



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: User User
Assignment title: A14
Submission title: shefali javed new (1).docx
File name: shefali_javed_new_1_.docx
File size: 78.71K
Page count: 24
Word count: 7,918
Character count: 50,130
Submission date: 11-May-2026 11:22AM (UTC-0400)
Submission ID: 2958448220

**Inclusive Higher Education and the Persistence of Access Inequities Among
Socio-Economically Disadvantaged Communities in India**

Shefali Javed
Research scholar
shefalijaved963@gmail.com

Abstract

The advanced education system in India has been witnessing a rapid-fire growth, with an registration Inclusive advanced education has come an important thing in India's educational policy, especially after the expansion of universities, reservation programs, literacy, and government weal schemes. These measures aim to give equal openings for scholars from socio- economically underprivileged communities similar as slated gentries(SCs), slated lines(STs), Other Backward Classes(OBCs), nonages, pastoral populations, and economically weaker sections. Despite these sweats, significant inequalities in access to advanced education still persist, numerous scholars from marginalized backgrounds face walls similar as poverty, lack of quality training, limited access to digital coffers, social demarcation, language difficulties, and shy academic support.

The gap between policy intentions and factual issues highlights the structural challenges within the Indian education system. While registration in advanced education has increased in recent times, scholars from underprivileged groups frequently struggle to enter prestigious institutions, complete their education, and access employment openings after scale. Factors similar as indigenous difference, gender inequalities, fiscal constraints, and limited mindfulness about educational openings further consolidate these injuries.

Inclusive advanced education thus requires further than just adding the number of institutions or seats. It demands probutive literacy surroundings, fiscal backing, mentoring programs, bettered academy medication, and programs that address social and profitable walls faced by marginalized scholars. Strengthening institutional support systems and promoting social addition within premises can help reduce these inequalities.

This study highlights the continuing challenges of access to advanced education among socio- economically underprivileged communities in India and emphasizes the need for further effective and inclusive educational programs. Addressing these inequalities is essential for achieving social justice, equal occasion, and sustainable public development.

Keywords: Inclusive Higher Education, Access Inequality, Socio-Economically Disadvantaged Communities, Educational Policy, Social Inclusion.