The Journal of Social Sciences Studies and Research
Online ISSN: 2583-0457
Available Online at http://tjsssr.com Volume 4|Issue 05 (September-October)|2024|Page:184-197
Original Research Paper

Gender Inequality in Higher Education Attainment among Scheduled Caste in Uttar Pradesh (2001 – 2011)

Corresponding Author:
Farhana Khatoon, University of Allahabad

Article Received: 15-September-2024, Revised: 05-October-2024, Accepted: 25-October-2024

ABSTRACT:
Educational development makes the individual better informed and improves their participation in the social, economic, and political development of the country. Gender inequality is the differential access to social, economic, and political resources. The main purpose of this paper is to study the regional variation in Scheduled Caste women's participation in higher education, gender disparities, and Scheduled Caste non-scheduled caste disparities in higher educational attainment. The present study is entirely based on secondary sources of data, such as the Census of 2001 and 2011. The higher educational attainment among SC females residing in rural areas remains lower than that of their urban counterparts. Though the overall higher education shares of Scheduled Caste females have increased, they are not on par with the non-scheduled caste population. Gender disparities have declined over the period in almost all the state districts. The study also found that females belonging to scheduled castes are more marginalised than non-scheduled caste females.

Keywords: Higher Education, Gender Inequality, Scheduled Castes, Uttar Pradesh

Introduction:

Education enhances social mobility; it is an important means of bringing about social change and getting access to prestigious occupations. In India, educational development is skewed in favour of a few well-off sections of society. As rightly stated by Amartya Sen (2009) 'Those who can afford it have access to excellence, while the less affluent majority has been left behind without even a full schooling'. Educational development makes the individual better informed and improves their participation in the social, and economic political development of the country. Increased literacy and educational attainment among disadvantaged groups can improve their ability to resist oppression, organise politically, and obtain a better deal (Sen, 2009). Higher education is a key indicator of human progress. Higher education promotes social and economic development by improving society's human and technical capabilities (Joshi, 2015). It is considered a tool of social mobility, especially among impoverished and marginalised populations. Higher Education plays an important role in furthering vertical social and occupational mobility (Gandhar, 2007). Education has a significant effect on female empowerment because it enhances their awareness of their rights, abilities, and the options and opportunities available to them (Singh, 2007).

Scheduled caste is the most marginalised and downtrodden section of society. According to Chauhan, 1975 as cited in (Sahoo & Acharya, 2019), their level of education, health conditions income as well as social status remain low as compared to other social groups. In India literacy rate among scheduled castes is 62.8 per cent while it is 60 per cent in Uttar Pradesh (NSS0, 2009-10). Literature shows that caste and religious affiliation play an important role in the educational achievement of the individual. People belonging to Scheduled castes, Scheduled Tribes and Muslims lag significantly behind the higher castes in terms of educational achievement and participation (Drèze & Kingdon, 1999; Deshpande, 2001). Gender inequality is the differential access to social, economic and political resources. Women in general are victims of discriminatory social practices, but the situation worsens when the cases of women from various social strata are considered. Sustainable Development Goal 5 is about achieving gender equality and empowering women and girls. As a result, it is essential to investigate the extent to which inequalities in access to higher education among Scheduled castes exist in Uttar Pradesh. However, Gender disparities in higher education have received little attention in the Indian context. The main purpose of this paper is to study the regional variation in Scheduled Caste women's participation in higher education, gender disparities and Scheduled Caste non-scheduled caste disparities in higher educational attainment.

Literature Review:

Several studies have examined the educational status of scheduled castes, Aggarwal and Muralidhar (1986) calculated intra-group disparity indices among

scheduled castes for a variety of binomial elements such as total male-female, rural male-female and urban male-female and found that the disparities are greatest when literacy levels are low. Aggarwal (1987) examines the various aspects of socioeconomic inequalities that have acted as impediments to the educational development of the scheduled caste population. The intra-group disparities in literacy levels among the scheduled caste population have also been investigated. He also tried to look into the salient characteristics of work participation among the scheduled caste population, as it is an important indicator of their economic status, and concluded that the scheduled caste population's backwardness in terms of literacy is the result of historical factors. Disparities between Scheduled Caste and Non-Scheduled Caste in educational attainment have been explored by various scholars such as Schchidananda Sinha (1974), Raza and Premi (1987), Aikara Jacob (1996) and Thorat (2009). Jacob Aikara (1996), found that cultural prejudice, social practices, and political factors have contributed to the educational backwardness of scheduled caste in India. while Nambissan (1996) asserted that, in addition to inadequate infrastructure, a lack of effective pedagogical support to acquire cognitive and linguistic competencies affects Dalit children's schooling. More importantly, the insensitive treatment of these socially disadvantaged groups by teachers and school administrators heavily influences their learning experiences. Dunn (1993) documents the presence of extreme degrees of gender inequality among the scheduled castes and scheduled tribes. Relative to minority men, minority women in India have far more limited access to both educational and employment resources. Women belonging to weaker sections of society have far more limited access to education. Ghosh (1998), on the other hand, attempts to assess the educational progress of scheduled castes, scheduled tribes, and the general population. In addition to analysing the disparities between scheduled and non-scheduled populations, the researcher discovered that adult literacy, female work participation rate, child work participation rate, and work in non-agricultural activities are the most important socioeconomic determinants of literacy/education for males in rural India. Kingdon (2002) explain that the differential treatment of sons and daughters by parents is a potential explanation for the gender gap in education in developing countries. The most important factors influencing the educational attainment of women were parental background, wealth, and opinions, individual ability, age at marriage, and the quality of primary school attended. Both low and backward-caste men and women and Muslim men and women have low enrolment and lower educational attainment than their high-caste and non-Muslim counterparts. According to B.B. Mohanty (2002), despite the various measures implemented by the government, no discernible improvement in the condition of the scheduled caste has been observed. All of this resulted in a marginal improvement in the socio-economic condition of scheduled castes led to the conclusion that apathetic conditions of the scheduled caste population could only be improved through conscious mass movement. Madhu S Paranjape's (2007) study on Maharashtra attempts to highlight inequalities in the distribution of education across regions, gender, and caste groups in Maharashtra. In his study, Vaid (2004) attempts to identify the factors that contribute to inequalities in educational opportunities for both boys and girls from low-income families and also investigate how social background variables influence children's schooling, as well as how girls from a particular community or class fared in comparison to boys from the same community. A few studies tried to find out the barriers to higher education for SC and ST women, Bhagavatheeswaran et al (2016) looked at the barriers and enablers that prevent scheduled caste and scheduled tribe adolescent girls from enrolling in and completing secondary school in two districts in northern Karnataka, India. The study emphasises the importance of involving multiple stakeholders to overcome educational barriers for SC/ST girls.

The Rationale of the Study:

Uttar Pradesh is India's most populous and fifth-largest state, covering an area of 238,566 square kilometres (Census, 2011). In many ways, Uttar Pradesh is a microcosm of Indian society. It contains the regional variations in economic, social, cultural, and political trends that characterised India. In other words, it is a miniature representation of India's social and economic situation. The neglect of social development in Uttar Pradesh is closely linked to the state's entrenched class structure. Because of the state's sheer size and diversity, there is a wide regional variation in the state's social and cultural development, which is also reflected in educational attainment. The level of education has received so much attention that it is now regarded as an indicator of the speed with which a society's socioeconomic transformation is taking place. Keeping all of these issues in mind, as well as my personal interests, Uttar Pradesh has been chosen as the area of study.

Objectives:

1. To study the extent of gender inequality in higher educational attainment among scheduled and non-scheduled caste populations and analyse the regional differences across districts in Uttar Pradesh during 2001-2011.
2. To trace out the inequality in higher educational attainment rates between scheduled caste females and non-scheduled caste females in Uttar Pradesh.
3. To analyse the factors responsible for the lower participation of Scheduled caste females in higher education in Uttar Pradesh.

Data and Methodology:

The present study is entirely based on secondary sources of data, such as census 2001 and 2011. The census of India is the largest single source which provides information about the socio-economic characteristics of the population. The Indian Census is the most comprehensive source of information on the Indian people. It publishes statistics on topics such as population, economy, literacy, gender, caste, migration, disability etc., across caste, gender and religion. The data from C-Series, social and cultural tables, special tables for Scheduled Castes and Economic tables for the period 2001 and 2011 have been obtained for the study. Data on higher education levels among Scheduled Caste and Non-Scheduled Castes male females and Scheduled Caste females have been extracted from C-8, educational level graduate and above by sex and age. In the present study by using the census data we examine the higher educational attainment for females aged 20 years and above.

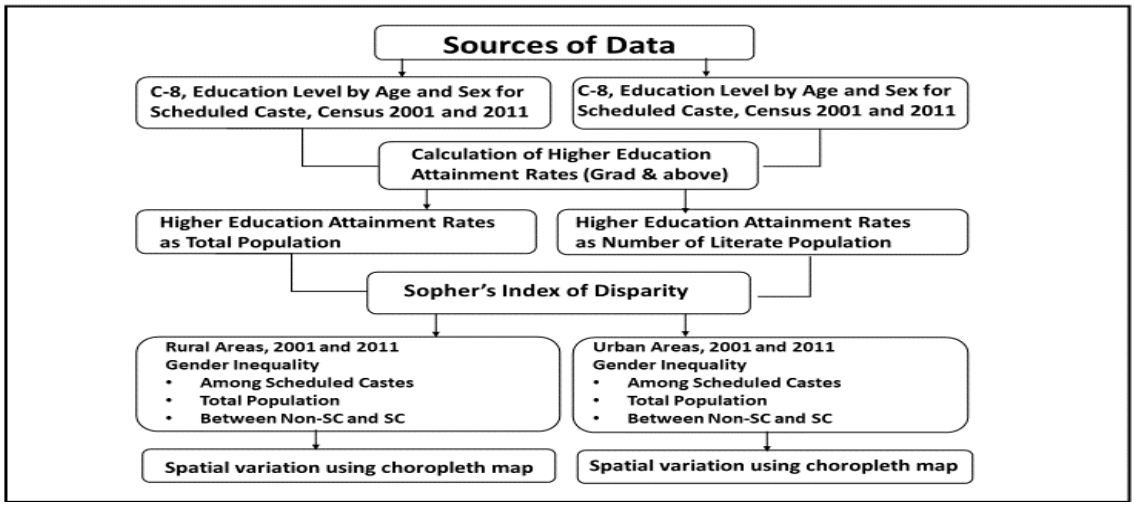


Fig: 1 Flow Chart of Databased and Methodology

In the present study, a higher educational attainment rate has been calculated as a percentage of the total population (aged 20 years and above) and as a percentage of the literate population of the same age group (adapted from Lubna et al. (2019). In addition, non-scheduled caste higher educational attainment rates are calculated to assess the extent of inequality between non-scheduled caste females' higher educational attainment rates and scheduled caste female's higher educational attainment rates.

Higher Educational Attainment Rates as Total Population (HRTP):

$$HR^t_{a.p} = \frac{Grad^t_{a.p}}{P^t_a} \times 100,\ HR^t_{a.m} = \frac{Grad^t_{a.m}}{P^t_{am}} \times 100, HR^t_{a.f} = \frac{Grad^t_{a.f}}{P^t_{af}} \times 100$$

Where $HR^t_{a.p}$ = Total population higher educational attainment rate of age group '*a'* in year *t*, $HR^t_{a.m}$ = Male higher educational attainment rate of age group '*a'* in year *t*, $HR^t_{a.f}$ = Female Higher educational attainment Rate of age group '*a'* in year *t*, P^t_a= total population of age group '*a'* in year *t*, $P^t_{a.m}$= total male population of age group '*a'* in year *t*, $P^t_{a.f}$= total female population of age group '*a'* in year *t*, $Grad^t_{a.p}$ = Total Graduate population of total population age group '*a'* in year *t* , $Grad^t_{a.m}$= Male Graduate population of the total male population of age group '*a'* in year *t* and $Grad^t_{a.f}$= Female Graduate population of the total female population of age group '*a'* in year *t.*

Higher education attainment Rate as number of literates (HRLP):

$$HR^t_{a.lp} = \frac{Grad^t_{a.lp}}{TLP^t_a} \times 100, HR^t_{a.lm} = \frac{Grad^t_{a.lm}}{TLP^t_{am}} \times 100, HR^t_{a.lf} = \frac{Grad^t_{a.lf}}{TLP^t_{af}} \times 100$$

Where $HR^t_{a.lp}$ = Total population higher educational attainment rate of age group '*a'* in year *t*, $HR^t_{a.lm}$ = Male higher educational attainment rate of age group '*a'* in year *t*, $HR^t_{a.lf}$ = Female Higher educational attainment Rate of age group '*a'* in year *t*, TLP^t_a= Total Literate population of age group '*a'* in year *t*, TLP^t_{am}= Total male literate population

of age group '*a'* in year *t*, TLP_{af}^{t}= Total female literate population of age group '*a'* in year *t*, $Grad_{a.lp}^{t}$ = Total Graduate population of total literate population of age group '*a'* in year *t* , $Grad_{a.m}^{t}$= Male Graduate population of total male population age group '*a'* in year *t*, $Grad_{a.f}^{t}$= Female Graduate population of total female population age group '*a'* in year *t*. In these equations, '*a'* represents the population aged above 20 years, and '*t'* represents the census years 2001 and 2011.

Sopher's Index of disparity has been worked out. If x_1 and x_2 represent the respective percentage value of the variables of groups 1 and 2 then the disparity index (D) can be calculated by the following equation.

$$D = log(x_2 / x_1) + log(100 - x_1) / (100 - x_2)$$

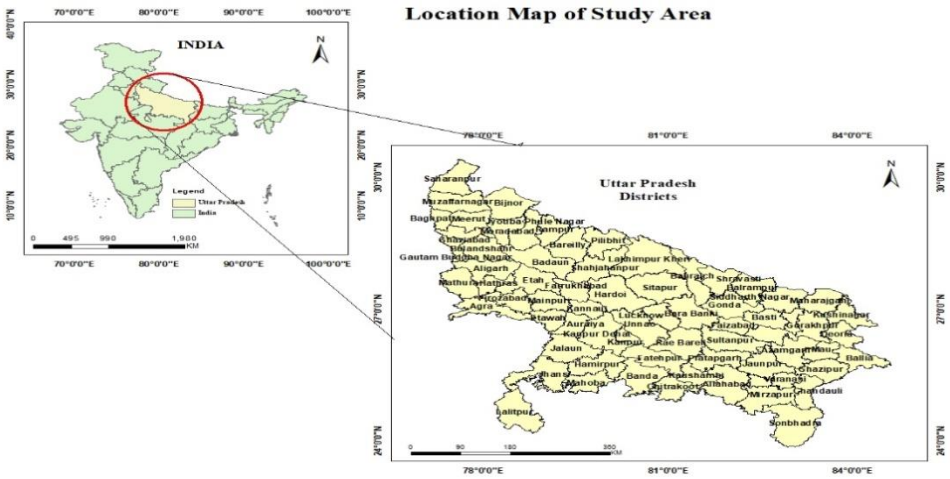
Where D = disparity index, $x_2 > x_1$, to provide better results, Kundu and Rao (1982) have modified the index as follows

$$D = log(x_2 / x_1) + log(200 - x_1) / (200 - x_2)$$

The value of the index always varies between (+ 1) to (- 1) and in the ideal case, it should be zero. If it is negative, then there is no disparity against x_2. The measured value of 'D' is interpreted as the higher the value of 'D' higher the disparity and a lower value of 'D' shows a lower disparity (Zaidi, 1999). Based on this index the regional variations in higher educational attainment rates among females of Scheduled caste have been measured. The correlation coefficient is worked out among the dependent variable (higher educational attainment) and a set of independent variables. The correlation coefficient has been computed based on Karl Pearson's correlation coefficient (r) method which is as follows:

$$r = \frac{\Sigma xy - \Sigma x \Sigma y / n}{\sqrt{\Sigma x^2 - \frac{(\Sigma x)^2}{N}} \sqrt{\Sigma y^2 - \frac{(\Sigma y)^2}{N}}}$$

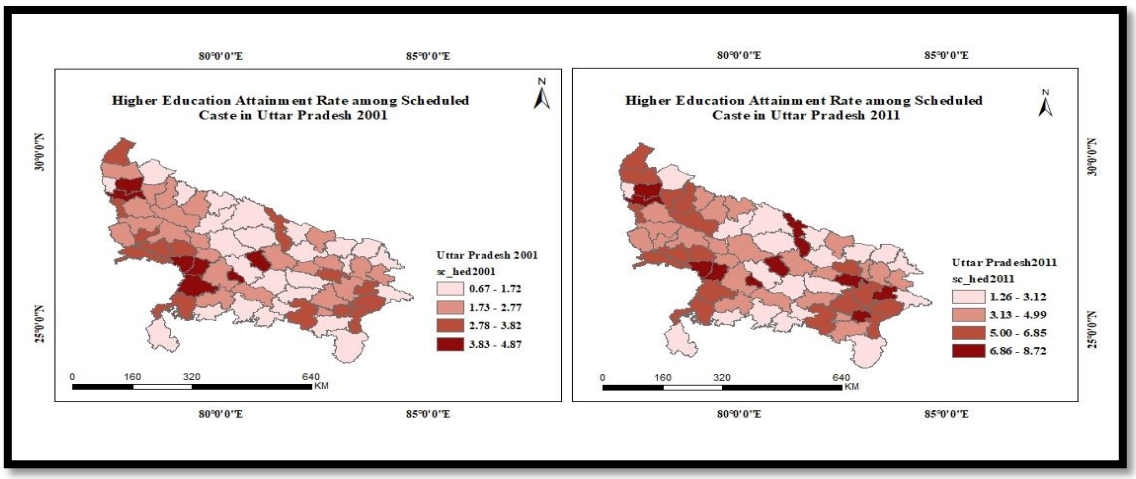
Where, r is the coefficient of correlation, x and y are the two given variables, and n is the number of observations. The cartographic technique has been used for the spatial representation of data. Various maps have been prepared to analyse the pattern of higher education among social groups in Uttar Pradesh.



RESULT AND ANALYSIS:

Higher Educational Attainment among Scheduled Caste Population as HRTP:

Research suggests that despite educational growth, educational inequality between different social strata persists and, in some cases, worsens. Growing socioeconomic disparities are especially visible at the highest levels of education (Desai & Kulkarni, 2008). Since Independence, the participation of all socio-religious groups in higher education has increased, but the participation of social groups in higher education is still lagging behind. The central question is to examine the participation of Scheduled castes women in higher education and the disparities therein in the state of Uttar Pradesh. The growth of higher education depends on several factors along with the availability of infrastructure facilities, government expenditure and policies and programmes for the development of higher education. In this section, we examine the growth in higher educational attainment among females of Scheduled castes in Uttar Pradesh from 2001 to 2011. Higher education has increased though at a very low pace and there is regional and gender inequality in access to higher education.



Map: 1(a) Higher Education Attainment Rates among SC as a percentage of the total population (HRTP).

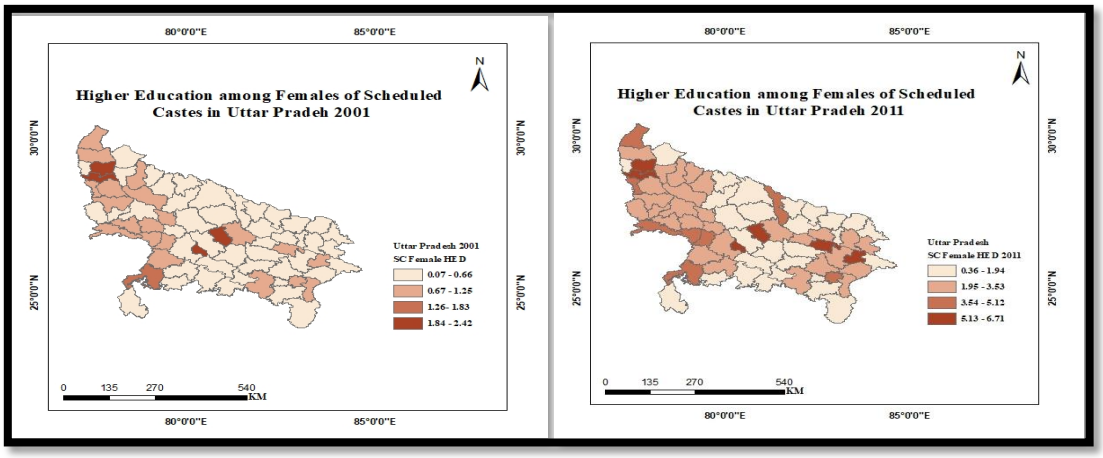
Map 1(a) indicates higher educational attainment has increased among scheduled cates from 2.29 to 4.59 per cent between 2001 and 2011, though overall higher educational attainment remains low. It is noteworthy that in 2001 a mere 3.85 per cent of males and 0.64 per cent of females had attained higher education. Encouragingly, by 2011, these numbers had risen to 6.40 per cent and 2.64 per cent respectively. However, upon close examination of data, it becomes apparent that females belonging to the Scheduled castes (SC) and residing in rural areas face even greater marginalisation than their male counterparts, in addition to females living in urban areas. The rural-urban disparity was starker in 2011, 5.15 per cent of males and 1.69 per cent of females have a presence in the higher education sector. The figure for urban areas was 13.45 per cent and 8.21 per cent for females. Poor availability of infrastructure and the social status of females might be the reason for the low participation of females in higher education in rural areas.

Higher education attainment rates as a percentage of the total scheduled caste population were less than 3 per cent in 55 districts of Uttar Pradesh in 2001, while in the rest of the 15 districts, it was in the range of 3.00 – 4.95 per cent. In 2011 the higher education attainment rates increased in most of the districts and it was less than 3 per cent in only 17 districts of the state. The scheduled caste community shares in higher education were in the range of 3.00 – 4.95 per cent in 26 districts of the state, while in the rest of the districts, scheduled caste shares in higher education were in the range of 5.00-8.75 per cent. The districts with higher share of scheduled caste in higher education are Kanpur Nagar, Lucknow, Auraiya, Ghaziabad and Meerut during the period under consideration.

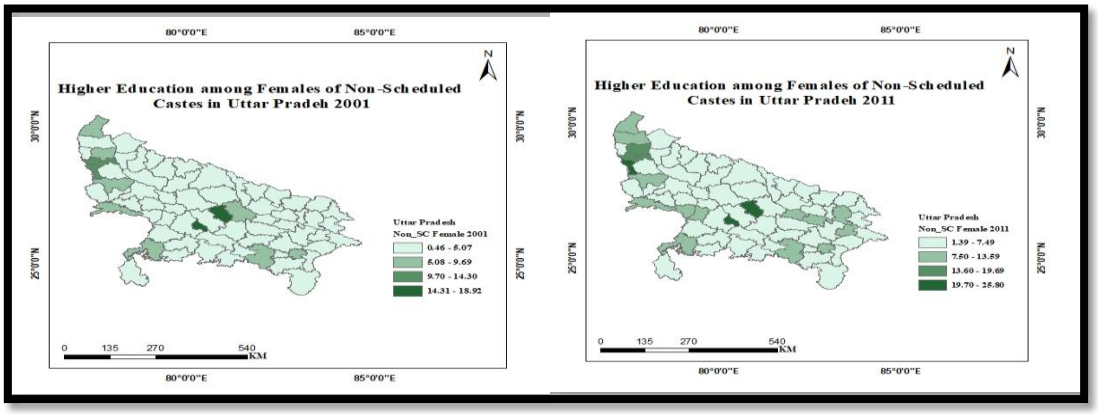
Table 1 Share of Social Groups in Higher Education in Uttar Pradesh (As Percentage of Total Population, HRTP)

	2001			2011		
Scheduled Caste	Person	Male	Female	Person	Male	Female
All Areas	2.29	3.85	0.64	4.59	6.40	2.64
Rural	1.67	2.98	0.28	3.48	5.15	1.69
Urban	6.67	9.66	3.27	10.98	13.45	8.21
	2001			2011		
Non-Scheduled Caste	**Person**	Male	Female	Person	Male	Female
All Areas	7.01	9.57	4.24	10.59	13.00	8.02
Rural	3.58	5.83	1.17	6.50	8.99	3.87
Urban	17.72	20.89	14.11	21.87	23.86	19.68

Source: Census of India, 2001 and 2011



Map: 1b Higher Education Attainment Rates among SC Females as a percentage of the total population (HRTP).



Map1(c) Higher Education Attainment Rates among Non-SC Females as Percentage of Literate Population HRTP

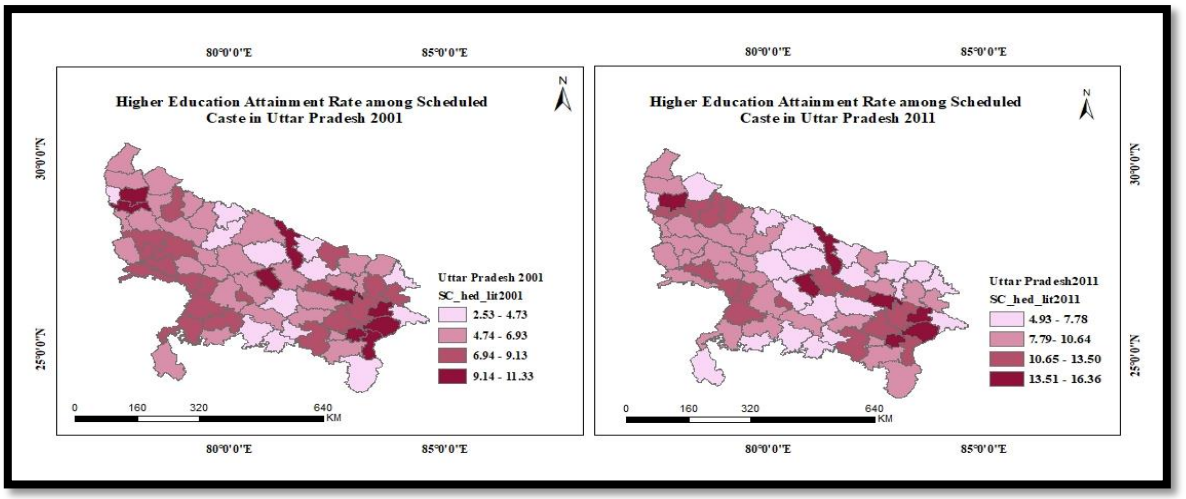
Maps 1(b) and 1(c) depict the share of scheduled caste and non-scheduled caste females in higher educational attainment. In 2001, the higher education attainment among SC females was 0.64 per cent which increased to 2.54 per cent in 2011. While the shares of non-SC females in this regard were 4.24 per cent in 2001 and 8.02 per cent in 2011. We can decipher from the map 1(b) that the higher educational attainment rates among scheduled caste female was abysmally low during the period under study and was in the range of 1.10 to 2.42 per cent in Etawah, Varanasi, Mau, Agra, Gautam Budha Nagar, Jhansi, Meerut, Lucknow, Ghaziabad and Kanpur Nagar in 2001. In 2011 these districts also showed the highest shares of scheduled caste females in higher education. The districts Mau and Varanasi have observed a sharp rise in Scheduled caste females' participation in higher education.

The map 1(c) shows the shares of non-scheduled caste females in higher education. The map shows that shares of non-scheduled caste females in higher education are comparatively higher than the Scheduled caste females in almost all the districts of Uttar Pradesh. During 2001 it was observed that the shares of non-SC females in higher education in most of the

districts of Uttar Pradesh was in the range of 0.46 to 5.07 per cent. Bareilly, Aligarh, Saharanpur, Allahabad, Agra, Varanasi, Jhansi and Meerut show 5.08 to 9.69 per cent while the highest shares are observed in Lucknow (19.92 per cent). In 2011, non-SC females' performance in higher education improved though the spatial differences are still the same.

Higher Educational Attainment among Scheduled Caste Population as HRLP:

Here an attempt has been made to study higher educational attainment as a percentage of the total literate population. Literacy is one of the good indicators to assess the quality of the population but the share of literate in higher education is the actual measure of the skilled labour force. HRLP calculated to measure the shares of Scheduled castes in higher education out of total Scheduled caste literates.



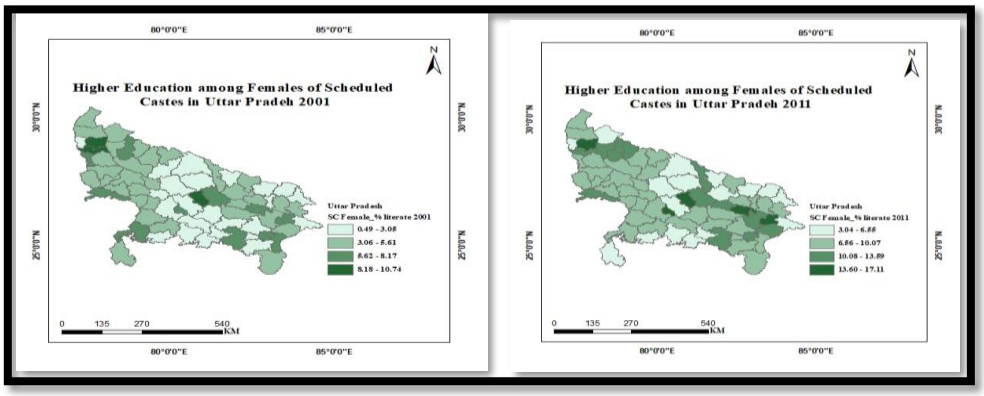
Map: 2(a) Higher Education Attainment Rates among SC as a percentage of the Literate population (HRLP).

Scheduled Caste: In 2001, out of the total SC literate population only 7.06 per cent had higher educational attainment which rose to 9.97 per cent in 2011. Table 2 also shows that rural-urban differentials were more striking in 2001 as only 5.53 per cent of scheduled caste living in rural areas have higher levels of educational attainment, their shares in urban areas was 13.62 per cent in 2001 and rose to 18.20 per cent in 2011. It is evident from the table that Scheduled castes living in rural areas are more marginalised than their urban counterparts.

Table 2 Share of Social Groups in Higher Education in Uttar Pradesh (As Percentage of Literate Population, HRLP)

	2001			2011		
Scheduled Caste	Person	Male	Female	Person	Male	Female
All Areas	7.06	7.68	4.65	9.97	10.24	9.32
Rural	5.53	6.23	2.43	7.99	8.48	6.70
Urban	13.62	14.84	10.67	18.20	18.52	17.63
	2001			2011		
Non-Scheduled Caste	Person	Male	Female	Person	Male	Female
All Areas	13.75	14.30	12.55	17.56	17.60	17.49
Rural	7.86	9.19	4.44	11.69	12.57	9.98
Urban	26.00	26.98	24.50	29.80	29.71	29.92

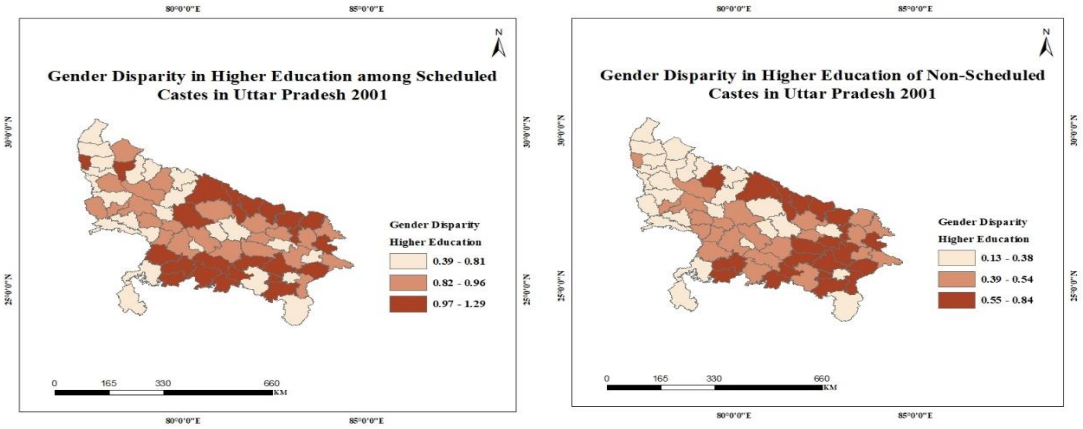
Source: Census 2001 and 2011



Map 2b Higher Education Attainment Rates among SC Females as Percentage of Literate Population (HRLP)

Gender Inequalities in Higher Education:

Disparity refers to the unequal distribution of some of the traits between two groups of the same population or between different strata of the population. The inequality in educational attainment is not purely an educational issue; rather it cuts across the entire social, economic and political fabric of a nation. The social disparities that show up in educational systems are the reflection of deeply embedded inequalities in the whole society and economy (Raza and Premi, 1987). This study aims to investigate gender inequality in higher education attainment rates among the scheduled and non-scheduled castes in Uttar Pradesh. This section specifically focuses on the gender disparities in higher education attainment between the scheduled and non-scheduled caste populations.

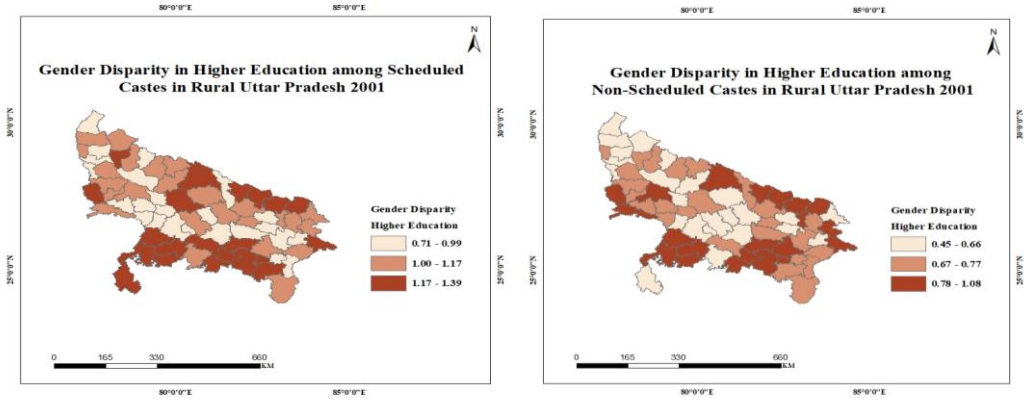


Map 3a & 3b

Gender Inequality among Scheduled Castes 2001:

Higher education is crucial for boosting economic growth, lowering social and income inequality, and eventually achieving sustainable development. Women, Scheduled Tribes, and Scheduled Castes do not have equal representation in higher education. Gender inequality in higher education among Scheduled caste and Non-Scheduled caste remained evident throughout the period 2001-2011 though it is more pronounced in the case of SC. As the study is intended to study gender inequality across castes and residents the inequality index has been grouped into three categories such as less than 0.50 (low), 0.51-0.75 (medium) and greater than 0.76 (high). Table 3 shows that in 2001 low inequality was found in Kanpur Nagar, Lucknow and Ghaziabad while medium inequality was observed in Meerut, Bareilly, Agra, Gautam Buddha Nagar, Jhansi, Farrukhabad, Sonbhadra, Saharanpur, Aligarh, Ambedkar Nagar, Rampur, Firozabad, out of the total 70 districts of Uttar Pradesh only 15 districts had low to medium inequality while 55 districts which constitute most of the districts of the Northern, Southern and Eastern Uttar Pradesh (Map 3a) have very high gender inequality in higher educational attainment among SC. Thus in 2001 SC female representation in higher education was minimal in almost all the districts of Uttar Pradesh. The rural-urban break-up shows that in 2001 inequality was very high in rural areas. Except in Ghaziabad (low inequality), gender inequality was very high (> 0.76) in all the districts of rural Uttar Pradesh, while in the urban areas of the state, inequality was low (< 0.50) in Kanpur Nagar, Lucknow, Gautam Buddha Nagar, Meerut, Saharanpur, Ghaziabad, Ambedkar Nagar, Bareilly, Agra, Sonbhadra, Muzaffarnagar, Jhansi,

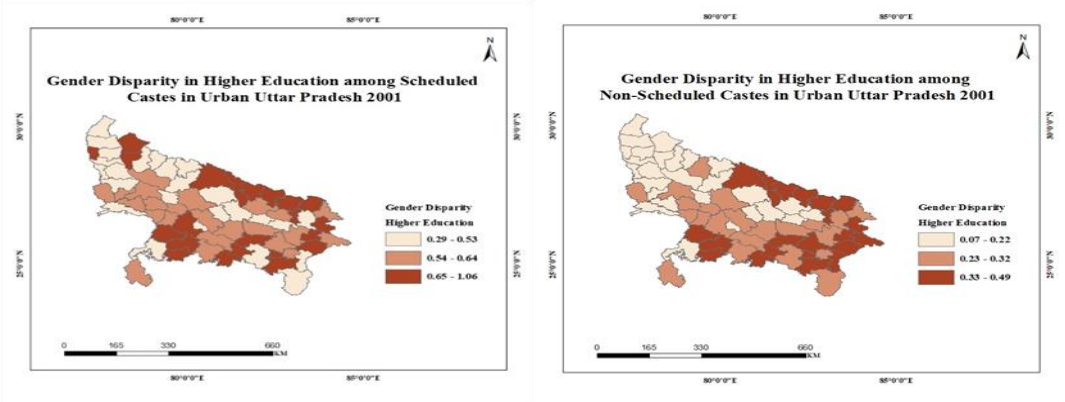
Faizabad, Allahabad. It was also found that in urban areas gender inequality was high ((> 0.76) in Mahoba, Hamirpur, Ballia, Shrawasti, Mahrajganj, Chitrakoot, Kaushambi, Sant Ravidas (Map 5a). The availability of higher education varies greatly between students who live in urban and rural settings. Higher education regional imbalances between rural and urban locations are brought on by the higher education institutions' natural clustering in and around metropolitan and urban centres (Tilak et. al 2010)



Map 4a &4b

***Gender Inequality among Non-Scheduled Castes 2001*:**

Map 5a and 5b shows the gender inequality among non-scheduled castes, the situation is slightly better. We can see that out of the total 70 districts, 42 districts had low gender disparity (< 0.50) among the non-scheduled caste population in 2001. The disparity was high (> 0.76) in Kaushambi, Pratapgarh, Chitrakoot, Siddharthnagar, Sant Kabir Nagar, Mahrajganj, Kushinagar, Sant Ravidas (Bhadohi), Shrawasti (map 3b), In these districts gender disparity was also high among scheduled caste population. The rural-urban disaggregation shows an interesting picture in rural areas except in Bijnor, Kanpur Nagar, and Lucknow all the districts show medium (0.50 – 0.75) to high (> 0.76) gender disparity in the case of non-scheduled population. the rural areas of Fatehpur, Basti, Ghazipur, Gonda, Mirzapur, Jyotiba Phule Nagar, Etah, Agra, Jhansi, Deoria, Balrampur, Mathura, Mahoba, Kaushambi, Jalaun, Siddharthnagar, Pratapgarh, Hamirpur, Allahabad, Sant Kabir Nagar, Jaunpur, Kushinagar, Shrawasti, Mahrajganj, Sant Ravidas (Bhadohi), Chitrakoot, Banda (map 4b) shows high gender disparity. In the urban centres of Uttar Pradesh gender disparity was less than 0.50 in all the districts.

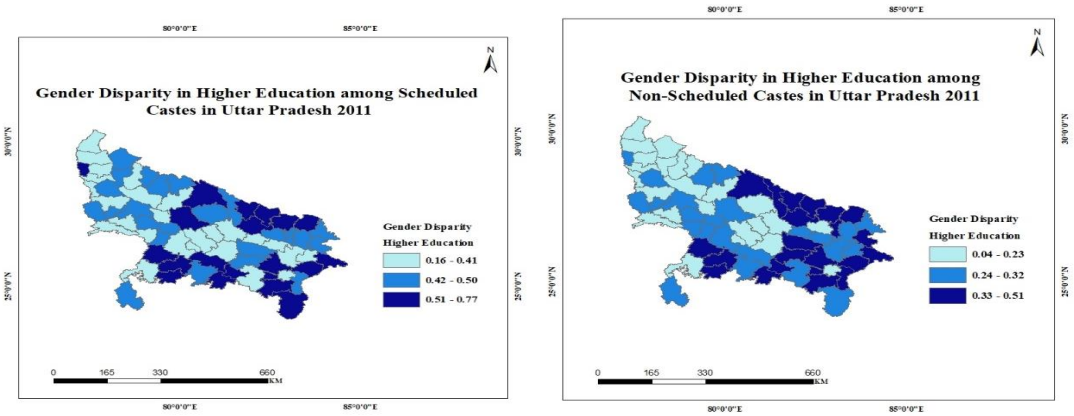


Map 5a & 5b

Gender Inequality among Scheduled Castes 2011:

Map 6a and 6b shows the gender disparity in higher educational attainment among Scheduled castes in 2011. The gender disparity for the Scheduled castes shows a declining trend from 2001 to 2011. The low (0.08 – 0.41) disparity was found in Kanpur Nagar, Lucknow, Ghaziabad, Meerut, Ambedkar Nagar, Gautam Buddha Nagar, Mau, Bareilly Agra, Saharanpur, Faizabad, Muzaffarnagar, Baghpat, Unnao, Farrukhabad, Jhansi, Moradabad, Varanasi, Azamgarh, Etawah, Rae Bareli, Aligarh, Firozabad, Kanpur Dehat, Shahjahanpur, Allahabad. Over the the period though disparity has declined it is still high (< 0.50) in Sonbhadra, Fatehpur, Ghazipur, Jaunpur, Kushinagar, Gonda, Bahraich, Hardoi, Jalaun, Hamirpur, Mirzapur. Banda, Mahrajganj, Mahoba, Kaushambi, Siddharthnagar, Balrampur, Sant Ravidas (Bhadohi), Chitrakoot, Shrawasti (Map 6a). In the rural

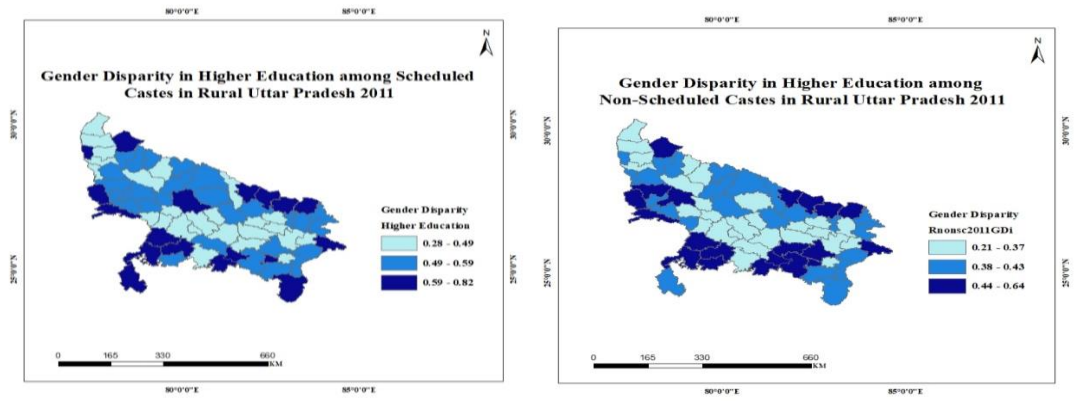
areas low gender disparity among Scheduled castes was observed in 9 districts such as Ambedkar Nagar, Mau, Ghaziabad, Faizabad, Azamgarh, Meerut, Kanpur Nagar, Lucknow, and Baghpat. The remaining 19 districts show medium (0.42-0.50) disparity such as Gautam Buddha Nagar, Kanpur Dehat, Saharanpur, Rae Bareli, Unnao, Sultanpur, Ballia, Varanasi, Muzaffarnagar, Kannauj, Basti, Bijnor, Bara Banki, Etawah, Auraiya, Pratapgarh, Bareilly, Deoria, Mainpuri. The rest of the districts depict high disparity ranging from 0.50 in Gorakhpur to 0.82 in Lalitpur. The table also reveals that in 2011 gender disparity in urban areas was low in most of the districts of Uttar Pradesh except Siddharthnagar, Mirzapur, Chitrakoot, Hamirpur, Ballia, Mahrajganj, Mahoba where medium disparity has been found while Kaushambi, Sant Ravidas (Bhadohi) shows high disparity (> 0.50). the gender disparity among scheduled castes shows a declining trend.



Map 6a &6b

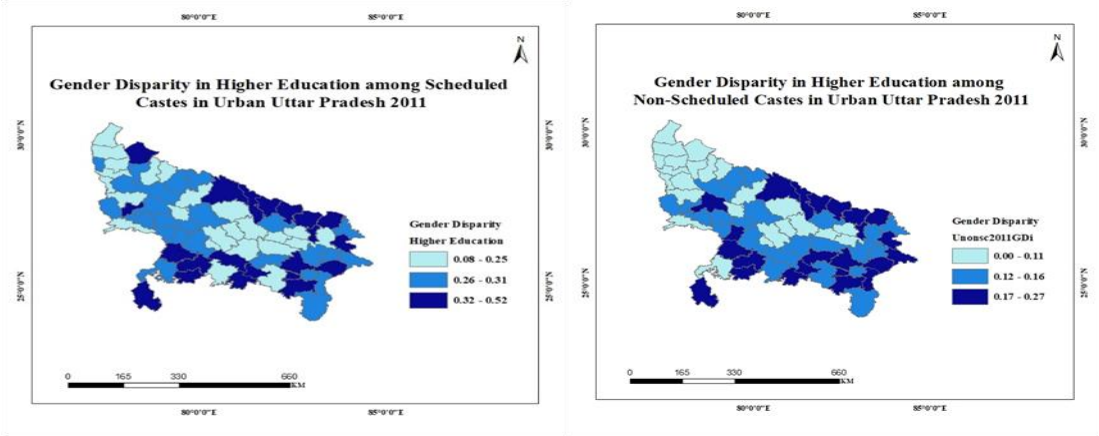
Gender Inequality among Non-Scheduled Castes 2011:

Map 7a and 7b presents the gender disparity among non-scheduled castes in Uttar Pradesh in 2011. We see that among non-scheduled castes disparity was low (< 0.25) in Kanpur Nagar, Lucknow, Ghaziabad, Meerut, Gautam Buddha Nagar, Saharanpur, Moradabad, Muzaffarnagar, Bareilly, Rampur, Bijnor, Agra, Jhansi, Unnao, Aligarh, Shahjahanpur, Varanasi, Farrukhabad, Firozabad, Sitapur, Budaun, Baghpat, Rae Bareli, Jyotiba Phule Nagar, Ambedkar Nagar, Etawah, Mau, Faizabad, Bulandshahr, Pilibhit, Lalitpur, Gorakhpur, while it was high (> 0.50) in Chitrakoot. In Chitrakoot, the disparity was high throughout the period 2001-2011 both among scheduled and non-scheduled caste populations.



Map 7a &7b

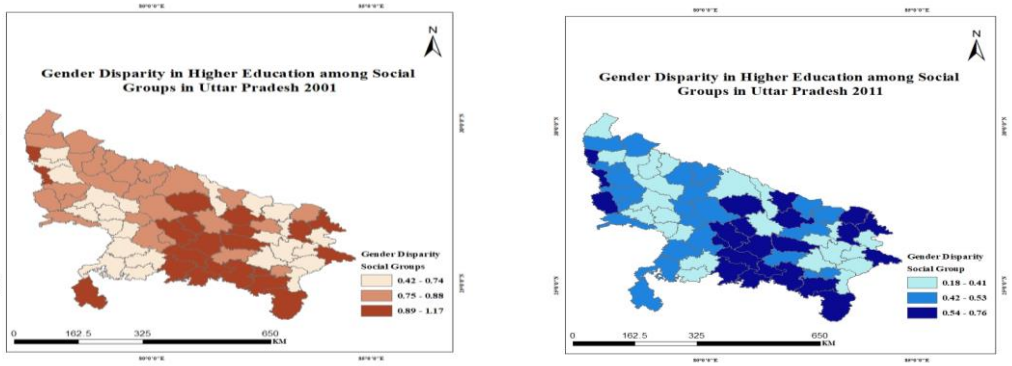
Research shows that higher education is the tool which helps in achieving upward mobility in the social hierarchy at the same time skilled manpower can contribute to the growth and development of the country. In rural areas in 2011 most of the districts had medium (0.26 – 0.50) gender disparity except Lucknow, Kanpur Nagar, Bijnor, Muzaffarnagar (low disparity) and Hamirpur, Shrawasti, Sant Ravidas (Bhadohi), Banda, Chitrakoot (Map 7b) with high (> 0.50) gender disparity. In the urban sector gender disparity among non-scheduled castes in 2011 was low (< 0.25) in almost all the districts except Siddharthnagar, Sant Kabir Nagar, Kushinagar, Ballia, Chitrakoot (map 8b) which depict the gender disparity in the range of 0.26 – 0.50.



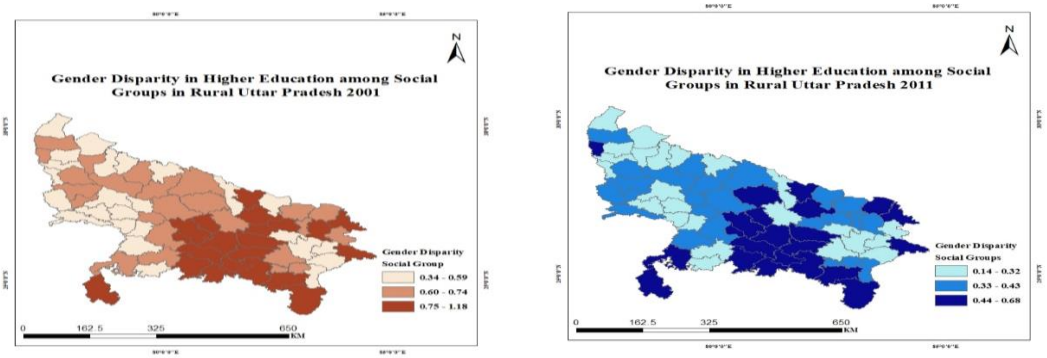
Map 8a &8b

Inequalities between Scheduled Castes and Non-Scheduled Castes:

So far, the caste-specific disparities are concerned it is evident from map 9a that in 2001 gender disparity among social groups was the lowest (0.42-0.74) in Mau, Ambedkar Nagar, Mainpuri, Ballia, Chandauli, Ghazipur, Etah, Etawah, Firozabad, Azamgarh, Mahrajganj, Auraiya, Meerut, Farrukhabad, Jalaun, Sant Kabir Nagar, Hamirpur, Ghaziabad, Jaunpur, Siddharthnagar, Deoria, Banda, Bulandshahr, Jhansi, while the highest gender disparity among social groups has been observed in most of the eastern Uttar Pradesh districts like Sultanpur, Allahabad, Gorakhpur, Lalitpur, Sant Ravidas (Bhadohi), Balrampur, Fatehpur, Unnao, Lucknow, Faizabad, Sitapur, Gonda, Bahraich, Rae Bareli, Chitrakoot, Kheri, Gautam Buddha Nagar, Kaushambi, Bara Banki, Mirzapur, Sonbhadra. Moreover, it has improved a lot over the next census year, still, it is the highest in Kausambhi, Kheri, Mirzapur, Balrampur and Chitrakoot. Irrespective of the growth of education the Scheduled caste female's participation in higher are not at par with Non-scheduled caste females.

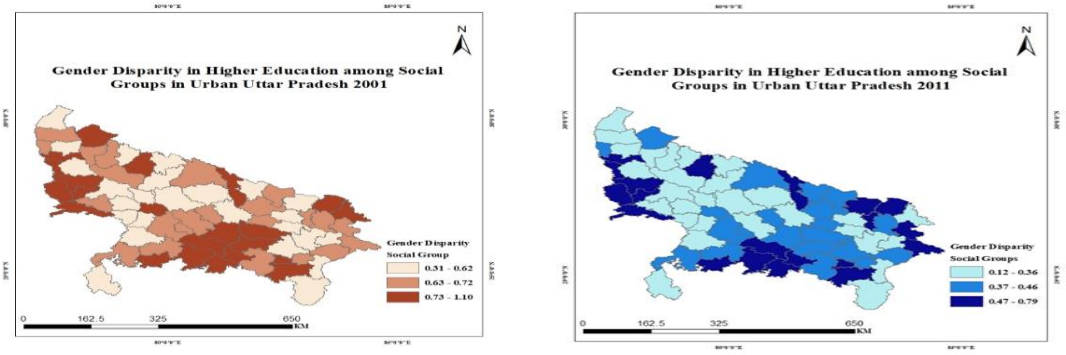


Map 9a & 9b



Map 10a & 10b

In 2001 the gender disparity in rural districts of Uttar Pradesh among social groups in Fatehpur, Kheri, Sultanpur, Pratapgarh, Allahabad, Faizabad, Chitrakoot, Bara Banki, Rae Bareli, Gonda, Lucknow, Lalitpur, Kaushambi, Mirzapur, Sonbhadra while in 2011 it was highest in Mirzapur, Kausambhi and Chitrakoot. In the Urban areas, we can see that overall gender disparity was low in comparison to urban districts and declined between 2001 to 2011 in almost all the districts of Uttar Pradesh, still very high in Basti, Chitrakoot, Gautam Budha Nagar and Chitrakoot. The gender inequality between non-scheduled caste and scheduled caste has reduced significantly in all the districts of Uttar Pradesh.



Map 11a & 11b

Higher Educational Attainment and its Determinants:

Scheduled caste females' participation in higher education is affected by a host of factors which directly or indirectly affect their participation in higher education. The degree and direction of correlation help in measuring the extent of association between different socio-economic variables and higher education attainment. In this context, 12 variables such as the percentage of Scheduled caste living in rural areas, percentage of SC in urban areas, higher educational attainment among SC females, higher education among non-Sc females, percentage of SC female literates, percentage of SC male literate, work participation rates, proportion of main workers among SC have been taken into consideration. In the state of Uttar Pradesh, it is found that the rural location of Scheduled castes impacts the higher educational attainment among SC females. SC females' higher educational attainment positively correlated with the overall higher education among the SC population and SC females' literacy rates. The literate SC females are more likely to have higher levels of education. While a high degree of gender disparity among SCs negatively impacts the prospects of SC females being attain higher levels of education.

Table 3 Correlation between Higher Educational Attainment and its Determinants

	Y1	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12
Y1	1												
X1	-0.193	1											
X2	0.081	.888**	1										
X3	0.18	.525**	.442**	1									
X4	.955**	-0.164	0.05	.249*	1								
X5	.399**	0.026	0.213	.267*	.358**	1							
X6	.511**	-0.036	0.215	0.201	.423**	.960**	1						
X7	.748**	-0.073	0.035	.431**	.828**	.364**	.396**	1					
X8	.864**	-0.078	0.102	.402**	.869**	.442**	.518**	.906**	1				
X9	-0.181	.345**	.326**	.266*	-0.156	0.136	0.015	-0.172	-0.204	1			
X10	0.044	0.122	0.127	.379**	0.036	0.071	0.124	0.172	0.217	.297*	1		
X11	-.828**	0.169	-0.088	-0.086	-.695**	-.427**	-.600**	-.601**	-.749**	.357**	-0.102	1	
X12	-.630**	0.204	-0.079	-0.018	-.487**	-.283*	-.513**	-.419**	-.592**	.411**	-.277*	.858**	1

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

Note: *Higher Education attainment rates among SC females (Y1), Total SC population (X1), Rural SC population (X2), Urban SC population (X3), Higher Education among the total SC population (X4), Higher Education among the Non-SC population (X5), Higher Education among the Non-SC female (X6), SC male literacy (X7), SC female literacy*

(X8), Work participation rates among SC (X9), SC main worker (X10), Gender Disparity among SC (X11), Gender Disparity among Non-SC (X12).

CONCLUSIONS:

The present study reveals that though there is an increase in the participation of scheduled caste in higher education the rates remain low compared to the non-scheduled caste population. As far as the participation of scheduled caste females in higher education is concerned, it has shown a rising trend since 2001. In all the state districts, an improvement in the participation of SC females in higher education has been observed. The higher educational attainment among SC females residing in rural areas remains lower than their urban counterparts. Though the overall higher education shares of Scheduled cates females has increased it is not at par with the non-scheduled cates population. Gender disparities have declined over the period in almost all the state districts. The study also found that females belonging to scheduled castes are more marginalised than the non-scheduled castes females, this trend has been observed in all the districts of the state. The study reveals that even after 70 years of Independence and affirmative policies adopted by the government, participation of Scheduled Castes females in higher education is significantly low.

REFERENCES:

1. Aggrawal, Y. (1987). Some Aspects of Educational Development among the Scheduled Caste Population in India, *Journal of Educational Planning and Administration*, 137.

2. Aikara, J. (1996). Inequalities of Educational Opportunities: The Case of Scheduled Castes in India. *Journal of Educational Planning and Administration*, *10*(1), 1–14.

3. Bhagavatheeswaran, L., Nair, S., Stone, H., Isac, S., Hiremath, T., T., R., Vadde, K., Doddamane, M., Srikantamurthy, H. S., Heise, L., Watts, C., Schweisfurth, M., Bhattacharjee, P., & Beattie, T. S. (2016). The barriers and enablers to education among scheduled caste and scheduled tribe adolescent girls in northern Karnataka, South India: A qualitative study. *International Journal of Educational Development*, *49*, 262–270. https://doi.org/10.1016/j.ijedudev.2016.04.004

4. Desai, S., & Kulkarni, V. (2008). Changing Educational Inequalities in India in the Context of Affirmative Action. *Demography*, *45*(2), 245–270. https://doi.org/10.1353/dem.0.0001

5. Deshpande, A. (2001). Caste at Birth? Redefining Disparity in India. *Review of Development Economics*, *5*(1), 130–144. https://doi.org/10.1111/1467-9361.00112

6. Drèze, J., & Kingdon, G. G. (1999). School Participation in Rural India. *Review of Development Economics*, *5*(1), 1–24. https://doi.org/10.1111/1467-9361.00103

7. Dunn, D. (1993). Gender Inequality in Education and Employment in the Scheduled Castes and Tribes of India. *Population Research and Policy Review*, *12*(1), 53–70. http://www.jstor.org/stable/40229787

8. Gandhar, H. (2007). Gender Disparity in Higher Education in Independent India. *Education in India*, *4*, 242.

9. Gandhi Kingdon, G. (2002). The Gender Gap in Educational Attainment in India: How Much Can Be Explained? *Journal of Development Studies*, *39*(2), 25–53. https://doi.org/10.1080/00220380412331322741

10. Ghosh, P. K. (1998). Disparity and Some Possible Determinants of Rural Literacy/Education. *IASSI Quarterly*, *17*(1), 124–143.

11. Islam, M. S., & Siddiqui, L. (2019). A geographical analysis of gender inequality in literacy among Muslims of West Bengal, India (2001–2011) | SpringerLink. *Geojournal*. https://doi.org/10.1007/s10708-019-10025-1

12. Joshi, K. M. (2015). Higher Education, Social Demand, And Social Equity in India. In *Higher Education in The BRICS Countries* (Vol. 44, pp. 133–147). Springer

Netherlands. https://doi.org/10.1007/978-94-017-9570-8

13. Mohanty, B. B. (2002). Development of Scheduled Castes: An Overview. *IASSI Quarterly*, *20*(3), 108–116.

14. Nambissan, G. B. (1996). Equity in Education? Schooling of Dalit Children in India. *Economic and Political Weekly*, *31*(16/17), 2747–2754.

15. Paranjape, M. S. (2007). Uneven Distribution of Education in Maharashtra: Rural-Urban, Gender and Caste Inequalities. *Economic and Political Weekly*, *42*(3), 213–216.

16. Raza, M., & Premi, K. K. (1987). Indicators of Equity in Education: A Conceptual Frame Work. *Journal of Educational Planning and Administration*, *1*(2), 1–29.

17. Sahoo, H., & Acharya, S. (2019). Education among Scheduled Caste Population in India. *Indonesian Journal of Geography*, *51*(3), 393. https://doi.org/10.22146/ijg.43192

18. Singh, N. (2007). Higher Education for Women in India—Choices and Challenges. *Forum in Public Policy Outline*, *1*, 16.

19. Vaid, D. (2004). Gendered Inequality in Educational Transitions. *Economic and Political Weekly*, *39*(35), 3927–3938.