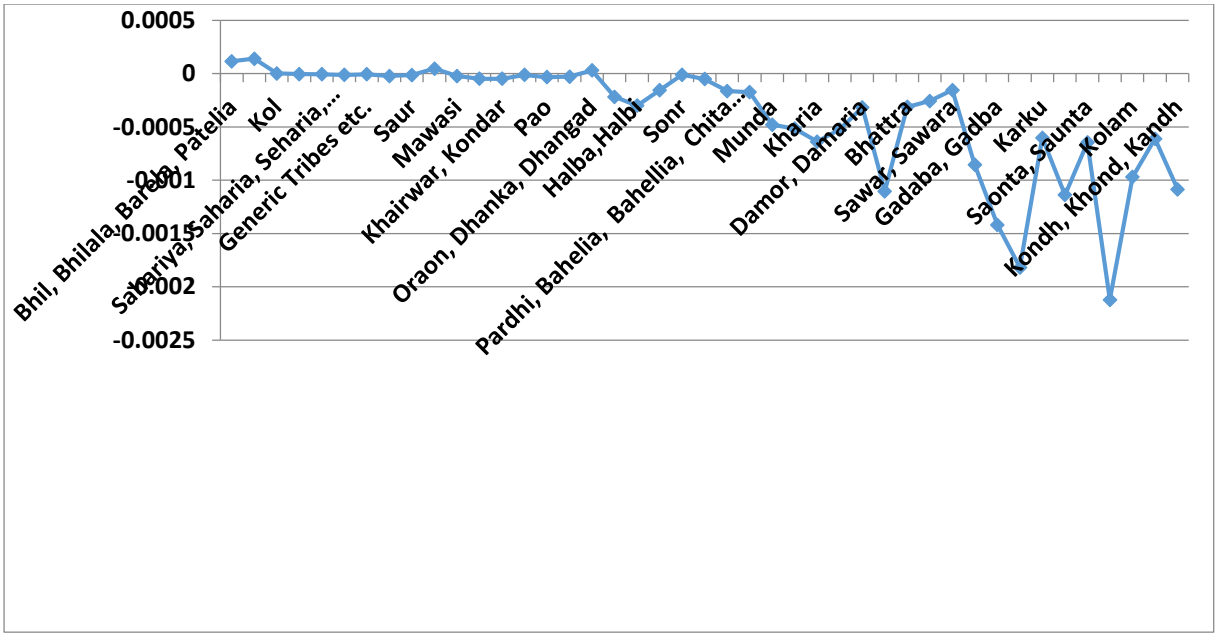


Figure 8 shows the representation of communities of scheduled tribes in the state of Jammu and Kashmir. Only two communities Gujjar and bot, shows above average representation in higher education, although the Thiel inequality shows near-perfect equality with a value close to zero. The below-average representation is from the communities of Beda, Garra, Mon, Changri, and soppi. Overall only two communities of scheduled tribes are adequately represented among the scheduled tribes in the state of Jammu and Kashmir.

Fig.9 Theil Index of Inequality in Scheduled Tribe Communities by Representation of Graduate and above in the age group 20-24 years in Madhya Pradesh, India, 2011



The only ST communities in Madhya Pradesh that show an above-average representation of graduates and above are Bhil, Gond, and Kol, as illustrated in figure 9. The ST communities such as Sawar, Saonta, Saunta, Parja, and Birhul do not have any representation in higher education graduate and above. The least represented among the ST communities in graduate, and above in the age group 20-24 are Andh, Kolam, Karku, and Kondh.

Fig.10 Theil Index of Inequality in Scheduled Tribe Communities by Representation of Graduate and above in the age group 20-24 years in Maharashtra, India, 2011

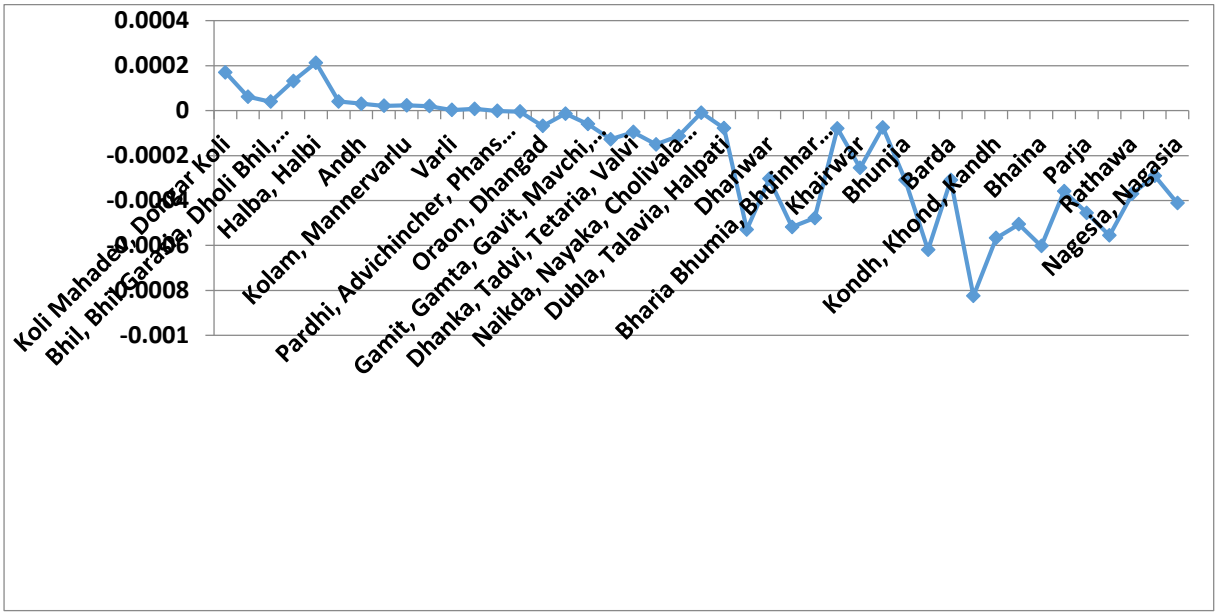
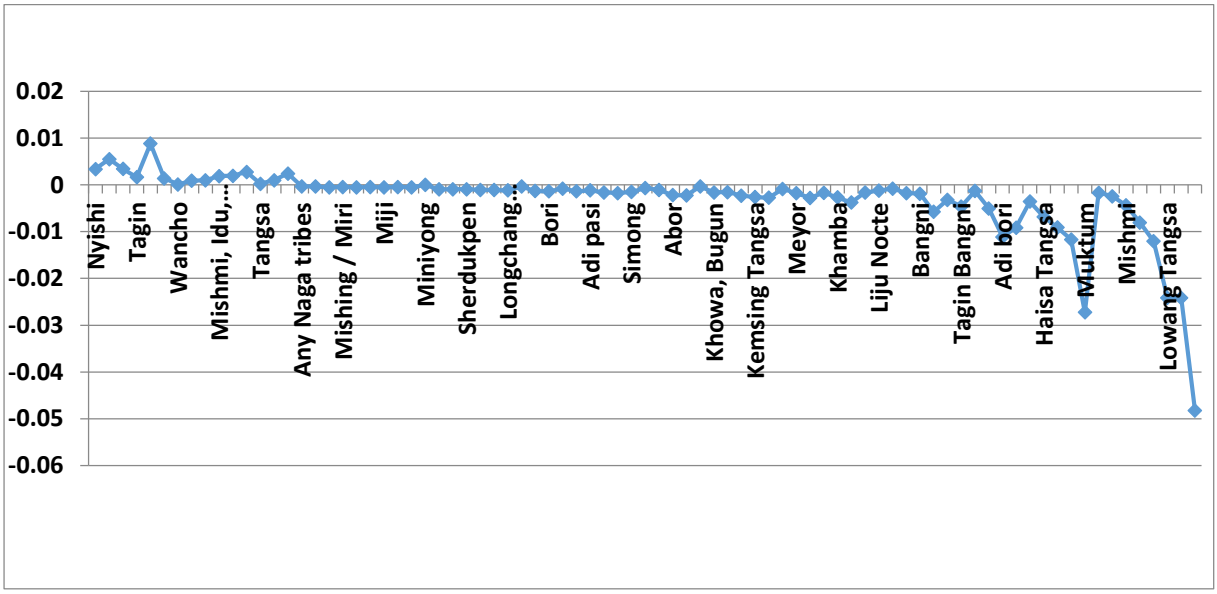


Figure 10 illustrates the representation in higher education among the scheduled tribe communities of Maharashtra. Analysis reveals above-average proportionate representation only in a few communities of scheduled tribes such as Koli Mahadev, Gond, Bhil, Kokna, Kokni, Halba, Thakur, Andh, Koli Dhor, Kolam, Generic Tribes.Varli, and Pardhan. Only twelve communities among the 46 scheduled tribes are represented above-average in graduates and above in the age group 20-24 years of age. Nil representation of graduates and above are from the communities of Baiga, Bhattra, and Pomla

Fig.11 Theil Index of Inequality in Scheduled Caste Communities by Representation of Graduate and above in the age group 20-24 years in Arunachal Pradesh, India, 2011



In Arunachal Pradesh, there are eighty-seven communities of scheduled tribes out of which five communities do not have any population in the age group 20-24 years of age as highlighted in figure 11. Further, there are 27 communities with zero representation of the populationgraduatesuate and above. The Scheduled tribe communities of Nyishi, Galong, Tagin, Adi, Apatani, Monpa, Wancho, Nocte Mishmi, Nissi, Adi minyong, Adi gallong, Khampti, Kamti, Tangsa, and Adi padam show representation in graduates and above with

more than average representation. In comparison, the least representation from the ST communities is from But Monpa, Libo, Karka, and Thai Khampi

Summary and Discussion:

Overall, the analysis shows the population with the lowest representation among the scheduled tribes community is the least represented in educational level with graduate and above as examined by the diversity Index Shanon and weinner, Evenness index and Theil inequality index. The dominance index reflects the dominance of a few communities of scheduled castes in higher education in the age group 20-24 years of age with a comparatively larger population, such as Adi Dravida, Pallan, Pariyan in Tamil Nadu; Chamar, Ad Dharm in Punjab; Chamar in Madhya Pradesh; Mahar, Chamar, Mang, Matang; Generic Castes etc. in Maharashtra; and Namasudra, Pod, Rajbanshi, Generic Castes etc. Bagdi, Chamar, and Malo from West Bengal. Simillarly the dominance index reflects the dominance of a few communities of schedulked tribes in higher education in the age group 20-24 years of age with a comparatively larger population, such as as Sugalis, Koya, Bagata, and Valmiki in Andhra Pradesh; Gujjar and bot, in Jammu and Kashmir; Bhil, Gond, and Kol, in Madhya Pradesh; Koli Mahadev, Gond, Bhil, Kokna, Kokni, Halba, Thakur, Andh, Koli Dhor, Kolam, Generic Tribes.Varli, and Pardhan in Maharashtra; and Nyishi, Galong, Tagin, Adi, Apatani, Monpa, Wancho, Nocte Mishmi, Nissi, Adi minyong, Adi gallong, Khampti, Kamti, Tangsa, and Adi padam from Arunachal Pradesh. For a progressive and welfare society, the upliftment of the downtrodden should never be limited to mere entry and exit points of education, but also its journey, which requires quality education with motivation. Access to any opportunities for formal higher education is the basic requirement. However, analysis reflected that even with over six decades of affirmative action, there is an issue with outreach which is clear from the research findings wherein it has reached only a few communities., further even with communities with a medium base of the population,

the outreach is not to the optimal. Hence, it becomes the prerogative of the policymakers and society to consider whether it is justified that only a few sections of society are equitably represented, wherein a larger section of the society is left out.

Research studies on the importance of diversity and its connexion with the environment are well documented and recognised as related to diversifications in science. This study is a novel attempt to explore the diversifications in the representation of communities of scheduled castes in higher education. Corresponding literature proposes a need for better empirical evidence or literature emphasising diversities. If exposed to diverse socioeconomic backgrounds, individuals, specifically students, may imbibe motivation and aspiration and eventually assimilate with other students. In a homogenous and heterogeneous population, motivation and aspiration differ depending upon the amount of exposure he or she receives and responds accordingly to it. Although affirmative action is implemented, the impact and the level of permeate need to be explored in depth. To achieve this, an individual's diversities, exposure and aspiration must be addressed in connexion. A better understanding of these factors will facilitate better implementation and outreach.

The present study's finding suggests further emphasising the process that operates across sub-castes within the Scheduled castes across regions. This has led to examining the representation for reserved seats so that the least well-off and deprived communities are proportionately represented. Higher education is one path leading to the upliftment of the community. Affirmative policies should ensure that everyone is enlightened to choose the path and ensure the journey is smooth and hassle-free through quality education and motivation.

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