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## Structural Determinants and Consequences of Educational Inequality

**Mousumi Das**

Research Scholar, Department of Computer Science, Mansarovar Global University,  
Sehore, M.P., India.

### ABSTRACT

One of the most complex and long-lasting problems that modern nations face is educational inequality. Disparities in access, engagement, and educational outcomes are examined in this study by taking a critical look at the institutional, cultural, economic, and structural factors that contribute to these problems. The report highlights a number of issues, including differences in wealth and employment between parents, gender bias, prejudice based on caste or social group, and the widening digital divide that has been exacerbated by the COVID-19 pandemic. Additionally, it investigates the ways in which issues with school administration, school funding, school location, and students' ethnic origins exacerbate structural disadvantages. According to the findings, educational gaps begin at a young age and widen as children progress through school; these gaps have far-reaching consequences for students' performance in school, their ability to further their education, their employment prospects, and the distribution of wealth. Additionally, the study emphasises the passing of hardships from one generation to the next, showing how a person's parents' financial situation is a strong indicator of their future performance in school and the workforce. The paper argues that educational disparities have long-lasting socioeconomic effects, stating that they limit individual mobility, social cohesiveness, economic growth, and national advancement.

**Keywords:** *Inequality, Gender, Caste, Income, Social.*

### I. INTRODUCTION

Academic performance disparities reflect both individual inequalities in students' work, abilities, and resilience and systemic barriers that certain students (or groups of students) encounter as a result of their socioeconomic status. Existing socioeconomic inequities may be perpetuated as a result of systematic attainment discrepancies. Given the European Pillar of Social Rights' emphasis on access to excellent and inclusive education, research on educational inequality is highly relevant to policy. Efforts to make education and training more accessible and equitable are a top priority for the European Education Area.

Because of the importance of ensuring that all citizens are adequately equipped with the necessary skills to face the challenges posed by the green and digital transitions (A Europe fit for the digital age, A European Green Deal) and the spread of different types of cyberattacks and disinformation (A new push for European democracy), addressing educational inequality is also a prerequisite for addressing EU priorities. A significant aspect of educational inequality is the persistent gap in academic achievement between pupils from privileged and disadvantaged backgrounds. Researchers at the JRC have looked at how students' family income levels affect their:



National Conference on Sustainable Developments in Engineering,  
Science, Humanities and Management (NCSDESHM – 2025)

28<sup>th</sup> December, 2025, Raipur, Chhattisgarh, India.

- Risk of underachievement
- International students' mobility
- Digital skills, including computational thinking
- Non-cognitive skills, such as conscientiousness, motivation, or ambition

Inequality in educational opportunities and resources is fundamental to educational inequality. This goes beyond disparities in school facilities or textbook accessibility; it is a fundamental issue that affects opportunity itself. Not everyone gets off to the same start in life, and when we talk about educational inequality, we're recognising that.

Some people have it really rough right from the start because of things like their financial status, where they live, or even their ethnicity, none of which they can change. Their educational path and, by extension, their future opportunities, are obstructed by these institutional hurdles.

Picture a neighbourhood where schools are underfunded and where kids don't have access to things like libraries or computers. Imagine instead a kid in a district that is well-funded, has access to state-of-the-art facilities, and has abundant extracurricular opportunities. What sets this apart is not only the level of comfort, but rather the basic possibilities that each kid has to study, develop, and realise their maximum potential. The discrepancy has far-reaching consequences, influencing not just individuals' lives but also the community at large and society at large.

Various aspects of the educational system display different forms of educational inequality. Allocating resources is a key focus. Schools in more affluent regions typically receive substantially more money per student, which allows for greater infrastructure, lower class sizes, and instructors with more expertise. The disparity in resources has a direct impact on the level of education that is offered.

Having easy access to competent teachers is another important factor. Higher teacher turnover and less consistent instruction are common outcomes of schools' struggles to recruit and retain experienced educators in low-income communities. In addition, there are differences in the curricula.

Academic opportunities, such as AP classes, specialised programs, and a wide choice of topics, can be severely limited for students at schools with inadequate funding. In addition to these obvious manifestations, classrooms also contain more subtle types of inequality, such as biased grading procedures or differentiating expectations according to students' backgrounds. Students' self-esteem and academic trajectory can be significantly affected by these less obvious types of inequality.

## II. REVIEW OF LITERATURE

Kumar, Arjun (2024). Disparities in infrastructure, teacher quality, and technology all work together to make it harder for rural Indian students to have equal access to excellent education. Barwani in Madhya Pradesh and Kalahandi in Odisha are the rural areas where these disparities are investigated in this research. Quantitative data on enrolment, infrastructure, and learning outcomes are supplemented with qualitative interviews with students, instructors, and policymakers in this mixed-methods study. Research shows that there is a significant absence of infrastructure in Barwani (72% of schools do not have scientific laboratories) and Kalahandi (65% of schools do not have digital equipment).



National Conference on Sustainable Developments in Engineering,  
Science, Humanities and Management (NCSDESHM – 2025)  
28<sup>th</sup> December, 2025, Raipur, Chhattisgarh, India.

Ge, Ribu. (2024). There is an unequal distribution of human resources due to the widening gap in opportunity, education, and employment that has emerged as a societal concern as a result of technological and historical advancements. It becomes more difficult for the national economy to be united and consistently stable and developed when regional economic growth is fragmented due to expanding inequality. This essay primarily aims to examine the reasons behind the disparity in educational possibilities between the US and China, evaluate these arguments, and then, using data from nations with more equitable educational systems, provide solutions that address these issues. The study highlights the need of maintaining high-quality education standards and reducing regional education gaps in order to stabilise talent production and promote more consistent economic growth. Furthermore, in order to eradicate inequality, China can model its educational system after that of the Nordic countries, particularly in regard to the administration of examinations and rankings.

Xi, Jiacheng. (2023). As a result of educational disparity, the negative consequences are becoming worse in modern times. And the United States is probably the best place to see it. In this article, we will look at the contemporary era of income disparity and attempt to define it. Finding policy recommendations to address the underlying reasons and ameliorate the situation is the primary objective of this study. In order to put the problem in its proper historical perspective, the investigation first examines primary sources. The next step is to get additional up-to-date apps by conducting research online and analysing recent data and readings. Finally, this study concludes with legislative recommendations and practical strategies for reducing economic disparity in America.

Li, Jie. (2023). The Gini Index, which measures educational disparity, shows that China's educational development level is rising and that the country has accomplished a lot. But the disparity between rural and urban schools has been widening, and now it's the single most important factor influencing educational inequality in the nation and its provinces. This study offers the following suggestions based on case analysis and consideration of several characteristics, including gender, family income, and history: (1) Children in rural areas can have reasonable exchanges and visits with their urban counterparts; (2) Teachers can make full use of online tools to enhance the learning process. (3) Equalising support for cities and rural areas; (4) Boost interest in non-formal education. Education disparity persists in China, despite the growing popularity of rural education and higher education in recent years. In addition, solutions should be implemented from several angles. Research on educational inequality can help address the unique mental health challenges faced by students in both urban and rural areas as we work to bridge the gap between the two. In addition to reducing the economic cost of living and increasing the social advantages, it may help students in both urban and rural areas become more self-sufficient and adaptable to their environments.

Liu, Yihan. (2023). Education is becoming an increasingly important sector as many countries' economies grow. Education is the engine that propels a nation's progress. Consequently, there has been a lot of buzz in the academic community about the need to promote educational fairness. Inequalities in gender, ethnicity, and geography continue to be major roadblocks to educational progress. In order to shed light on the seriousness of educational disparities caused by gender, race, and geography, as well as how to promote educational equality and ameliorate unjust treatment in education, the author relied heavily on



National Conference on Sustainable Developments in Engineering,  
Science, Humanities and Management (NCSDESHM – 2025)  
28<sup>th</sup> December, 2025, Raipur, Chhattisgarh, India.

the literature review method. To address the issue of inequality, the author proposes practical steps that both the government and individuals may do, together with ideas for preventing more inequality, in the hopes that they will contribute to a lessening of educational disparities. The study's findings suggest that the public and government may work together to end utter injustice.

Oppedisano, Veruska & Turati, Gilberto. (2015). This study offers proof on the causes and development of educational score disparity in four European nations. This article uses PISA data from two waves, in 2000 and 2006, to demonstrate that whilst inequality rose in France and Italy, it fell in Germany and Spain, two countries with more "decentralised" educational systems. According to the results of the decomposition exercise, educational disparity is a reflection of both background-related inequality and the unique qualities of individual institutions. The fact that inequality has changed throughout time is due to these traits.

Green, Andy et al., (2011). In the United Kingdom and other industrialised nations, social and economic inequality are mostly caused by disparities in educational opportunities and achievements. To begin, it is common knowledge that higher levels of education are associated with higher employment rates and higher wages. In 2009, for instance, among UK residents aged 25–59, around 89% of college grads had jobs, compared to 78% of those whose highest level of education was at Level 2 on the National Vocational Qualifications (NVQ) system. Also, compared to those in the same age bracket who had NVQ Level 2 credentials, the average gross hourly wages for 25-59 year old graduates who were working were over 80% higher.

### III. FACTORS CONTRIBUTING TO EDUCATIONAL INEQUALITY

#### **Regional Inequality**

To begin, we need to talk about regional inequality, which is the inequity that students and teachers face because of where they live. Disparities in development between rural and urban areas in India are the root cause of these geographical divides. New and well-equipped educational institutions are created in metropolitan areas since nearly all of India's development endeavours occur in urban districts. Modern classrooms and playgrounds, clean water, medical facilities, and qualified instructors are just a few of the benefits that urban schools provide. Institutions in rural areas lack not just all of these conveniences, but even the most basic sanitary facilities. A lack of sufficient classroom space, lights, and clean water is a major factor in the widening gap between rich and poor in India's public schools. Students from rural areas are forced to leave their homes and relocate to urban centers in search of better educational opportunities. The inability to leave the house in pursuit of a good education is something that affects a lot of students. For instance, some kids' parents may be against their leaving the house, even if it means giving them a higher education, because they are the only child in the family. Nonetheless, things might become better in the road if policies around education are changed. The educational system in India is now more equitable because of new policies. The only way for any area to really make a difference is for it to expand and improve.



National Conference on Sustainable Developments in Engineering,  
Science, Humanities and Management (NCSDESHM – 2025)

28<sup>th</sup> December, 2025, Raipur, Chhattisgarh, India.

### **Inequality on the Basis of Sex**

In Indian contexts, the term "gender inequality" is frequently used. It creates a lot of problems, one of which being the gender gap in educational attainment. The conventional wisdom in India holds that women should serve as domestic help or be subordinate to males, although this is beginning to change. Despite the government's best efforts, women are still not welcome in positions of power or other fields where males have historically predominated. There is a cultural expectation that males should exert dominance over women in India, and that women should submit to male authority. It is disheartening to think that women in India had to put in double the effort as men to get parity. In India, women are not encouraged to go to college at the same rate as men because of the societal expectation that they should stay at home and take care of the house. Learning skills and being qualified to earn money, or becoming self-sufficient, is a tremendous burden on the male part of society. Women are required to learn housekeeping skills for their husband's family so they can assist him, while men are expected to work and provide for their families. Such conditions are common in a country like India, exacerbating the gender gap in educational attainment. The literacy rate in India may rise if women were equally motivated as men. Therefore, as more educated women promote education to their children and as more educated children grow up in each household, we should expect to see a general rise in the percentage of the population with a bachelor's degree or above.

### **Inequality on the Basis of Caste and Social Groups**

One of the main obstacles to progress in India's development process is the country's rigid caste structure. India is home to a wide variety of ethnic and religious communities, each with its own set of values and principles. They reject anything that doesn't conform to their conventional beliefs. The inflexibility of various socio-cultural groups is causing issues in the classroom. For most rural communities, sending their children to good schools is a top priority. The belief that one must be able to labour in the fields in order to provide for one's family is ingrained in people's minds over time, and this belief is passed down through generations. As it classifies people into SC, ST, OBC, and GC categories, the caste system also plays a significant role in producing educational inequalities. If policymakers are serious about guaranteeing educational equity for all demographics, they will need to make significant changes. Developing initiatives to eliminate socioeconomic origin gaps would have a direct influence on the problem. For economically disadvantaged populations with college-educated children, the family situation is anticipated to improve as a result of the change. More educational options and better employment prospects should materialize.

### **Inequality on the Basis of Parental Income and Occupation**

The academic achievement of children is strongly correlated with the family's socioeconomic status. The majority of people in a developing nation like India fall into the middle-income category. Food, housing, and clothes are essential needs, but not everyone has a steady income to cover them. Educational inequality arises as a result of the difficulty in affording children's education. When families are unable to provide enough food and nutrition for their children, the health of those children suffers. The educational attainment of parents provides insight into their socioeconomic status and their willingness to be flexible



National Conference on Sustainable Developments in Engineering,  
Science, Humanities and Management (NCSDESHM – 2025)  
28<sup>th</sup> December, 2025, Raipur, Chhattisgarh, India.

in order to accommodate their child's aspirations. Parental income has a direct impact on children's growth in terms of their ability to afford nutritious food, safe drinking water, and adequate sanitation. There is a distinct function for parents from various socioeconomic backgrounds in this area, with respect to the child's income and employment. Parents from S&T backgrounds are less likely to be able to afford higher educational possibilities for their children. They fall within the categories of underemployed and jobless according to economic standards. Disparities in parental income lead to educational inequality. More resources are available to parents who can afford to send their children to private schools. Unequal participation rates occur because parents are unable to spend as much in their children's education due to a lack of resources.

#### **Effect of Covid-19 on Education Inequality**

School closures in India occurred two years ago in the midst of an epidemic, and now, as a consequence of the digital transition, the country's educational system is in danger of becoming even more unequal. Several stories in this publication confirm that the majority of youngsters without internet access have been distraught by exclusionary learning, with some even going as far as to hurt themselves. Schools and other places of learning were shuttered in the wake of the COVID-19 pandemic. The only reason some Indian students show up to class every day is to get food. Many kids who couldn't carry food from home were able to acquire the nourishment they needed to flourish thanks to the Great Midday Meal Scheme.

#### **IV. CAUSES OF EDUCATIONAL INEQUALITY**

Socio-economic status is a big factor in the difference in schooling levels. Low-income kids have various challenges that might hinder their academic performance, such as not getting enough food, not having a secure place to live, not being able to get medical treatment, and not having enough educational materials at home. Schools in low-income areas frequently don't have enough money to give students a good education, which makes things worse. In the US and certain other countries, municipal property taxes are used to pay for schools. This method makes funding for schools quite different between rich and poor communities. Schools in wealthy areas normally have more resources, such contemporary classrooms, experienced teachers, and after-school activities. Schools in low-income areas, on the other hand, may have trouble meeting even the most basic needs of their children. These differences in funding make the differences in the quality of education and student outcomes even worse.

When racial and ethnic minorities suffer systemic barriers, it makes educational disparity worse. People of colour are more likely to be hurt by socioeconomic disparity, living in separate neighbourhoods, and both old and new forms of racism. Schools that don't get enough money or resources tend to have a lot of minority pupils, which puts them at a disadvantage. Geography is another thing that makes schooling unequal. There are fewer extracurricular activities, fewer advanced course possibilities, and it is difficult to find and keep good teachers in rural and remote areas, among other issues. Urban schools can have greater resources, but they also have problems like too many students, dangerous student-teacher ratios, and not enough outdoor area.



National Conference on Sustainable Developments in Engineering,  
Science, Humanities and Management (NCSDESHM – 2025)  
28<sup>th</sup> December, 2025, Raipur, Chhattisgarh, India.

Inconsistent and ineffective educational policies can make gaps worse. Disparities in accomplishment are getting worse because of unfair resource distribution and rules that don't take into account the special problems that low-income youngsters confront. Problems with governance, such a slow bureaucracy and a lack of accountability, can also get in the way of efforts to make education fairer.

#### **V. CONSEQUENCES OF EDUCATIONAL INEQUALITY**

Educational inequality leads to big differences in how well students do in school. Students from low-income homes do poorly on tests, get into college, and finish college. These differences in performance have an effect on people's long-term career and income prospects.

Education is a major aspect in social mobility since it helps people move up the socioeconomic ladder. People stay poor and at a disadvantage because they can't get the same education as others. Children from low-income families are less likely to do as well in school as children from wealthier families, which limits their future opportunities. Uneven levels of education have big effects on money. A country can't do well economically or competitively if its workers aren't well-educated. Educational inequality makes the skills gap worse by making it harder for people to learn new talents and making it harder for people to be creative. So, reducing the gap in education is both a moral and a financial necessity. Disparities in educational possibilities make existing disparities in society worse and break down social cohesion. Gaps in educational achievement make social inequality worse, which leads to more hate and perpetuates stereotypes. A more equal education system that levels the playing field may help bring people together and make communities stronger.

#### **VI. TODAY'S EDUCATION INEQUALITIES ARE TOMORROW'S INCOME INEQUALITIES**

Possibilities in the job market are significantly greater for those with higher levels of education. Approximately 90% of graduates find work between the ages of 30 and 50. For example, among adults in their thirties, 2 out of 5 women and 1 out of 5 men do not have jobs, indicating a much lower employment rate for those with a GCSE or below level of education. A graduate's median salary at age 40 is double that of someone with only a GCSE qualification or below, demonstrating the superior earnings potential of graduates. This 'wage premium,' at least for males, has hardly changed over the past fifty years, even though the percentage of graduates has increased dramatically. Education appears to have a direct effect on people's outcomes, increasing their wage premium, rather than merely sorting people according to their aptitude, according to strong evidence.

Additionally, those with less education and training are less likely to have opportunities for salary advancement and more likely to have flat or declining wages throughout their working lifetimes. The most typical yearly pay for low-educated 45–50-year-olds (those with GCSE or lower credentials) is between 15,000 and 20,000, which is identical to the salary for low-educated 25–30-year-olds.

Not only does a person's degree matter when calculating the effect of education on wages, but so does the subject and location of their studies. Earnings for women who study economics or medical are 60% higher than for comparable non-degree earning women after controlling for a comprehensive set of factors,



National Conference on Sustainable Developments in Engineering,  
Science, Humanities and Management (NCSDESHM – 2025)

28<sup>th</sup> December, 2025, Raipur, Chhattisgarh, India.

including past achievement. The average salary premium for women majoring in creative arts or agriculture is just about 10%. Earnings for males who graduate from certain fields are lower than those of similarly qualified non-graduates. Earning potential after completing a vocational program varies greatly depending on the chosen field of study; fields like engineering, business, and construction tend to pay out the most.

The monetary benefits of schooling also vary from one young person to another, which might exacerbate existing disparities in the job market. Even when controlling for subject and institution, the financial benefits of a degree are substantially higher for students from affluent families, and this is especially true for those who went to private school.

### **Unequal Access to, and Success in, The Education System**

In spite of governmental efforts spanning decades, the 'disadvantage gap' in GCSE attainment has remained largely unchanged over the last two decades. Despite improvements, 16-year-olds qualifying for free school meals still have a roughly 27 percentage point lower chance of earning excellent GCSEs compared to their less disadvantaged classmates. In the 2019 GCSE cohort, only 40% of disadvantaged students who reached the required level at age 11 went on to receive excellent GCSEs in English and maths, compared to 60% of their non-disadvantaged classmates. This suggests that children from disadvantaged families also move through secondary school at a slower rate. Moreover, whereas nearly all non-disadvantaged students who performed above expectations at age 11 went on to get strong GCSEs (95%) none of the disadvantaged students who performed well in primary school were able to meet this standard.

When we examine more stringent achievement standards, these differences are much more pronounced. At age 11 and GCSE, students who did not qualify for free school meals are nearly three times more likely to have achieved above-average results compared to their less fortunate classmates. They also had a threefold increased chance of enrolling at a highly selective university.

While one's family's socioeconomic status is a substantial predictor of one's level of achievement, this is not just true for low-income households. The percentage of 16-year-olds from the wealthiest one third of households who get high GCSE results is seventy percent, compared to forty percent for students from the lowest income bracket. Even among this more privileged group, higher family wealth is a strong predictor of better levels of achievement: students from the top 10% of earners are over twice as likely as students from the bottom 10% to get a GCSE grade of A or A\*. By the time they were 26, 71% of kids from private schools had received a degree, while only 17% of children from the lowest-income households had done the same. Half or more of the second group had not completed secondary education beyond the GCSE level.

In addition to exacerbated disparities, the COVID-19 pandemic has drastically reduced overall results. In 2018–19, 65% of students met literacy and numeracy standards; in 2021–22, that number dropped to 59%. (By 2030, the government hopes to get this to 90% as part of their levelling up strategy.) Because of less-than-ideal home learning experiences, children from low-income families may have lagged behind the



National Conference on Sustainable Developments in Engineering,  
Science, Humanities and Management (NCSDESHM – 2025)

28<sup>th</sup> December, 2025, Raipur, Chhattisgarh, India.

average student by double the amount. Children from low-income families lacked the means to supplement their education at home. During the first lockdown, they were more likely to be absent more often and for longer periods of time and were less likely to obtain resources like online lessons compared to their more privileged classmates.

There has been little improvement in their employment prospects despite the fact that females routinely and significantly outperform boys in school. At each level of schooling, girls have a roughly 10% better chance of meeting achievement goals than males. This gender disparity has persisted for quite some time; for example, it has been evident in GCSE results for more than 30 years, and since the 1990s, more women than males have earned bachelor's degrees. Women do better overall in terms of college enrolment, but they under-represent in STEM fields like math, computer science, and engineering. Despite women's educational attainment surpassing that of males, this disparity has not translated into equal pay for equal work in the workplace. In fact, women face even more discrimination after having children, since their already modest earnings are further reduced compared to men's.

Children from ethnic minorities often lag behind their white classmates in school but eventually catch up, illustrating the complex nature of ethnicity-based educational inequality. By the time they reach the age of 19, students from all major ethnic groups are more likely to have obtained A levels or comparable credentials than white students. Furthermore, white British students are more likely to have dropped out of school after completing GCSEs or below and have the lowest likelihood of holding a degree by the age of 26. Young people from non-white origins still confront obstacles in apprenticeships and the job market, even if some ethnic minorities have achieved scholastic achievement.

London has a higher level of educational achievement than much of England. Greater efficiency and less inequality help London out of the country as a whole. The percentage of 11-year-olds who achieve proficiency in reading, writing, and mathematics is higher than the national average across all London local authorities. Inner London has a GCSE performance disparity that is half as great as the national average.

Regardless, individuals, not locations, are the most important factors in determining educational inferiority. The disparities in free lunch eligibility are almost four times as wide as the discrepancies in achievement between the new "Education Investment Areas" and the remainder of the nation. Family income is a stronger predictor of GCSE performance than a 16-year-old's local authority of residence by a factor of more than four times.

## VII. DEVELOPMENT OF EDUCATIONAL INEQUALITIES

### During the School Years

Disparities in educational achievement start to show up while people are young and continue to grow as they get older. Cognitive and socio-emotional abilities vary among youngsters even before they start school. School is where these disparities in education become most apparent; just 8% of students who were struggling in reading, writing, and arithmetic when they left elementary school were able to complete their GCSEs in those subjects.



National Conference on Sustainable Developments in Engineering,  
Science, Humanities and Management (NCSDESHM – 2025)  
28<sup>th</sup> December, 2025, Raipur, Chhattisgarh, India.

English education budgets have been less progressive over the years. Around 20% more money was allocated to primary school students in the most disadvantaged fifth of schools in 2000 compared to the most privileged fifth. The premium reached 35% by 2010, but all that progressivity has been wiped out in the last decade as a result of changes in the demography of poverty and deliberate policy decisions regarding the school financing system.

However, since 2010, the disparity in per-pupil funding between public and private schools has grown by a factor of two. Including both operating and capital expenditures, the typical state school student received 8,000 in 2009–10. Taking into account grants and scholarships, private school tuition was about 3,100 more than public. The disparity widened to 6,500 by 2020–21 as a result of private school fees rising in real terms and state school expenditure falling somewhat.

Lowering class numbers significantly can improve students' ability to learn, but doing so comes at a high cost. It would cost an additional 6 billion in teacher wages alone to reduce primary school class sizes from 27 students on average to 17 students, which would require adding about 60% more classrooms. This is assuming that these extra instructors could be located.

The most important thing we can do to reduce educational inequality is to make sure that every school has good instructors. It is essential to have a great teacher at the head of the class since having a competent instructor, as opposed to an average one, has long-term advantages in terms of both financial success and social competence. Ofsted found that over 25% of the 10% poorest schools in England had "inadequate" or "requires improvement" instruction. In contrast, almost every teacher in the 10% of schools with the lowest levels of poverty received a "good" or "outstanding" rating.

Children from low-income families and those living in rural regions are disadvantaged by the present system of student enrolment. When determining which students have access to which schools, the school choice system heavily considers geographical distance. Houses near the most desirable schools become extremely expensive, making them unaffordable for people with lesser salaries. Additionally, there is a dearth of educational options for youngsters living in rural areas.

### **Beyond the School Years**

The General Certificate of Secondary Education (GCSE) results are very indicative of a student's future employability. A higher probability of holding advanced credentials is associated with higher GCSE results. A degree by the middle of one's twenties is highly improbable for someone whose GCSE grades are in the lowest 5%. Conversely, ten years after taking GCSEs, approximately 80% of students in the top 10% had earned a degree.

A large portion of the population does not go beyond basic levels of credentials, even though there is some catch-up. By the time they are 19, over half of the students who did not get five excellent GCSEs or equivalent by the time they were 16 still did not. Nearly one-third of people who don't hit this level by the time they're 19 do so by the time they're in their mid-twenties.

A large portion of the adult student population dropped out of school between 2010–2011 and 2020–21. There has been a near-halving in the previous decade of students pursuing basic skills certifications (Level 2 or lower).



National Conference on Sustainable Developments in Engineering,  
Science, Humanities and Management (NCSDESHM – 2025)  
28<sup>th</sup> December, 2025, Raipur, Chhattisgarh, India.

The likelihood of adults in the United Kingdom beginning an advanced occupational qualification was 25% lower than that of individuals in the United States. With just 1.5 persons per 1,000 population beginning an advanced vocational qualification (Level 4 or Level 5) in 2019, the UK has one of the lowest rates of adults pursuing such a qualification among OECD nations.

Adult education budgets have seen steep declines since the turn of the millennium. In actual terms, spending in 2019–20 was around 50% lower than in 2009–10 and nearly two-thirds lower than in 2003–04. Adult learners have found it increasingly challenging to get financing for lower-level courses due to the withdrawal of public support from certain of these courses, which is the major driver of this autumn.

### **VIII. BUILDING A MORE EQUAL EDUCATION SYSTEM**

To help lawmakers promote a more equitable educational system, we have compiled seven "guiding principles":

#### **Look at the Education System as A Whole**

Inequalities in educational opportunities begin at a young age, but they are shaped and reduced at every level of the system. Whenever we rethink our educational system, we must take into account not just the individual steps but also the interplay between them. Limiting targets to only one level of schooling might cause issues further down the line.

#### **Early Intervention is Important but it Must be Followed Up**

Preventing disparities from emerging is frequently less expensive than attempting to bridge gaps later on, thus intervening in the early years can be an effective and efficient method to support a more equitable education system. However, expenditures made at later levels of schooling complement early initiatives far more effectively.

#### **Creating Opportunities for Everyone**

Despite the fact that more than half of the students who finish GCSEs do not go on to A levels, the post-compulsory system is more geared toward and funded for academic education rather than practical training. To help young people who are interested in vocational careers develop the broad abilities necessary to thrive in an unpredictable job market, the educational system should provide them with high-quality alternatives.

#### **Invest in Education**

Although providing a high-quality education is no easy feat, having sufficient funds is an essential first step. Funding for England's COVID recovery plan is likely to be inadequate, given the magnitude of the task, and the dramatic decline in government spending on education over the past decade, particularly on higher education. Spending does crucial for student accomplishment, according to mounting research; however, it goes without saying that resources must be utilized effectively for this to be the case.

#### **Ensure People are Making Informed Decisions**

School, major, post-compulsory path, and adult education are just a few of the many options available to students in today's educational system. There isn't a silver bullet when it comes to decision-making, and



National Conference on Sustainable Developments in Engineering,  
Science, Humanities and Management (NCSDESHM – 2025)  
28<sup>th</sup> December, 2025, Raipur, Chhattisgarh, India.

education policy can't change all the variables. However, in order for individuals to make the most informed choices based on their own circumstances, it is crucial that information on the available routes be presented in a clear and easily accessible manner.

### **Education is not Just About Test Scores**

To help individuals of all ages hone their skills and realise their greatest potential is, in our opinion, the primary function of any educational institution. Part of this is teaching people new things and improving their existing abilities. When making significant decisions regarding the education system, it is important to consider not only students' knowledge and skills but also their broader "soft skills," physical and mental health, social and emotional development, resilience, and ability to handle the challenges they will encounter in life and the workforce.

### **Educational Inequalities Cannot be Solved by The Education System Alone**

The impact of one's family history on their level of schooling is substantial. Inequality in educational opportunities arises from and contributes to larger economic disparities. There will always be a strong incentive for parents to put money into their children's education in a society where there are substantial financial benefits to "making it" in school. The educational system will never make up for the huge differences in children's life experiences outside of school in a society where parents' financial means are so unequal.

## **IX. CONCLUSION**

There are a lot of distinct reasons why India's educational system falls behind. This essay draws attention to a variety of local problems that can discourage some students from venturing out of their comfort zones in pursuit of a good education. Gender disparity occurs when boys and girls are treated differently even if they are equally capable of studying and learning. Dissimilarities exist according to caste and social group since every social group has its own unique set of beliefs. In light of India's fast social transformation, much effort has been made to narrow the gender gap. Women have now achieved parity with men in the field of education. Furthermore, in modern India, there are several scholarship opportunities for talented students, thus financial constraints from families are no longer an issue.

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