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EXCLUSIVE DISCRIMINATED DEVELOPMENTAL POLICY: A STUDY OF SOCIALLY MARGINALIZED P.G. YOUTH FROM MUMBAI CITY

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Abstract:-Indian Social system is very well known to the whole world with its peculiarities, like social stratification and caste categories which is unique in the world. This research paper mainly focuses on the exclusive discrimination of marginalized from all possible perspectives. It also grills the different forms of social contexts, which escort to exclusive discrimination of marginalized practically on the basis of empirical evidence. Many perspectives and theories have explained the process of social development which has long understanding and kind of authority that produced the interaction and its authoritative results on the marginalised section of society. Indian constitution has given various rights to everyone without any discrimination. But in truly sense it is still a myth for all socially marginalized sections and racially discriminated Indians. The social stratification is strongly implemented in whole part of the India (Country) is proved with the reference to available literature and practical experience's. Though the Dr. B.R.Ambedkar said to leave the village and move to the urban city to break this Social stratification cycle and achieve socially inclusive development. After accepting constitution and laws, still marginalised (backward class) socially discriminated, excluded, for getting socially exclusive treatment, their social development in the city on the various ground like education, employment, housing status, economic condition, water, cleanliness, surrounding of housing are horrible. As data was collected from P.G. youth of Mumbai city, it reveals the adverse situation opposite to Constitutional rights. It is not only on the basis of theoretical, philosophical but evidence-based results. This paper has focused on selected results. The major concern of this paper is to show how P.G youth from marginalised group's excluded in an urban area on various grounds, for their social development. The suggestions from the social work perspective here are some presented.

Keywords: Marginalisation, Exclusive Discrimination, Youth development.

INTRODUCTION

It is like a universal truth, which not only applicable to India but for whole world. There was, is and will be a very close association between social exclusion (purposeful, unfavourable exclusion with differential treatment), deprivation and poverty among socially excluded groups (as per social stratification). The unfair exclusion with differential treatment results in low access and participation of marginalised and socially excluded population groups, which ultimately causes high poverty and low human development among the excluded groups.

The issues of social justice and equity are central to education too because the delivery of education is empowering the disadvantaged groups that had traditionally been deprived of the opportunities of education, and because education is understood as a process of empowerment that would not only liberate people from social disabilities but would also bring fraternity among individuals to bring about necessary social change towards egalitarian order as envisioned by Dr. B.R. Ambedkar.

Roots of poverty and exploitation of weaker section in India has a very old relation with Historical years. The distance in time obscures the rational basis of social relations. However, the various bits of historical evidences available suggest that the social relations from which the caste system draws its sustenance might have originated from the superstition of the divine right. (Kamble, 1982). The laws and regulations governing the social relations of

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the castes in the Varna system as laid down in Manuscript were detrimental to the social interests of the Shudras and the Avarnas.

(NHRC: 2004) The Constituent Assembly debates recognized that a section of people in Indian Society had been denied certain basic rights since ancient times and had therefore remained economically, socially and educationally backward.

The Constitution also contains provisions which guarantee certain minimum rights for all its citizens and also specifies duties which the State should discharge for social and economic development of backward classes, especially Scheduled Castes and Scheduled Tribes. The rights of the citizens are guaranteed under the Chapter on Fundamental Rights contained in the Constitution.

Article 46 under the Directive Principles of State Policy provides that "The State shall promote with special care, the educational and economic interest of weaker sections of the people and in particular of Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation". The Constitution provides various safeguards to implement objectives preserved in the preamble to the Constitution. These safeguards include social, economic, educational, cultural, political and service.

EDUCATIONAL EXCLUSION:

Article 15(4) empowers the State to make special provisions for advancement of any socially and economically backward classes or citizens and for Scheduled Castes/ Scheduled Tribes. This provision has enabled the State to reserve seats for Scheduled Castes/Scheduled Tribes in educational institutions including technical, engineering and medical colleges.

Indian society (So called Higher) has made prestigious categories in education faculty, and on the basis of that exclusive discrimination, unseen and under- cloth balme game cointinues from independenc. There is a lack of political will regarding the development of Scheduled Castes. There is increasing populism to fetch the votes of Schedules Castes and very few sincere efforts for their development. Exclusion of education to (Socially Marginalized) underdeveloped community youth is reality but they are not fully aware of it. First exclusion step is on the basis of employment generative education and prestigious education. Second exclusion step is for underdeveloped youth is that they should not reach to any one of above educational faculty, for that various other schemes were invented, so that they will feel that govt. is doing some thing for them, as per indian constitution. Third exclusion step is like increasing of admission fees, demanding bribes for conformation of admission, limiting the govt. seats, these all poison things consciously doing by higher community. so that underdeveloped youth should not enter in the open competition with open youth. Some of the empirical evidences are brought forward to prove this reality through table No.2 & 3.

EXCLUSION OF SHELTER INHIBITION:

Mumbai's citizens represent nearly all the religions practiced in India and many from abroad. The urban centres offering diverse employment opportunities and means of livelihood are the main centres of attraction for migration, despite the fact that physical infrastructure i.e. housing, drinking water supply and drainage are inadequate (Registrar General and Census Commissioner, India, 2001a).

Slums are linked with the British rule in India. A majority of the rural migrants, not only displaced in the process of colonial development, but migrated to large cities for seeking employment, to get total freedom from rural old existed social stratification system.

Basically all these slums were get developed on peripheral and marginal lands on the outskirts of city, hills, slopes and low lying areas, and land which has little use to the owner in near future. They also developed on the land left unused by public bodies like Railway, Municipal Corporation, Port Trust, TATA Power Supply Co, etc. (Nangia and Gupta, 1993).

Some of the worst slums in the world can be found in Indian cities. Due to the lack of infrastructure and planning in the cities, they are helpless of accommodating the increasing flow of migrants from the rural areas.(Desai and Pillai, 1970).

Dharavi, Asia's second largest slum (if Karachi's Orangi) Town is counted as a single slum is located in central Mumbai and houses between 800,000 to one million people, in 2.39 square kilometres, making it one of the most densely populated areas on Earth with a population density of at least 334,728 persons per square kilometre (http://www.Dharavislums). Dharavi the densely populated place which is the outskirts of Main Mumbai City or the end boundry of Mumbai city, secondly various other major slums are situated outskirt of Suburban Mumbai like Borivali-Dahisar Slums are the end boundry of MCGM (Sub-urban Mumbai) for west site, Mankhurd-Govandi which is the end boundry of MCGM, are the coastal sewage low lying area, city garbage - west collection and disposal centre of MCGM, where all these listed slums are developed by all excluded people from not only in India but from Maharashtra as well.

The majority of the slum population is concentrated in core areas of the city because they want to live nearer to their working places and contribute significantly to the economic activity of the city. (Mundu & Bhagat, 2008) Most of places where slum dwellers live are unhygienic to the lives. This is a big problem in Mumbai which warrants

immediate attention.

In India by mid sixties Mumbai and all other cities were developed with dotted slums (South Asian Analysis Group, 2006). According to the last census of India 2001, Mumbai is a place where more than half of its inhabitants (54.4%) live in the slum areas. Mumbai slum dwellers form the largest group of people among the metropolitan areas of India.

The problem of slums has been faced at some point of time by almost all the major cities throughout the developing world. One-third of third city population are slum dwellers.

According to the 2011 census, Mumbai City district has a population of 3,145,966. Roughly equal to the population of Mongolia or the US state of Iowa. Population density is 20,038 inhabitants per square kilometre (51,900 /sq mi). Of this population, over 50 per cent are slum and pavement dwellers, occupying, by many calculations, a mere 8 per cent of Mumbai's land area. Thus, Mumbai is a city that is often represented as a study in contrasts where well-off high-rise apartments side poor infrastructural-deprived slum settlements (http://en.wikipedia.org/wiki/Mumbai_City_district#cite_note-districtcensus-0).

In the Indian era of inclusion to excluded community in the main stream of population various measures were initiated. On paper the design of inclusion was very effective, result oriented, but in practically it was not. The designer of measure and implementer was totally biased with these excluded communities. In other words with example of Mumbai Region which is a part of City and Sub-urban area. City area is planned and developed as per dominant peoples demand and need. While fulfilling their need administrator again developed another area called sub-urban area.

Name of the District	Age groups	Total (All)	Total (SC)	Total (ST)	SC%	ST%
Greater Mumbai (M.cop)	All ages	11978450	585038	91120	4.88	0.76
Mumbai (City)	All ages	3338031	183469	20666	5.49	0.61
Mumbai (suburban)	All ages	8640419	401569	70454	4.64	0.81
Census of India 2001						
Greater Mumbai (M.cop)	All ages	12442373	803236	129653		
Mumbai (City)	All ages	3085411	219934	25093	7.13	0.81
Mumbai (suburban)	All ages	9356962	583302	104560	6.23	1.12
Census of India 2011						

Source: Directorate of census operation, Maharashtra-Mumbai. Census of India 2001. Analytical table of Greater Mumbai Municipal Corporation.

The above table shows the facts and figure about underdeveloped community and their presence in the so called inclusive Metropolitan city, financial capital of India which is called as MUMBAI. Exclusion on the presence of living in the city shows that in the Greater Mumbai developed community which is (94.35%) ,Mumbai city (93.88%) and Mumbai sub-urban (94.53%) compare to underdeveloped community developed community people will find in more number in developed area then undeveloped area called sub-urban area which is still waiting to get develop like Mumbai city. It is also a kind of unseen, unobservable, knowingly but showing unknowing exclusion or denial of basic need like shelter at the heart of the city to undeveloped community people.

Indian Social System has all that qualities for doing exclusion of community people on several grounds. which no one can ever think about it in today's era. After refusing/ rejecting the historical old social stratification which was existed on the basis of higher caste/ status in the society, is still existed and nicely doing their work without disturbing and informing to indian constitution and law protector. All highly educated and high profile community peopel are practising this things very smoothly. As like same thing practiced and now it has became an unwritten law, for exclusion of education. In detail in the field of education there is stratification existed. which is on the basis of prestigious education faculty and non-prestigious educational faculty, employment generative faculty and non-employment generative faculty. Professional education, engineering, science are the prestigious faculty and commerce and arts are non-prestigious faculty. All these existed stratification's were made by the superior community in the society.

REVIEW OF LITERATURE:
According to (Nair, Vemuri, & Ram, 1989) the present Educational institution system does not help the student to progress. Their mind is crammed with facts before it knows how to think. Even when these alarming obstacles are overcome and a certificate obtained, the youth cannot yet have a sigh of relief. The problems have not ended, but only begun. In spite of spending so much money and valuable time, the youth cannot stand on their own feet and earn their bread. They are not sufficient enough in any profession so as to adopt it confidently. The job opportunities are less. Owing to widespread corruption and favouritism one finds it very difficult to secure the right job. Even when success smiles upon the young man, many a times the earning is not enough to make both ends meet.

Education being the panacea (universal remedy) for all evils, there is also a great urgency to implement the right type of reforms in the present system by making education up to the pre degree level employment oriented.

(Internatonal Institute of Population Sciences (IIPS), 2008)Findings also suggest substantial levels of unemployment among youth 14% among young men and 16% among young women. Unemployment was particularly high among the educated young men and women who had completed Class 12 reported considerably higher rates of unemployment than those who had completed fewer years of schooling. Youth were clearly interested in acquiring skills that would enable employment generation; over half of young men and two-thirds of young women reported interest in vocational skills training. However, far fewer just 21% of young men and 25% of young women had attended at least one vocational training programme. They all belongs to socially excluded gropus.

As per (NHRC,2004) report the second part of this strategy relating to compensatory discrimination is reflected in making provisions for reservation of posts in public services through recruitment and promotion, reservation of seats in admission to Educational and Professional Institutions, including relaxation of eligibility qualifications. This was done with a view to ensuring that members of these communities have their share in positions of power and decision making as also access to opportunities for higher education. It was felt that in open competition they may not be able to obtain their legitimate share because of their accumulated disabilities over centuries. These provisions had the intended objective of bridging the vast gap that existed between these groups and the rest of the society in these areas.

(Aikara, 1980) Education of the scheduled castes has been a special concern of the Government since the independence. The rational for such special treatment towards this particular section of the society is the fact that backward castes have been socially and educationally backward.

With all this theoretical evidences and the results of report on Youth study in India: Maharashtra. 2006-07. Attainment of educational milestones also varied. In total, just two in five young men and one in three young women had completed high school. The rates were particularly low among several sub-groups of youth like young women, married youth, rural youth, those belonging to poor households, Muslim youth and those belonging to scheduled castes and tribes. These all are the practical evidences after the safeguards introduced by Indian constitution.

Social scientists and policy makers have now begun to recognise the linkages between social exclusion (unfavourable exclusion or unfavourable inclusion, or inclusion/access with differential treatment) and high deprivation and poverty of social groups which have suffered from social exclusion and discrimination of various types through the ages. It is also recognised that unfair exclusion or unfair inclusion with differential treatment results in low access to income earning assets, employment, as well as social needs like education, health services, food and housing. It also leads to unequal access to civil, religious and cultural rights, political rights and unequal participation in governance which ultimately result in high poverty and low human development among the excluded groups (Thorat & Sabharwal, 2010).

The Yashpal Committee Report (Government of India, 2009) has emphasis on the higher education " as a means to overcome caste and class hierarchy, patriarchy and other cultural prejudices, and also as a source of new knowledge and skills, a space for creativity and innovations" (Powar, 2012).

OBJECTIVE:
1.To draw a focus on emerging problems pertaining to youth from underdeveloped section.
2.To determine the major causes of declining the vulnerability of socially excluded youth.
3.To suggest a plan Programs for meeting and resolving needs of socially excluded youth.

METHODOLOGY:
This study has used primary data collected from the 250 Youth of selected P.G. colleges in Mumbai. Explanatory research design, has been used which helps to explain the more details about the developmental issues of youth from Mumbai with their background information. The sampling design adopted for the study is three stages stratified sampling method. For selecting the respondent Accidental sampling selection method were applied. Non-Probability Sampling technique for selection of respondents were used. Multistage Stratified accidental sampling method used for data collection for this study. Self administered questionnaire (SAQ), researcher has used for Collection of data in this study. Quantitative approach has used for data collection. Bi-variate analyses have been used for analyzing these data, with the intention to show the relationship between the Socio-economic indicators and selection of faculty education by P.G Youth in Mumbai.

RESULTS AND DISCUSSION:
The empirical evidence collected from P.G. youth of Mumbai City, as described by them in discussions and interviews.

Table No.1. Exclusion of Backwards on the basis of living condition.

Present Address Area	Underdeveloped	Developed	N.R	Total
Urban	17(6.8%)	55(22.0%)	28(11.2%)	100(40.0%)
Sub-Urban	36(14.4%)	66(26.4%)	39(15.6%)	141(56.4%)
Semi-urban	1(.4%)	2(.8%)	0(.0%)	3(1.2%)
N.R	0(.0%)	3(1.2%)	3(1.2%)	6(2.4%)
Type of House				
Pakka	23(9.2%)	57(22.8%)	30(12.0%)	110(44.0%)
Planed colony	15(6.0%)	55(22.0%)	30(12.0%)	100(40.0%)
Staff Colony/ University Hostel	6(2.4%)	2(.8%)	5(2.0%)	13(5.2%)
Slum	9(3.6%)	11(4.4%)	3(1.2%)	23(9.2%)
N.R	1(.4%)	1(.4%)	2(.8%)	4(1.6%)
Total	54(21.6%)	126(50.4%)	70(28.0%)	250(100.0%)

Housing area: Table No.1 revels the facts about living conditions of backward (un-develop) community. Exclusion on the basis of living area, compare to city sub-urban area is not that much developed means we can say it is in development process or undeveloped area. On the various level like basic amenities, facilities, local transport, educational facilities, Hospital and medical facilities. For all these things which are needed for quality life all suburban citizens have to be depend on the city. Not only that but it is also far away for them to reach there, with cost, time, energy etc. and backward class community is lacking in all these things, they don't have that much money to reach because the place where they are staying in the sub-urban area is like remote area for Mumbai city. Majority SC people also staying in the economic class of BPL. The reality which is existed from many years for socially backward class people, after migrating to urban area still they are staying in that status which was in the rural area.

Family Income (Economic Class) and preference of faculty education: The data from table No. 2 shows the family status and youth preference to selection of faculty education. Firstly Family Income wise Majority 29.2 percent youth respondents were reported that their Family income comes under lower class category (under BPL). Form that most 10.4 percent youth respondents were given preference to arts faculty. Whereas they are not willing to opt / go for professional education as the fees is not affordable for them. Around 15 percent of the respondents from lower class income group opted science & commerce and only 2.8 percent of them for selected engineering faculty,1.6 percent opted Professional education which is negligible.

Table No. 2 Family status and Youth preference to Faculty of education

Particulars	Description	Arts	Science	Commerce	Engineering	Professional education	Total
	Lower Class (BPL)	26(10.4)	20(8.0)	16(6.4)	7(2.8)	4(1.6)	73(29.2)
	Middle Lower Class	9(3.6)	17(6.8)	16(6.4)	9(3.6)	12(4.8)	63 (25.2)
Family Income	Middle Class	6(2.4)	7(2.8)	8(3.2)	11(4.4)	11(4.4)	43 (17.2)
	Upper Middle Class	3(1.2)	0(0.0)	3(1.2)	12(4.8)	5(2.0)	23 (9.2)
	Rich Class	2(.8)	3(1.2)	5(2.0)	8(3.2)	14(5.6)	32 (12.8)
	N.R	4 (1.6)	3 (1.2)	2 (.8)	3 (1.2)	4 (1.6)	16 (6.4)
	Illiterate	9(3.6)	7 (2.8)	7(2.8)	2(.8)	0(.0)	25 (10.0)
	Primary	11(4.4)	8(3.2)	15(6.0)	6(2.4)	2(.8)	42 (16.8)
Parents Education	Secondary	13(5.2)	17(6.8)	13(5.2)	11(4.4)	8(3.2)	62 (24.8)
	Higher Secondary	11(4.4)	10(4.0)	7(2.8)	14(5.6)	15(6.0)	57 (22.8)
	Graduate or Higher	4(1.6)	7(2.8)	8(3.2)	15(6.0)	23(9.2)	57 (22.8)
	N.R	2 (.8)	1 (.4)	0 (.0)	2 (.8)	2 (.8)	7 (2.8)
	Pakka	24(9.6)	28(11.2)	23(9.2)	18(7.2)	17(6.8)	110 (44.0)
Type of House	Planed colony	19(7.6)	11(4.4)	10(4.0)	29(11.6)	31(12.4)	100 (40.0)
	University Hostel	3(1.2)	4(1.6)	4(1.6)	2(.8)	0(.0)	13 (5.2)
	Slum	3(1.2)	7(2.8)	12(4.8)	1(.4)	0(.0)	23 (9.2)
	N.R	1 (.4)	0 (.0)	1 (.4)	0 (.0)	2 (.8)	4 (1.6)
	SC	4(1.6)	7(2.8)	3(1.2)	7(2.8)	5(2.0)	26(10.4)
	ST	1(.4)	1(.4)	0(.0)	1(.4)	1(.4)	4(1.6)
Caste of Respondents	OBC	0(.0)	3(1.2)	10(4.0)	7(2.8)	4(1.6)	24(9.6)
	OPEN	28(11.2)	23(9.2)	24(9.6)	29(11.6)	22(8.8)	126(50.4)
	N.R	17(6.8)	16(6.4)	13(5.2)	6(2.4)	18(7.2)	70(28.0)
Total		50(20.0)	50(20.0)	50(20.0)	50(20.0)	50(20.0)	250(100.0)

Lowest 12.8 percent youth respondents were reported that their family income falls under Rich economic class. The situation of rich class student's youth is found opposite to the lower class. This is seen in practice. However majority of the student's youth 5.6 percent from rich class were found to selected professional education faculty (MMS, MBA, M.Pharma, M.Fineart etc.).   .8 percent has given low priority to art faculty. It is also found that they have given priority to engineering (3.2%), Commerce (2.0%), & Science (1.2%) respectively.

Overall 25.2 percent reported that their family income comes under middle lower class economic group, 17.2 percent middle class economic group, 9.2 Upper middle class economic groups respectively. The situation of middle class youth student shows that majority of them have given preference to professional education & engineering. However very few of them found taken admission to arts, science & commerce faculty. Whereas 6.4 percent of respondents do not reported their family income.

PARENT'S EDUCATION AND PREFERENCE OF FACULTY EDUCATION:

History also revels the fact that those who have educated parental background it is advantage for them to select or go for employment generative or Prestigious education site. Basically educated parent's takes decision about their children's education. Data shows the Parents Education wise preference to selection of faculty education. Majority 24.8 percent youth respondents were reported their parent's have completed Secondary education. Among that most 6.8 percent have given preference to science faculty. It shows the consciousness of parent's decision to go for science. It is one of the prestigious education streams after engineering & professional education. Around 10.4 percent of the respondent's parents preferred arts and commerce faculty. 4.4 percent preferred engineering, 3.2 percent professional education respectively.

Around 45.6 percent youth have reported their parent's education as higher secondary & Graduate or Higher. These parents most probably give preference to first professional education, then Engineering and last to science, commerce and arts faculty. Second last lowest 16.8 percent respondents reported educational status of their parent's as primary education, among them most 6.0 percent of these parents according to their knowledge and socio-economic condition they prefer first commerce, second 4.4 percent arts, third 3.2 percent science and lastly 2.4 percent engineering, and .8 percent professional faculty.

Lastly 10 percent respondents reported their parent's education as illiterate, and among them most 3.6 percent prefer for arts, 5.6 percent science & commerce and .8 percent engineering.
Whereas 2.8 percent of respondents do not reported their parent education.

Types of housing condition and preference of faculty education:

House conditions, area or location of house/ living conditions has its own importance and impact on educational development of youth. The data of present study shows that majority 44 percent of youth respondents reported that they are staying in Pakka house, this Pakka house belongs to a major part of Mumbai slum which is made up of concrete material and compare to hut good in condition within slum. Among that most 11.2 percent given preference to Science, 9.6 percent arts, 9.2 percent commerce, 7.2 percent engineering and lowest 6.8 percent to professional education respectively.

40 percent youth were reported that they are staying in planned colony, means well build planned buildings colony. The natives of planned colony most 12.4 percent given preference to professional education, 11.6 percent engineering and least preference to 7.6 percent arts, 4.4 percent science & 4 percent commerce faculty. It shows the high thinking patterns of these people. 9.2 percent reported that their house's is in slum area, were majority of them have given preference to 4.8 percent commerce, 2.8 sciences, 1.2 percent arts and .4 percent to engineering faculty. 5.2 percent were reported that they are staying in staff colony, 3.2 percent preferred science & commerce, 1.2 percent arts and .8 percent engineering faculty.

Whereas 9.2 percent youth did not reported their housing condition.

Caste category (Social Class) and preference of faculty education:

The family caste category (Social Status) and youth preference to selection of faculty education.

Firstly caste category wise majority 50.4 percent respondents were reported that they are from open category. Open category is all together always top in caste system. Most 11.6 percent youth respondents were given preference to engineering faculty. Basically this category always tried to maintain their status, and on that basis they have given preference to engineering faculty which is all together prestigious in all manners, in income and social status as well. 11.2 percent preferred to arts, 9.6 percent commerce, 9.2 percent Science, and lowest 8.8 percent given preference to Professional education faculty respectively.

Lowest 1.6 percent youth respondents were reported that they are belongs to Scheduled Tribe Caste (ST). Among them all 1.6 percent have given equal preference to arts, Science, Engineering and Professional education faculty respectively.

10.4 percent youth respondents were reported that they are belongs to Scheduled caste category (SC) which is counted as last category in social structure. Among them around 5.6 percent youth respondents were given preference to Science & engineering faculty. 2 percent preferred Professional education, 1.6 percent arts, and lowest

1.2 percent given preference to commerce faculty respectively.

9.6 Percent youth respondents were reported that they are belongs to OBC category, Most 4 percent youth respondents were given preference to commerce faculty. Basically this OBC community is by nature business community and they knows which kind of education will help to gain more income in present condition, and according to that they have given preference to commerce faculty which is one of income generation field. After that 2.8 percent preferred to engineering, 1.6 percent professional education, and lowest 1.2 percent Science faculty respectively. Whereas 28 percent of respondents did not reported their caste category.

Concluding: Indian society due to its social stratification and caste category is unique in the world. On the basis of that Indian society have made prestigious categories in education faculty. The categories were ranked like prestigious, non- prestigious, higher status – Lower Status, High class people's education- Lower class people's education, High income generative education-Low income generative education

Basically Open (Social Class) category population is always tries to maintained their status, and for that they always gives preference to engineering faculty which is all together prestigious in all manners, in income and social status as well.

Whereas from SC category people due to constitutional rights slowly they are going for Science & engineering faculty, then Professional education. At the end if they did not get chance to employment generative faculty then they go for arts and commerce faculty respectively.

Chart No.1 Family Income wise distribution of Faculty in colleges.
In the field of education reservation is given on the basis of caste not on merit.
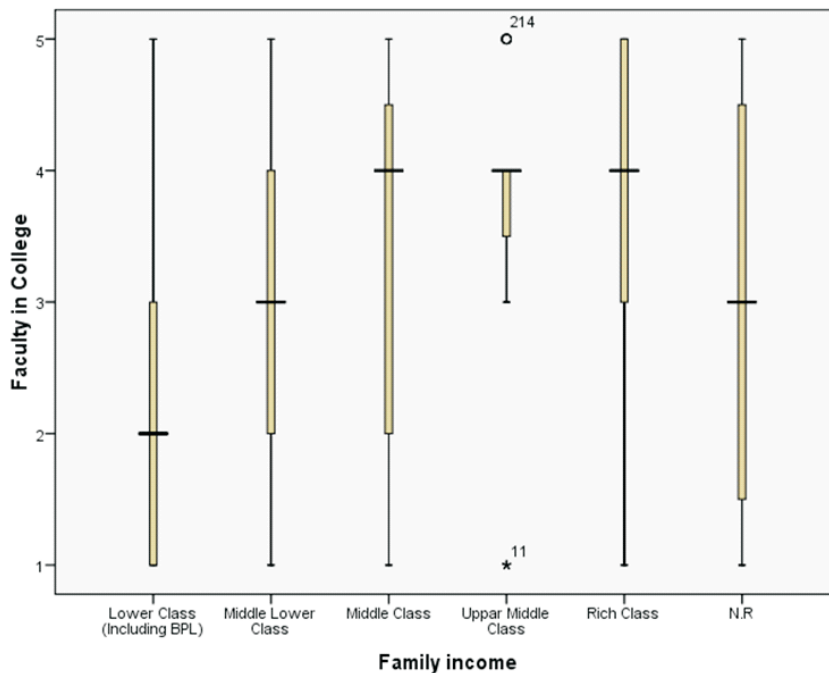
FINDINGS:
1.It is kind of exclusion to socialy excluded student youth on the basis of economic class.It can be said that those who will be powerful with money they can easily get to access the employment generative education faculty. In today's era money has become the important than knowledge (academic performance).
2.It is kind of exclusion to socialy excluded student youth on the basis of parent's education. It shows that the highly educated parent's give more preference to Professional, Engineering and Science faculty for their children's future educational development. It is like a chain cycle if parents are educated they will educate their children and if parents are uneducated then they will not give much importance to childrens education. From historical time scoially excluded parents are illiterate, don't understand the importance of education then how within a couple of peroid of time sudden changes can be happen.
3.Basically Open (Social Class) category population is always tried to maintain their status, and on that basis they have given preference to engineering faculty which is all together prestigious in all manners, in income and social status as well. Whereas from underdevilop category people due to constitutional provisions and rights slowly they

are going for Science & engineering faculty, then Professional education. At the end if they don't get chance to employment generative faculty then they prefer to go for arts and commerce faculty respectively.

4. On the basis of housing condition those who are staying in Building, means in the socially, economically developed area where all basic amenities provided and they are enjoying it fully.

5. As it is psychologically or we can say that due to social pressure for maintaining their social status/position in the Housing area/community, society parents send their children for studying in the high prestigious faculty of study.

6. Still cities major population is conncentrated specially youth from excluded class at outskirt of city in the slums.

7. Water, santisation and health facilites are like denied to outskirt city population, all togethre they all have to depend on central palce of city where all the basic facilites are accumulated and developed niceliy.

SUGGESTIONS:

1. Some were Govt. Rules and regulation need to follow & Implement effectively by all educational institutions, so that everyone will get equal chance to go for employment generative education.

2. Socially excluded Youth must be alert while happening this kind of event, immediately they have to come up with group and fight against it. (like HoU-Rohit Vemula and JNU-Kanihya)

3. Govt. as well as all educational Institutions must do it in advance. The pre-admission orientation camping for all parents and students who can came together for discussing their queries, thoughts, and fear about the employment generative education. With all through this camping, institutions and experts can suggest the alternative solutions for them. It will be helpful for them to select right path as per their capacity and interest whichever is suitable with practical reality and evidence. So all can get equal opportunity to participate in this competition on the basis of merit and win the seat.

4. Media, Educational experts, Educational Institutes must come together and do propaganda about the educational faculty's, its reality, future, and progress.

5. Special Camping need to conduct for the Students of Socially, Economically and Backward on various bases. For them on the issue of misconception about educational faculties. It has relation with historical societal status and their intellectual capacity. That will boost them, encourage them for to come forward and fight for their right against govt and the evil mind set of people who is lure with this social stratification reality. NGO's with the help of educational institution's the socio-educational activity like education counselling, employment counselling sessions for the students as well to parents of students need to introduce.

6. Teacher's, Society, and Media all must take the note and be aware about the reality of Indian society's social stratification system and present reality on the scientific basis for all. This kind of brain washing needs to do for all. Then all these kind of misleading thoughts which are occupied in Indian's mind from all categories; will automatically get erased.

7. Govt. must provide basic rights to all its ctizens like water, sanitation and health facility to nearest place.

8. SRA,MAHADA,CIDCO- can workout the IGAY and RGAY for urban excluded people.

9. Social work profession need to address these issue's in their style of overall inclusion of human being in all the sector of life and exclusion of irrelevant evidences which are affecting on human society.

10. Social work stream of education need to Help NGO's, Educational Institute,and Govt. for effectively implement the above mentioned all recommendations and play the role of watch dog for All Student Youth.

11. Social work Profession only can develop the kind of instrument which is sovereign, thoughtful, and logical, reality and practical oriented where all this components benefit can be taken care of.

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