## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>11</td>
</tr>
<tr>
<td>LIST OF GENERAL TABLES</td>
<td>x1</td>
</tr>
<tr>
<td><strong>I. INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 THE RESEARCH IN FOCUS</td>
<td>1</td>
</tr>
<tr>
<td>1.2 THE RATIONALE AND SIGNIFICANCE</td>
<td>2</td>
</tr>
<tr>
<td>1.3 INVESTIGATOR'S INTEREST AND CONTEXT</td>
<td>4</td>
</tr>
<tr>
<td>1.4 EDUCATIONAL OPPORTUNITY — A BRIEF HISTORICAL PERSPECTIVE</td>
<td>6</td>
</tr>
<tr>
<td>1.4.1 Ancient World</td>
<td>7</td>
</tr>
<tr>
<td>1.4.2 Ancient India</td>
<td>9</td>
</tr>
<tr>
<td>1.4.3 Colonial India</td>
<td>11</td>
</tr>
<tr>
<td>1.4.4 Independent India</td>
<td>15</td>
</tr>
<tr>
<td>1.4.5 Tamil Nadu</td>
<td>21</td>
</tr>
<tr>
<td>1.5 THE OVERALL THRUST OF THE STUDY</td>
<td>27</td>
</tr>
<tr>
<td>1.6 CONCLUSION</td>
<td>28</td>
</tr>
<tr>
<td><strong>II. REVIEW OF LITERATURE</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 STUDIES CONDUCTED OUTSIDE INDIA</td>
<td>31</td>
</tr>
<tr>
<td>Major Findings</td>
<td>32</td>
</tr>
<tr>
<td>Conclusions</td>
<td>33</td>
</tr>
<tr>
<td>Significance of the study</td>
<td>34</td>
</tr>
<tr>
<td>2.2 STUDIES CONDUCTED IN INDIA</td>
<td>41</td>
</tr>
<tr>
<td>2.2.1 Socio-economic Variables and the System of Education as a whole</td>
<td>41</td>
</tr>
<tr>
<td>2.2.2 Socio-economic Inequality and Unequal Educational Opportunity</td>
<td>46</td>
</tr>
<tr>
<td>2.3 CONCLUSION</td>
<td>60</td>
</tr>
</tbody>
</table>
III. INEQUALITY AND EDUCATIONAL OPPORTUNITY
   - A THEORETICAL FRAMEWORK

3.1 INTRODUCTION
3.2 INEQUALITY - A SOCIOLOGICAL UNDERSTANDING
3.3 THE STRUCTURAL-FUNCTIONAL APPROACH
3.4 PERSPECTIVES IN THE SOCIOLOGY OF EDUCATION
   3.4.1 Consensus Theory
   3.4.2 Conflict Theory
   3.4.3 The New Sociology of Education
   3.4.4 The Critical Theory of Education
3.5 THE PRESENT STUDY IN PERSPECTIVE
3.6 CONCLUSION

IV. METHODOLOGY
4.1 THE BROAD AREA OF RESEARCH
4.2 THE RESEARCH PROBLEM
4.3 BASIC ASSUMPTIONS
4.4 OBJECTIVES
4.5 WORKING DEFINITIONS
   4.5.1 Inequality
   4.5.2 Equality of Opportunity
   4.5.3 Equality of Educational Opportunity
   4.5.4 Dynamics
4.6 A PROFILE OF THE STUDY AREA
4.7 UNIVERSE AND SAMPLE
   Sampling Error
   Design
4.8 HYPOTHESES
4.9 DATA COLLECTION
4.10 TOOLS OF ANALYSIS
4.11 LIMITATIONS OF THE STUDY
V. DATA PRESENTATION AND ANALYSIS

5.1 DATA PERTAINING TO THE INEQUALITIES

5.1.1 Sex-wise Distribution
5.1.2 Community-wise Distribution
5.1.3 Distribution by Native Place
5.1.4 Sex-wise Distribution of Groups
5.1.5 Educational Level of Father and Mother
5.1.6 Level of Parents' Education
5.1.7 Category of Parents' Occupation
5.1.8 Parents' Socio-economic Background
5.1.9 Classification of Respondents
    by Sex, Native place and Community

5.2 DATA PERTAINING TO THE SCHOOL

5.2.1 School System, Management and Medium (Sec.)
5.2.2 School System, Management and Medium (HS)
5.2.3 Levels of Academic Performance
5.2.4a Distribution of Groups in HS (School System)
5.2.4b Distribution of Groups in HS (Management)
5.2.4c Distribution of Groups in HS (Medium)
5.2.5 Incidence of Single Failure
5.2.6 Incidence of Multiple Failures

5.3 COMPARISONS BETWEEN 5.1 AND 5.2

5.3.1 School System at Primary Level
5.3.2 School System at Upper Primary Level
5.3.3 School System at Secondary Level
5.3.4 School System at Higher Secondary Level
5.3.5 School Management at Primary Level
5.3.6 School Management at Upper Primary Level
5.3.7 School Management at Secondary Level
5.3.8 School Management at Higher Secondary Level
5.3.9 Medium of Instruction at Primary Level
5.3.10 Medium of Instruction at Upper Primary Level
5.3.11 Medium of Instruction at Secondary Level
5.3.12 Medium of Instruction at Hr.Sec. Level
5.3.13 Performance in SSLC for Male
5.3.14 Performance in SSLC for Female
5.3.15 Performance in SSLC Sex-wise
5.3.16 Incidence of Single Failure
5.3.17 Incidence of No Failure
5.3.18 Groups in Higher Secondary by Levels of
    Parents' Socio-economic Background
5.3.19 Groups in Higher Secondary by Level of
    Parents' Education
5.3.20 Groups in Higher Secondary by Illiteracy/Literacy of Parents 114
5.3.21 Groups in Higher Secondary (Rural Male) by Community, Sex and Native Place (%) 115
5.3.22 Groups in Higher Secondary (Rural Female) by Community, Sex and Native Place (%) 115
5.3.23 Groups in Higher Secondary (Urban Male) by Community, Sex and Native Place (%) 116
5.3.24 Groups in Higher Secondary (Urban Female) by Community, Sex and Native Place (%) 116

5.4 CORRELATIONS - CHI-SQUARE TEST

5.4.1 Sex versus School System, Management and Medium 117
5.4.2 Native Place versus School System, Management and Medium 117
5.4.3 Community versus School Systems, Management and Medium 118
5.4.4 Levels of Parents' Education versus School System, Management and Medium 119
5.4.5 Levels of Parent's Socio-Economic Background versus School System, Management and Medium 119
5.4.6 Sex versus the Distribution of Groups 120
5.4.7 Native Place versus Distribution of Groups 120
5.4.8 Community versus Distribution of Groups 120
5.4.9 Levels of Parents' Education versus Distribution of Groups 121
5.4.10 Level of Parents' Socio-Economic Background versus Distribution of Groups 121
5.4.11 Sex versus Performance in the SSLC Examination and Incidence of Failure 122
5.4.12 Native Place versus Performance in the S.S.L.C. Examination and the Incidence of Failure 122
5.4.13 Community versus Performance in the S.S.L.C. Examination and the Incidence of Failure 122
5.4.14 Levels of Parents' Education versus Performance in the S.S.L.C. Examination and the Incidence of Failure 123
5.4.15 Levels of Parents' Socio-Economic Background versus Performance in the S.S.L.C. Examination and the Incidence of Failure 123
5.4.16 Community versus Native place and Levels of Parents' Education 124
5.4.17 Levels of Parents' Education versus Native Place 124
5.4.18 Levels of Parent's Socio-Economic Background versus Levels of Parents' Education 125
5.4.19 Literacy/Illiteracy of Parents versus Native Place 125
5.4.20 Literacy/Illiteracy of Parents versus Community.
5.4.21 Literacy/Illiteracy of Parents versus Distribution of Groups
5.4.22 Literacy/Illiteracy of Parents versus Performance in the S.S.L.C. Examination and Incidence of Failure

5.5 MULTIPLE REGRESSION ANALYSIS
5.5.1 Groups in Hr.Sec.
5.5.2 School System
5.5.3 Management
5.5.4 Medium

5.6 VERIFICATION OF HYPOTHESES
5.7 CONCLUSION

VI. MAJOR FINDINGS AND CONCLUSION
6.1 INTRODUCTION
6.2 THE CUMULATIVE FINDING
6.3 THE INEQUALITY CONTINUUM
6.4 THE DYNAMICS OF THE CONTINUUM
6.5 THE MERIT PARADIGM
6.6 THE SOCIAL JUSTICE THRUST
6.7 CONCLUSION

APPENDIX I - General Tables
APPENDIX II - List of Schools
APPENDIX III - Questionnaire
APPENDIX IV - Measures of Association
APPENDIX V - List of Libraries visited

BIBLIOGRAPHY