

# Multidimensional Determinants of Education in a Union Territory: Empirical Evidence from Puducherry

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## ABSTRACT

Education is widely recognized as a fundamental driver of social transformation, economic growth, and human development. However, access to quality education and learning outcomes are not equally distributed across societies. These inequalities are shaped by multiple interrelated factors such as social background, economic conditions, political governance, and cultural norms. The present study examines the influence of social, political, cultural, and economic determinants on education in Puducherry. Using primary data collected from 575 respondents, the study analyzes perceptions regarding social class, family background, government policies, cultural attitudes, and economic constraints affecting education. Descriptive statistics and mean score analysis were employed to assess the level of impact of each determinant. The findings reveal that economic and social factors exert the strongest influence on educational access and quality, while political and cultural factors play a moderate but significant role. The study highlights the need for integrated policy interventions addressing socio-economic inequality, governance effectiveness, and cultural inclusiveness to achieve equitable educational development.

**Keywords:** Multidimensional determinants; Educational inequality; Primary survey; Socio-economic factors; Governance and education; Cultural context; Puducherry.

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## Section 1 INTRODUCTION

Education functions as a foundational pillar of human development by expanding individual capabilities, improving employability, and strengthening social cohesion. Beyond its role in skill formation, education shapes long-term economic productivity, democratic participation, and intergenerational mobility. However, educational development rarely follows a uniform trajectory. Differences in social position, economic security, political arrangements, and cultural environments produce unequal educational experiences even within relatively small administrative regions.

Contemporary educational research increasingly recognizes that inequality cannot be explained solely through access-based indicators such as enrolment or literacy. Instead, disparities emerge through a complex interaction of household resources, social structures, institutional effectiveness, and cultural norms. Students' educational pathways are influenced not only by the availability of schools but also by family income, parental background, policy implementation, institutional stability, and societal attitudes toward gender, caste, and language. These interrelated factors shape both participation and the perceived quality of education.

In the Indian context, sustained policy initiatives have expanded educational coverage across regions. Nevertheless, significant differences persist in

learning conditions and educational outcomes. While Union Territories often display relatively favorable aggregate indicators, internal inequalities linked to socio-economic and cultural heterogeneity remain underexplored. Puducherry presents an important case in this regard, as its educational performance reflects both the benefits of administrative focus and the persistence of structural disparities within society.

This study adopts a multidimensional perspective to examine education in Puducherry by moving beyond single-factor explanations. Using primary survey data, it analyses how social background, economic conditions, political governance, and cultural influences jointly shape educational access and quality. Rather than isolating determinants, the study emphasizes their cumulative effects and relative intensity. By grounding the analysis in empirical evidence from respondents' experiences and perceptions, the paper contributes to a deeper understanding of educational inequality within a Union Territory framework.

The findings aim to inform policy discussions by highlighting that improvements in education require coordinated interventions addressing economic vulnerability, social stratification, governance mechanisms, and cultural inclusion simultaneously. Such an approach is essential for achieving sustainable and equitable educational development.

## Theoretical Perspective on Education Disparity

The present study is anchored in a multidimensional theoretical framework that views education as a socially embedded and structurally conditioned process rather than a standalone outcome. The primary theoretical foundation of the study is **Amartya Sen's Capability Approach**, which conceptualizes education as an expansion of individuals' capabilities and freedoms. From this perspective, educational attainment is meaningful not merely in terms of enrolment or completion but in terms of the real opportunities individuals have to access, utilize, and benefit from education. Social position, economic resources, institutional arrangements, and cultural norms influence the extent to which educational opportunities are converted into effective learning outcomes. This approach is particularly relevant for examining education in Puducherry, where relatively favourable aggregate indicators coexist with persistent inequalities across social and economic groups.

To complement the capability perspective, the study draws upon **Human Capital Theory (Becker, 1964; Schultz, 1961)**, which views education as an investment that enhances productivity, employability, and long-term economic returns. According to this theory, disparities in income, infrastructure, and household resources directly affect educational participation and quality. Economic constraints limit the ability of households to invest in education, thereby reinforcing unequal human capital formation. The strong influence of economic determinants identified in this study aligns with the human capital framework, which highlights the central role of material resources in shaping educational opportunities.

The analysis is further informed by **Cultural Capital Theory (Bourdieu, 1986)**, which explains how social background and cultural practices contribute to the reproduction of educational inequality. Families transmit cultural norms, values, and dispositions that influence educational aspirations, participation, and academic engagement. Differences in parental education, social class, language environment, and gender norms affect students' interaction with educational institutions and their ability to navigate the schooling system effectively. This framework helps interpret the role of social and cultural factors identified in the empirical findings.

Finally, the study incorporates an institutional perspective to understand the role of political and governance-related factors in education. Policy formulation, funding allocation, administrative efficiency, and political stability shape the functioning of educational institutions and the delivery of educational services. While political factors may not operate independently, they create the institutional

environment within which social, economic, and cultural influences interact.

Together, these theoretical perspectives provide an integrated framework for analysing the multidimensional determinants of education in Puducherry. By combining capability expansion, economic investment, social reproduction, and institutional context, the framework enables a comprehensive interpretation of how multiple structural factors jointly shape educational access and quality.

### **Social, Economic, Political, and Cultural Influences on Education in India**

Education in India is influenced by a complex interplay of social, economic, political, and cultural factors that jointly shape access to educational opportunities and the quality of learning outcomes. Although sustained policy interventions have expanded educational coverage and improved aggregate indicators, disparities in participation, retention, and academic experiences persist across different population groups. Economic conditions such as household income, employment insecurity, and access to educational resources play a central role in determining students' ability to enrol, remain in school, and benefit from learning opportunities. Social factors, including caste, class, gender, and family educational background, further mediate educational aspirations and institutional engagement. Cultural norms related to language, gender roles, traditional occupations, and social expectations continue to influence educational participation, particularly among marginalized communities. Political and institutional factors—such as government policy priorities, funding allocation, administrative efficiency, and political stability—shape the availability and effectiveness of educational infrastructure and services. Empirical research consistently demonstrates that family and community environments significantly influence educational outcomes, reinforcing the view that education is embedded within broader structural contexts rather than operating in isolation. The combined effect of economic constraints, social stratification, governance mechanisms, and cultural practices highlights the need for an integrated analytical approach. Recognizing this multidimensional context, the present study frames its objectives to examine the relative influence of social, economic, political, and cultural determinants on education. Based on the above theory the following objectives are framed.

#### **The specific objectives of the study are:**

1. To examine the influence of social factors on access to and quality of education.

2. To analyze the impact of political factors, including government policies and funding, on education.
3. To assess the role of cultural factors such as traditions, religion, and language in educational participation.
4. To study the effect of economic factors on educational resources, attendance, and performance.
5. To provide policy-oriented suggestions for improving educational equity and quality.

#### **Context of the Study and methodology**

The present study adopts a **descriptive and analytical research design** to examine the social, economic, political, and cultural determinants influencing education in the Union Territory of Puducherry. The analysis is primarily based on **primary data**, supplemented by secondary sources to provide contextual support and theoretical grounding.

**Sources of Data:** **Primary data** were collected through a structured questionnaire administered to **575 respondents** from different socio-economic and demographic backgrounds across Puducherry. The questionnaire was designed to capture respondents' perceptions regarding multiple dimensions affecting education, including social background, economic conditions, political and institutional factors, and cultural attitudes. Responses were measured using a **five-point Likert scale**, ranging from low to high levels of perceived influence. **Secondary data** were collected from academic journals, books, government publications, reports of national and international agencies, and previous research studies related to education and development. These sources were used to frame the conceptual background, theoretical framework, and interpretation of findings.

**Sampling Design:** A convenience sampling technique was adopted for the selection of respondents, considering feasibility and accessibility while ensuring representation of diverse social and economic groups. The sample included respondents from different age groups, educational levels, income categories, and occupational backgrounds, enabling a broad assessment of perceptions related to educational determinants.

**Variables of the Study:** The present study considers education as the central outcome influenced by four major categories of determinants:

**Social factors:** social class, family educational background, urban–rural differences, and access to technology. **Economic factors:** household income, poverty conditions, availability of educational infrastructure, and local employment opportunities. **Political factors:** government education policies, funding adequacy, political decision-making, and political stability. **Cultural factors:** customs and

traditions, religious beliefs, language diversity, and cultural attitudes toward gender and caste.

These variables were operationalized through multiple statements in the questionnaire to capture their perceived impact on educational access and quality.

**Tools of Analysis:** The collected data were coded and analyzed using descriptive statistical techniques.

**Percentage analysis** was employed to understand the distribution of responses and **Mean score analysis** was used to assess the relative intensity of influence of different determinants on education. The results were interpreted through descriptive and comparative analysis to identify patterns and variations across determinant categories. The analytical approach focuses on identifying relative influence rather than causal relationships, which is appropriate for perception-based primary data and aligns with the objectives of the study.

#### **Scope and Limitations**

The study is confined to the Union Territory of Puducherry and reflects respondents' perceptions at a specific point in time. While the use of convenience sampling limits generalization beyond the study area, the relatively large sample size and multidimensional framework provide meaningful insights into the structural determinants of education. The findings should therefore be interpreted as indicative rather than universally representative.

Hence the paper has the following sections: Introduction and the theories related to Educational Disparity along with objective and methodology is discussed in section 1. Section 2 deals with literature review, data analysis and interpretation is discussed in section 3. Finally, conclusion and policy suggestions are presented in section 4.

#### **SECTION 2 REVIEW OF LITERATURE**

Recent literature conceptualizes education as a multidimensional process shaped by social stratification, economic resources, political governance, and cultural norms.

##### **Social Determinants of Education**

Coleman's concept of social capital remains central to understanding educational outcomes. Recent studies confirm that parental education, family structure, and social networks significantly influence academic achievement. **Desai and Kulkarni (2021)** and **Chmielewski (2019)** found that social inequality continues to persist even with expanded educational access. In India, caste, location, and parental background remain critical predictors of educational attainment.

##### **Political Determinants of Education**

Political commitment and governance significantly influence educational systems. **UNESCO (2023, 2024)** emphasized that effective policy implementation, political stability, and institutional

accountability are essential for inclusive education. **Tilak (2021)** and **Kingdon et al. (2022)** highlighted that regional disparities in public expenditure and administrative efficiency affect educational quality in India.

**Cultural Determinants of Education**

Cultural norms related to gender roles, caste practices, and language diversity shape educational participation. UNESCO (2024) reported that early marriage, gender bias, and linguistic exclusion continue to restrict educational opportunities in developing regions. Nambissan and Rao (2021) stressed the importance of culturally responsive and multilingual education to reduce exclusion.

**Economic Determinants of Education**

Economic conditions remain among the strongest determinants of education. **The World Bank (2022, 2024)** and **ASER (2023, 2024)** reported that household income, poverty, and digital access significantly influence enrollment, retention, and learning outcomes. **Psacharopoulos and Patrinos (2023, 2024)** reaffirmed that returns to education remain high, but unequal access limits benefits for disadvantaged groups.

**Integrated Perspective**

Recent studies increasingly emphasize the interconnected nature of educational determinants. Sen’s Capability Approach continues to guide contemporary research, highlighting that access alone is insufficient without the capability to utilize educational opportunities effectively (**Mukherjee & Singh, 2022; UNESCO, 2025**).

**SECTION 3 DATA ANALYSIS AND INTERPRETATION**

The present section analyzes the influence of social, political, cultural, and economic factors on education based on responses collected from **575 respondents** in Puducherry. Mean score analysis and descriptive interpretation were used to assess the level of impact of each determinant.

The analysis of responses from 575 respondents indicates that economic and social factors exert the strongest influence on education in Puducherry. Family income and institutional infrastructure significantly affect access to quality education. Social class and urban–rural disparities also play an important role in shaping educational opportunities. Political factors such as government policies, funding, and political stability demonstrate a moderate influence on educational development. Cultural attitudes related to gender norms, caste practices, and language diversity continue to affect participation and learning outcomes.

**3.1 Social Factors influencing Education**

**Table 1 Impact Level of Social Factors on Education**

Social class and access to quality education	3.44	Moderate to High Impact
Family educational background and academic performance	2.18	Moderate Impact
Urban–rural gap and education quality	3.33	Moderate Impact
Access to technology for learning	1.67	Low to Moderate Impact

Table 1 shows that social factors have a varying influence on education. Social class and access to quality education exhibit a moderate to high impact (mean score 3.44), followed by the urban–rural gap in education quality (3.33), indicating persistent structural inequalities. Family educational background has a moderate impact (2.18), reflecting the role of parental support in academic performance. Access to technology records the lowest mean score (1.67), suggesting limited influence due to unequal availability and usage. Overall, social and spatial factors exert a stronger influence on education than technological access.

**Chart 1 How strongly does social class affect access to quality education ?**

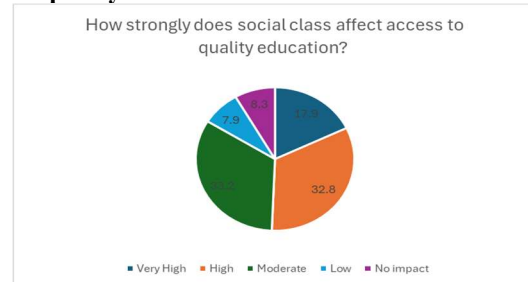


Chart 1 shows that social class has a **moderate to high impact** (mean score 3.44) on access to quality education. Students from higher socio-economic backgrounds enjoy better educational opportunities, resources, and support, while disadvantaged groups face structural barriers. This highlights social class as a key determinant of educational access.

**Chart2 Does a family educational background influence a child’s academic performance?**

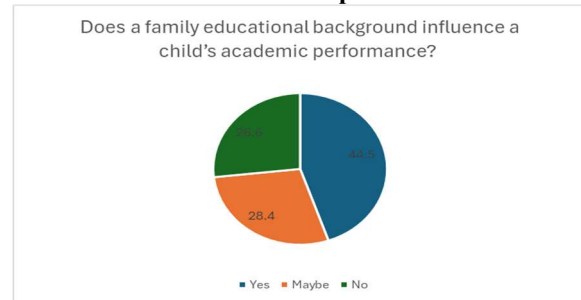


Chart 2 shows that **family educational background has a moderate impact** (mean score 2.18) on a child’s academic performance. Children with more educated parents generally perform better due to guidance and support at home, though this influence is less than that of broader socio-economic factors.

**Chart 3 How significant is the urban–rural gap in affecting education quality?**

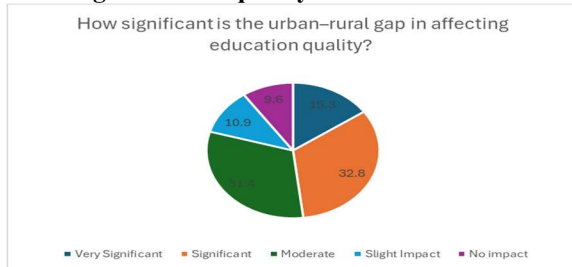


Chart 3 shows that the **urban–rural gap has a moderate impact** (mean score 3.33) on education quality. Students in rural areas face challenges such as limited infrastructure, fewer qualified teachers, and inadequate learning resources compared to urban counterparts, highlighting persistent spatial disparities in educational opportunities.

**Chart 4 Do students in your community have access to technology for learning?**

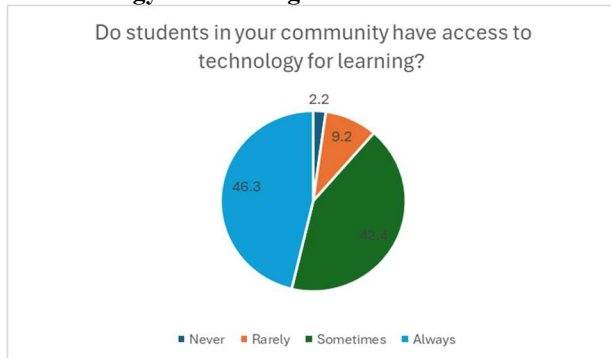


Chart 4 indicates that **access to technology has a low to moderate impact** (mean score 1.67) on learning outcomes. Limited availability of digital tools and uneven integration into the learning process reduces its overall influence, suggesting that technology alone cannot overcome deeper socio-economic and structural inequalities.

The results indicate that social class has a moderate to high impact on access to quality education. A large proportion of respondents acknowledged that students from socially advantaged backgrounds enjoy better educational opportunities. The urban–rural divide also continues to affect education quality due to disparities in infrastructure and learning resources.

Family educational background shows a moderate influence, suggesting that while parental education matters, it does not act independently. Access to technology, although available to many students,

remains uneven, indicating a digital divide affecting certain sections of society.

**3.2 POLITICAL FACTORS INFLUENCING EDUCATION**

Political Factor	Mean Score
Satisfaction with government education policies	3.08
Influence of political decisions on education quality	2.21
Sufficiency of government funding for schools	3.17
Effect of political stability on education system	3.36

Table 2 shows that political factors have a **moderate influence** on education. Satisfaction with government policies (3.08), political decisions (2.21), and funding sufficiency (3.17) all moderately affect educational outcomes, while **political stability has a moderate to high impact** (3.36), emphasizing the importance of consistent governance in ensuring quality and accessible education.

**Chart 1 How satisfied are you with current government education policies?**

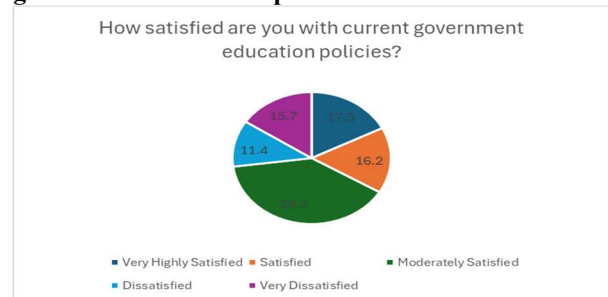


Chart 1 shows a **moderate level of satisfaction** with government education policies. While initiatives like universal schooling and infrastructure improvements are acknowledged, gaps in implementation and equitable access remain.

**Chart 2 Do political decisions influence the quality of education in your region?**

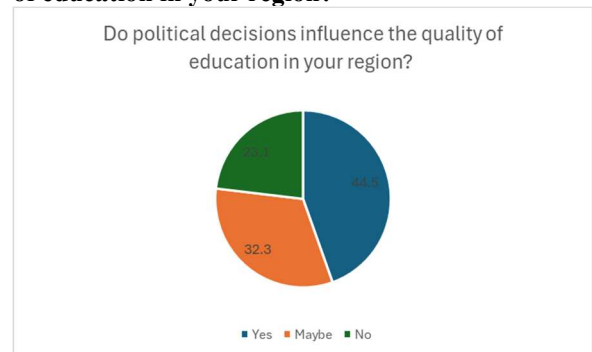


Chart 2 shows that political decisions have a **moderate impact** (mean score 2.21) on the quality of

education in the region. This suggests that while policy decisions can shape educational standards, curriculum, and resource allocation, their effectiveness often depends on implementation, administrative efficiency, and local governance. The moderate score highlights that political influence alone is not sufficient to guarantee improved educational outcomes, and other structural and social factors also play a significant role.

**Chart 3 How sufficient is government funding for schools?**

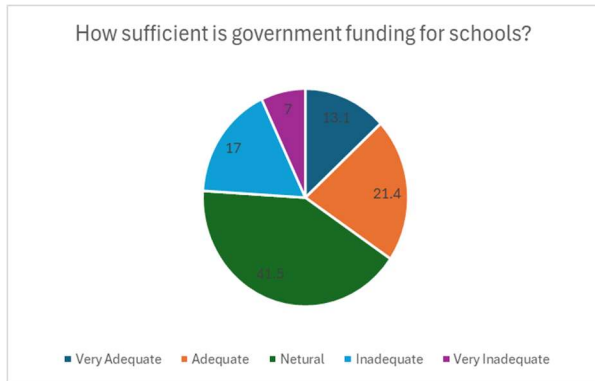


Chart 3 shows that government funding has a **moderate impact** (mean score 3.17) on schools. While funding helps improve infrastructure, resources, and learning opportunities, respondents indicate that it may not fully meet the needs of all schools, highlighting the importance of efficient allocation and supplementary support.

**Chart 4 Does political stability affect the functioning of the education system?**

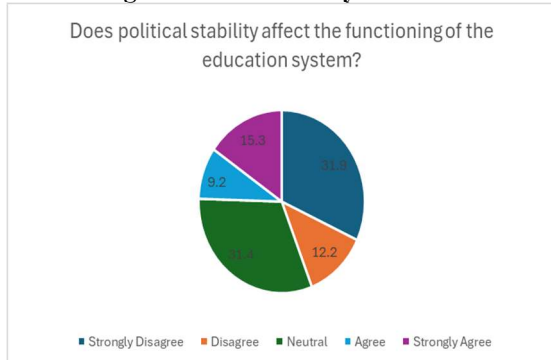


Chart 4 shows that political stability has a **moderate to high impact** (mean score 3.36) on the functioning of the education system. Stable governance ensures consistent policy implementation, reliable funding, and smoother administrative processes, which collectively support better educational outcomes and quality.

The findings indicate a **moderate impact** of political factors on education. Respondents report moderate satisfaction with government policies (3.08), moderate influence of political decisions on education quality (2.21), and moderate sufficiency of school funding

(3.17). **Political stability** has a slightly higher influence (3.36), highlighting that consistent governance plays a key role in maintaining education quality and access. Overall, political factors shape educational outcomes but are mediated by policy implementation and resource management.

**3.3 CULTURAL FACTOR INFLUENCING EDUCATION**

Cultural Factor	Mean Score	Level of Impact
Local customs or traditions and school attendance	2.05	Low to Moderate Impact
Influence of religious beliefs on education	2.67	Moderate Impact
Language diversity and teaching-learning challenges	2.41	Moderate Impact
Cultural attitudes (girls' education, caste norms, early marriage)	3.41	Moderate to High Impact

Table 3 shows that cultural factors moderately influence education. Local customs (2.05) have a **low to moderate effect**, religious beliefs (2.67) and language diversity (2.41) exert **moderate impact**, while cultural attitudes such as those regarding girls' education and caste norms (3.41) have a **moderate to high impact**, highlighting the strong role of entrenched traditions on educational access.

**Chart 1 Do local customs or traditions affect school attendance or learning?**

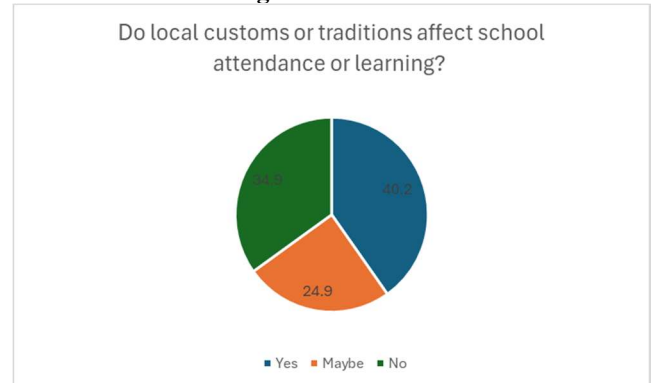


Chart 1 shows that local customs or traditions have a **low to moderate impact** (mean score 2.05) on school attendance and learning. While certain traditional practices may influence participation, their overall effect on educational access is relatively limited compared to other cultural factors.

**Chart 2 How much influence do religious beliefs have on education in your community?**

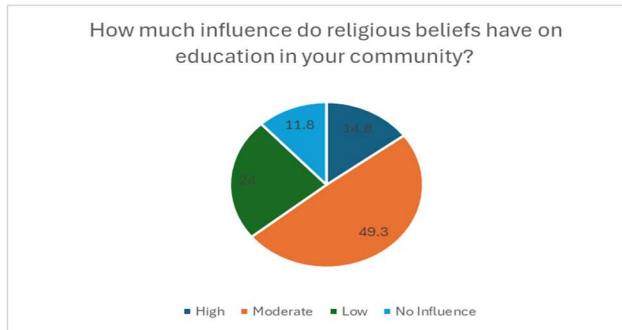


Chart 2 shows that religious beliefs have a **moderate impact** (mean score 2.67) on education in the community. Faith-based values and practices can shape decisions regarding school participation, subject choice, or educational priorities, though their influence is not as strong as other cultural factors such as attitudes toward gender or caste norms.

**Chart 3 Does language diversity create challenges in the teaching-learning process?**

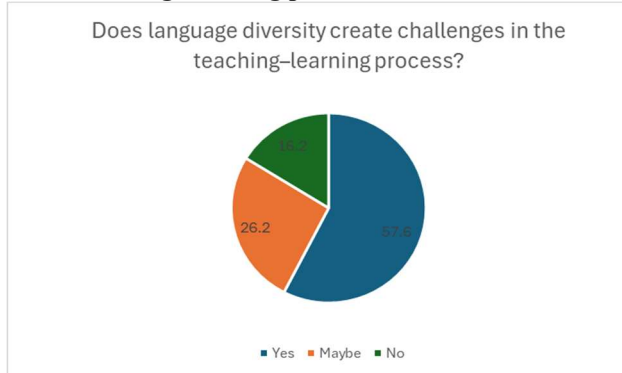


Chart 3 shows that language diversity has a **moderate impact** (mean score 2.41) on the teaching-learning process. Multilingual classrooms can create challenges in communication, comprehension, and curriculum delivery, affecting overall learning outcomes, though the impact is less pronounced than deep-rooted cultural attitudes.

**Chart 4 Do cultural attitudes impact educational participation?**

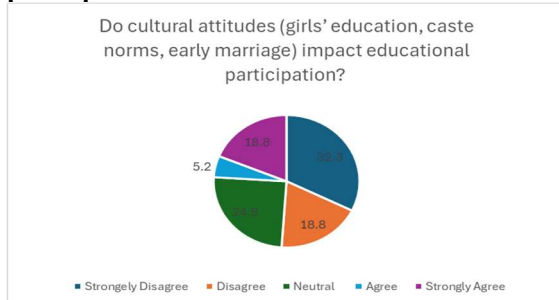


Chart 4 shows that cultural attitudes have a **moderate to high impact** (mean score 3.41) on education. Practices and beliefs related to gender roles, caste norms, and early marriage strongly influence school attendance, continuation, and learning opportunities,

highlighting the significant role of entrenched cultural norms in shaping educational outcomes.

The findings indicate that cultural factors moderately influence education. **Local customs** (2.05) have a low to moderate impact on school attendance, while **religious beliefs** (2.67) and **language diversity** (2.41) exert a moderate influence on learning. **Cultural attitudes** such as those related to girls' education, caste norms, and early marriage (3.41) have a moderate to high impact, emphasizing that deep-rooted traditions and social norms strongly affect educational access and outcomes.

**3.4 ECONOMIC FACTOR INFLUENCING EDUCATION**

Economic Factor	Mean Score	Level of Impact
Family income and access to educational resources	3.79	High Impact
Poverty and student attendance & performance	2.43	Moderate Impact
Availability of classrooms, labs, and libraries	3.54	High Impact
Influence of local job market on motivation for higher education	3.28	Moderate Impact

Table 4 shows that economic factors strongly affect education. **Family income** (3.79) and **school infrastructure** (3.54) have a high impact, while **poverty** (2.43) and **local job market influence** (3.28) exert a moderate impact, highlighting the crucial role of financial resources, facilities, and economic opportunities in shaping educational access and outcomes.

**Chart 1 How significant is family income in access to better educational resources?**

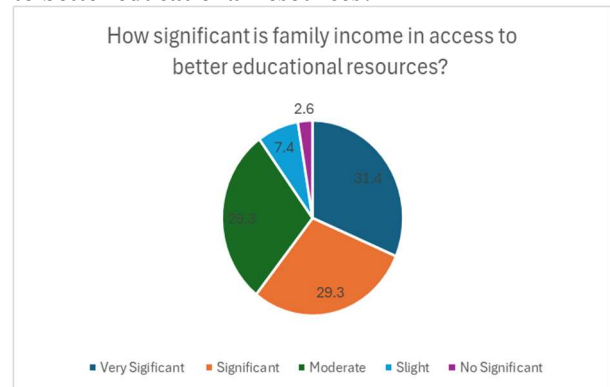


Chart 1 shows that family income has a **high impact** (mean score 3.79) on access to educational resources. Higher-income families can provide books, tutoring, and other support, giving students a clear advantage in learning outcomes.

**Chart 2 Does poverty affect student attendance and performance?**

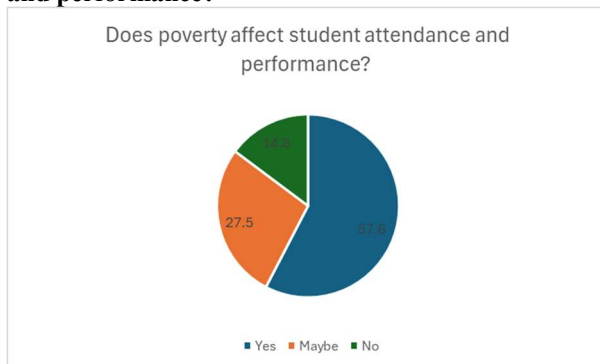


Chart 2 indicates that poverty has a **moderate impact** (mean score 2.43) on student attendance and academic performance. Financial constraints can limit regular school participation and reduce opportunities for effective learning.

**Chart 3 How do you rate the availability of classrooms, labs, and libraries at your institution?**

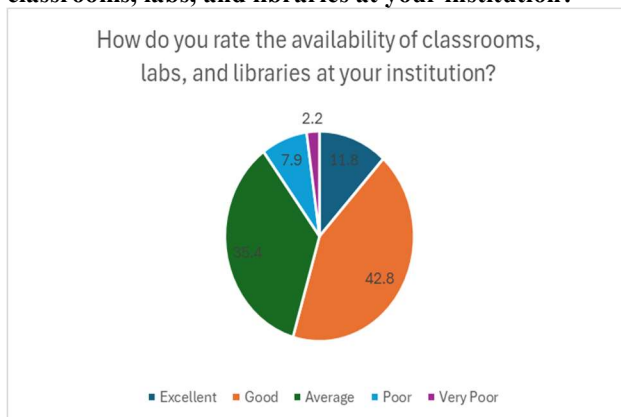


Chart 3 shows that the availability of classrooms, laboratories, and libraries has a **high impact** (mean score 3.54) on education. Adequate infrastructure supports teaching–learning activities and enhances overall academic performance.

**Chart 4 Does the local job market influence students’ motivation for higher education?**

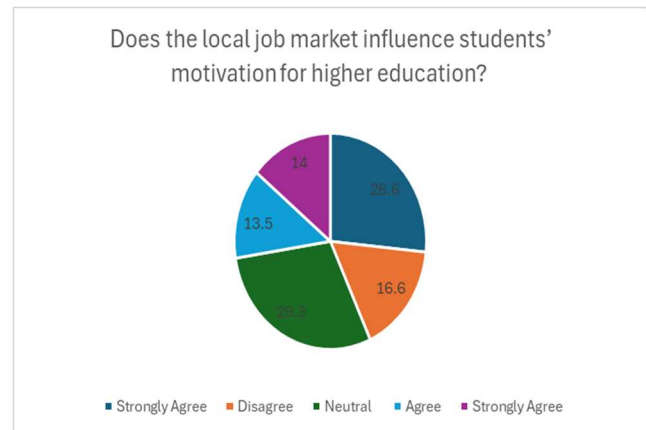


Chart 4 shows that the local job market has a **moderate impact** (mean score 3.28) on students’ motivation for higher education. Perceived employment opportunities influence students’ aspirations and decisions regarding further studies.

The findings show that **economic factors have a strong influence on education**. Family income and access to educational resources, along with the availability of classrooms, laboratories, and libraries, have a **high impact** on educational access and quality. Poverty moderately affects student attendance and academic performance, while the local job market has a moderate influence on students’ motivation for higher education. Overall, economic conditions play a decisive role in shaping educational opportunities and outcomes.

Finally, the study reveals that education is influenced by a combination of social, political, cultural, and economic factors. **Economic factors**, particularly family income and educational infrastructure, show the strongest impact on educational access and quality. **Social factors** such as social class and urban–rural disparities also exert a significant influence. **Political factors** have a moderate effect, with political stability playing a crucial role in system functioning. **Cultural factors**, especially attitudes toward girls’ education, caste norms, and early marriage, moderately to highly affect educational participation. Overall, structural inequalities remain key determinants of educational outcomes.

**Section 4**

**(a) Conclusion**

In conclusion, achieving equitable and quality education requires a **multi-dimensional policy approach** that addresses economic inequality, social disparities, governance effectiveness, and cultural challenges simultaneously. Sustainable educational development can be achieved only through coordinated efforts involving policymakers, educational institutions, communities, and families. The study contributes to existing literature by

providing empirical evidence from Puducherry and offers practical policy insights for improving educational outcomes in similar socio-economic contexts. The study concludes that educational inequality in Puducherry is shaped by the combined influence of social, political, cultural, and economic determinants. Economic factors, particularly family income and infrastructure, exert the strongest impact, followed by social disparities and governance-related factors. Cultural norms continue to shape educational participation in specific contexts.

The present study examined the influence of social, political, cultural, and economic determinants on education in Puducherry using primary data collected from 575 respondents. The findings confirm that education is shaped by the combined and interconnected effects of multiple structural factors rather than by any single determinant.

The analysis reveals that **economic factors**, particularly family income and institutional infrastructure, exert the strongest influence on educational access and quality. Students from economically advantaged households have better access to quality schools, learning materials, and digital resources, while economically weaker sections continue to face constraints that affect attendance and academic performance. **Social factors**, such as social class and the urban–rural divide, also play a significant role in determining educational opportunities, highlighting persistent inequalities within the education system.

**Political factors** demonstrate a moderate yet meaningful influence on education. Government policies, funding allocation, and political stability affect the functioning of educational institutions. While public funding is perceived as sufficient to meet basic requirements, respondents indicate a need for improved policy implementation, better monitoring mechanisms, and enhanced focus on educational quality. Political stability emerges as an important factor for ensuring continuity and effective execution of educational initiatives.

**Cultural factors**, particularly attitudes related to gender roles, caste norms, early marriage, and language diversity, continue to influence educational participation. Although traditions and religious beliefs do not act as uniform barriers, their moderate impact suggests the importance of culturally sensitive and inclusive educational practices. Language diversity, in particular, poses challenges in the teaching–learning process, affecting comprehension and academic performance for students from linguistic minority backgrounds.

## (b) POLICY SUGGESTIONS

Based on the findings of the study, the following policy-oriented recommendations are suggested:

- 1. Strengthening Economic Support Mechanisms:** Governments should enhance financial assistance programs such as scholarships, fee subsidies, and conditional cash transfers for students from economically weaker sections to reduce dropout rates and improve retention.
- 2. Reducing Social and Regional Inequalities:** Targeted interventions are required to bridge the urban–rural educational gap by improving infrastructure, teacher availability, and digital connectivity in rural and under served areas.
- 3. Improving Policy Implementation and Governance:** Education policies should focus not only on formulation but also on effective implementation through transparent monitoring systems, accountability frameworks, and stakeholder participation.
- 4. Promoting Cultural Inclusiveness in Education:** Educational institutions should adopt culturally responsive teaching methods, promote gender equality, and support multilingual education to address cultural and linguistic barriers.
- 5. Enhancing Infrastructure and Digital Access:** Investments in classrooms, laboratories, libraries, and digital learning platforms are essential to improve the overall quality of education and ensure equitable access.

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