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## GENDER STRATIFICATION IN HIGHER EDUCATION

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### Abstract:

*There is inequality of females in higher education. To analyze the factors for the inequality of females' participation in higher education, the present study was made in backward area of Hyderabad-Karnataka and developed area of Bangalore. The authors collected primary data from both male and female students studying in Gulbarga University, Gulbarga and Bangalore University, Bangalore. The study revealed that the gender stratification in higher education is declining slowly. Still, many of the conventional ideas and beliefs are leading in the society to curb the female higher education.*

### INTRODUCTION:

In India, the importance of conferring on women the right to equal opportunities for education of women was realized almost simultaneously with the dawn of independence. Accordingly the Constitution of India bestowed on women the right to equal opportunities for education. But the recognition of the right to equal opportunities did not in any way ensure the removal of those hurdles which had hindered and continue to hinder most women from making an effective use of the opportunities for education. Even today, the under representation of women at all levels of education (with the exception of school-level teacher training programmes), has been one of the most striking features of the gender biases that characterize India's development exercise.

Gender inequalities are bound to exist in every male dominated society. In India, practically all the indicators of progress exhibit negative trend. Within the family the girls are discriminated against boys for education and the decision to send the girl to school or keep her at home is determined by people's attitude especially towards the relevance of education in the lives of women. A very low value is attached to her education as in a majority of cases, her world revolves around her household chores and unlike her male counterparts in the family her status is neither recognized nor respected in the society. As a result, the status gap arises between men and women and which lead women into low-skill, less paid and low-status occupations. In case of rural environment and girls born in the backward families (particularly SC/STs), there is still more curse to get education and employment.

The reasons for such disparities in female education are differently stated by different authors in their respective studies. It has been generally observed that employment in the services sector is not gender neutral and is influenced, dominated and virtually controlled by males. Women find the working environment unfriendly and insecure. Questions of fair representation of genders and equality of opportunity have been pushed into the background under the guise of quality, merit and ability. The planning and implementation process must be possessed of a vision that encompasses both the public and private owned sectors, keeping its gaze fixed on ensuring equality of opportunity and being alive to gender sensitivities. The current 'ad-hoc approach' lacks a conceptual framework and is fraught with negative implications for women's access to higher education. A study of women scientists in biological sciences in the central universities and the national laboratories concluded that when it came to permanent faculty

positions women were worse off as compared to men as a proportion of those that had obtained research degrees (Bal, 2004). It has been argued that researchers join as faculty members in their early thirties; this is a time when women are either getting married or in need of a break to raise a family. The break makes it impossible for to keep pace cannot compete with men in research and professional experience. This filtering out continues despite the fact that at junior faculty level one finds that there were more women in the faculty than there were men. Gender disparity at all levels and its adverse impact on women has become a fact of life. This is partly due to biological role and responsibilities of women as mothers, but mostly due to traditional mindsets, which visualize women as being child-bearers and homemakers, and men as breadwinners (Bamji, 2005). Hence, to analyze the gender stratification in backward as well as developed areas, the present study is made in Gulbarga University, Gulbarga and Bangalore University, Bangalore.

**OBJECTIVES OF THE STUDY:**

- 1.To study on the problems and factors, which avoid the women students to offer for higher education;
- 2.To explore the different factors related to the family and society of the students which enables the gender stratification in higher education;
- 3.To study the socio-economic and educational profile of the students studying in Bangalore University and Gulbarga University.

**METHODOLOGY AND LIMITATIONS:**

In 2010-11, there are more than 2668 students and research scholars are studying in 36 Post-Graduate departments in Gulbarga University and approximately 3925 PG students and 944 research scholars are studying in 33 PG departments in Bangalore University, Bangalore. As it is not able to cover all these students and research scholars in the present study, the present study was made on the basis of sample survey. The techniques of sampling are discussed in the research methodology in detail. Totally 500 respondents are covered under the present study covering 125 male and 125 female students from each university covered under the study. Questionnaire was used to collect primary data from the students.

**ANALYSIS AND DISCUSSION:**

The primary data collected through questionnaire is analyzed and discussed as under.

**1. Aims of Higher Education:**

Higher education plays an important role in every aspect of life. To say it increase individual knowledge, inculcate analytical thinking, and bring name and fame and it is the major means to get good employment. The conventional ideas that boys are for education and outside employment and girls are for kitchen and housework was changed and girls are increasingly participating in higher education. Hence, it was asked to the respondents that what the aims of higher education are as understood by them and the collected responses are tabulated as under.

Table No. 1. Aims of Higher Education

Particulars	Gulbarga University			Bangalore University			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Good Employment (%)	31 (24.8)	23 (18.4)	54 (21.6)	22 (17.6)	19 (15.2)	41 (16.4)	53 (21.2)	42 (16.8)	95 (19.0)
Better Marriage Prospects (%)	05 (4.0)	14 (11.2)	19 (7.6)	05 (4.0)	08 (6.4)	13 (5.2)	10 (4.0)	22 (8.8)	32 (6.4)
Increase Knowledge (%)	11 (8.8)	07 (5.6)	18 (7.2)	06 (4.8)	10 (8.0)	16 (6.4)	17 (6.8)	17 (6.8)	34 (6.8)
Get Degree, Name & Fame (%)	03 (2.4)	02 (1.6)	05 (2.0)	05 (4.0)	04 (3.2)	09 (3.6)	08 (3.2)	06 (2.4)	14 (2.8)
Others (%)	--	--	--	--	--	--	--	--	--
All of the Above (%)	75 (60.0)	79 (63.2)	154 (61.6)	87 (69.6)	84 (67.2)	171 (68.4)	162 (64.8)	163 (65.2)	325 (65.0)
Total	125	125	250	125	125	250	250	250	500

X2=5.05 df=4 Non Significant at 5% level

Among all the respondents from both the universities, 95 (19.0%) have expressed that the aim of higher education is to get good employment, about 32 (6.4%) have stated that the aim of higher education is to get better marriage prospects, about 34 (6.8%) have agreed that the aim of higher education is to increase knowledge, about 14 (2.8%) have stated that the aim of higher education is to get degree, name and fame and the remaining 325 (65.0%) have expressed that all the above mentioned are aims of higher education. The different aspects such as good employment, better marriage prospects, increase in knowledge, degree, name, fame, etc all formed to be aims of higher education as expressed by the majority of the respondents. A few of these respondents, have aimed for one or two aims among the stated above. Generally the responses of the male respondents from both universities are similar to that of female respondents.

2. RELIGION/ COMMUNITY DETERMINE THE CAREER/ OCCUPATIONAL CHOICE:

In the historical times, the occupations or careers of the people are decided by the caste and religion of the people. But due to the increase in awareness and educational development, such conceptions were transformed and the career or occupational choices are not decided by religion, culture, community or castes to a greater extent now. Hence, it was asked to the respondents as whether they agree that religion or community determines the choice of career or occupation in their life and the collected information is shown in the following table.

Table No. 2. Religion/ Community determine the Career/ Occupational Choice

Particulars	Gulbarga University			Bangalore University			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yes	22	14	36	12	17	29	34	31	65
(%)	(17.6)	(11.2)	(14.4)	(9.6)	(13.6)	(11.6)	(13.6)	(12.4)	(13.0)
No	103	111	214	113	108	221	216	219	435
(%)	(82.4)	(88.8)	(85.6)	(90.4)	(86.4)	(88.4)	(86.4)	(87.6)	(87.0)
Total	125	125	250	125	125	250	250	250	500

Among all the 500 respondents, 65 (13.0%) have agreed that the religion or community plays an important role in the choice of occupation or career, whereas the remaining 435 (87.0%) have not agreed to the same. Earlier, the caste and communities were determining the career and occupational choices of the people. But due to industrialization and globalization, such conceptions were changed. Education is also an important aspect, which lead change in career and occupational choices of people. As revealed by the collected data, very less number of respondents agreed that the religion or community determine the career and occupational choices. Hence, it can be said that industrialization and globalization, replaced the conventional thought that occupational choices are based on caste and communities in the society.

3. MALE MEMBERS ARE PREFERRED FOR HIGHER EDUCATION AND RESEARCH IN FAMILY:

As the Indian society is basically a male dominated society, there is preference to males in the family over the female members in the family as well as in the society. As such education is such an aspect, in which the male family members are preferred over the female family members. The orthodox and male dominated society emphasized the role of women to house work and kitchen only and men are allowed to work outside the family. As a result, the role of females in the family and society was lower. Now due to the increased awareness among people, majority of the people are treating their sons and daughters as equal and also giving equal educational opportunities to their children irrespective of gender. It was asked to the respondents that whether the male members are preferred over females for higher education and research in their families and the collected information is presented in the following table.

Table No. 3. Male Members are preferred for  
Higher Education and Research in Family

Particulars	Gulbarga University			Bangalore University			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yes	67	82	149	52	56	108	119	138	257
(%)	(53.6)	(65.6)	(59.6)	(41.6)	(44.8)	(43.2)	(47.6)	(55.2)	(51.4)
No	58	43	101	73	69	142	131	112	243
(%)	(46.4)	(34.4)	(40.4)	(58.4)	(55.2)	(56.8)	(52.4)	(44.8)	(48.6)
Total	125	125	250	125	125	250	250	250	500

Of all the respondents from both the universities, 257 (51.4%) have agreed that the males are preferred over the females with regard to higher education and research, whereas the remaining 243 (48.6%) have not agreed to the same.

The present study aimed to explore the levels of gender stratification in higher education and research. The gender stratification begins at the family level, with the treatment of females in their respective families. As revealed by majority of the males and females studying in Gulbarga University, male members are preferred in higher education and research in their families. Even though there are educated and employed parents in Bangalore, a considerable number of respondents from Bangalore University have agreed that male members are preferred for higher education and research in their families. It shows that even the educated people are main reasons for gender inequality that is they are also discriminating females in getting higher education and research.

4. GIRLS ARE GETTING LESSER OPPORTUNITIES IN EDUCATION AND EMPLOYMENT:

As discussed in the previous chapters, the status of women was low and at present the status is increasing due to the efforts of the governments and education among girls. As such there is need to know about whether the girls are getting lesser opportunities in education and employment compared to men in the family as well as in society. The collected information in this aspect is tabulated as under.

Table No. 4. Girls are getting Lesser Opportunities in Education and Employment

Particulars	Gulbarga University			Bangalore University			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yes	18	72	90	11	29	40	29	101	130
(%)	(14.4)	(57.6)	(36.0)	(8.8)	(23.2)	(16.0)	(11.6)	(40.4)	(26.0)
No	91	43	134	114	82	196	205	125	330
(%)	(72.8)	(34.4)	(53.6)	(91.2)	(65.6)	(78.4)	(82.0)	(50.0)	(66.0)
Don't Know/ Can't Say	16	10	26	--	14	14	16	24	40
(%)	(12.8)	(8.0)	(10.4)		(11.2)	(5.6)	(6.4)	(9.6)	(8.0)
Total	125	125	250	125	125	250	250	250	500

Of the total 500 respondents, 330 (66.0%) felt that the girls are getting equal opportunities to men in education and employment, whereas 130 (26.0%) have not agreed to the same and the remaining 40 (8.0%) have not expressed their views.

The girls and boys have differences of opinions regarding the argument that the girls are getting lesser opportunities in education and employment. To be specific, a greater majority of the male respondents from both the universities have similar opinion that they do not agree that the girls are getting lesser opportunities in education and employment. However, the female respondents studying in Gulbarga University to a greater extent agreed that girls are getting lesser opportunities in education and employment. It is also interesting to note that a great majority of the female respondents from Bangalore University agreed that the girls are getting more opportunities in education and employment. This is so because, Bangalore city is surrounded by business and industries, where there are more education and employment opportunities for both the male and female students. Hence, it can be generalized that educated people and people with well knowledge living in Bangalore city have agreed that the girls are getting more and more opportunities education and employment. On the other hand, the females studying in Gulbarga University are surrounded by backward environment and most orthodox and conventional people and as such their way of thinking always as per their orthodox and conventional ideas. As a result, the female respondents from Gulbarga University have agreed that the girls are getting lesser opportunities in



education and employment.

5. FACING DISCRIMINATION:

Since the historical times, the girls are discriminated in many respects, social, economical, educational, political, religious and such other aspects. But the education is playing an important role in curbing the discrimination in all the respects. As the present study covered the higher education students, it was asked to them whether the girls are facing any kind of discrimination and the collected information is presented in the following table.

Table No. 5. Facing Discrimination

Particulars	Gulbarga University			Bangalore University			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yes (%)	58 (46.4)	89 (71.2)	147 (58.8)	31 (24.8)	67 (53.6)	98 (39.2)	89 (35.6)	156 (62.4)	245 (49.0)
No (%)	67 (53.6)	36 (28.8)	103 (41.2)	94 (75.2)	58 (46.4)	152 (60.8)	161 (64.4)	94 (37.6)	255 (51.0)
Total	125	125	250	125	125	250	250	250	500

X<sup>2</sup>=19.2 df=1 Significant at 1% level

Among the total respondents from both the universities, 245 (49.0%) have agreed that the girls are facing discrimination, whereas the remaining 255 (51.0%) have not agreed to the same.

As per the orthodox and traditional ideas, caste, gender and economic levels are playing an vital role in discrimination of people. The rate of discrimination is low, where there are educated and knowledge-oriented people that are in developed places like Bangalore city. Further, the discrimination is more where the people still follow the conventional social traditions and such people are living in backward areas like Hyderabad-Karnataka region. As such the present study was proved that both the male and female respondents studying in backward region are facing discrimination and majority of the respondents studying in cities are not facing discrimination. It may be backward region or developed region, the females are facing discrimination to a greater extent compared to males, which shows that there is gender stratification in the society.

6. ADEQUATE FREEDOM TO CHOOSE EMPLOYMENT AND JOB:

It is highlighted from many of the studies that the students are not given adequate freedom to choose their employment or job on their own. Many of the relatives such as parents, brothers, sisters and others influence on the Employment and job of their younger. Hence, information was collected from the respondents, that whether they have adequate freedom to choose their career, employment and job and presented in the following table.

Table No. 6. Adequate Freedom to Choose Employment and Job

Particulars	Gulbarga University			Bangalore University			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yes (%)	94 (75.2)	61 (48.8)	155 (62.0)	125 (100)	105 (84.0)	230 (92.0)	219 (87.6)	166 (66.4)	385 (77.0)
No (%)	31 (24.8)	64 (51.2)	95 (38.0)	--	20 (16.0)	20 (8.0)	31 (12.4)	84 (33.6)	115 (23.0)
Total	125	125	250	125	125	250	250	250	500

Among the total respondents covered under the study, 385 (77.0%) have adequate freedom to choose their career and job, whereas the remaining 115 (23.0%) have no freedom to choose their career and job.

It is observed that females especially in backward region have less freedom to choose their career, employment and job on their own. The reasons and beliefs, which stated that boys are for getting outside work & employment and girls are for family and household work. Such conceptions were changed in the

urban areas like Bangalore city, where both men and women are getting equality in education and employment. The cities have given more employment opportunities both to girls and boys and hence, in cities girls are also competitive in choosing career and employment on their own. This was also proved by the collected data analyzed above.

7. GENDER INFLUENCE CAREER AND COURSE:

As many people think, most of the courses are suitable only for the boys, but few courses are not suitable for the girls. That is for instance, Science and Technology is not suitable for the girls. Further, Nursing courses are suitable to a major extent to the girls rather than boys, depending on the nature of work they get in the future. But due to the globalization, such assumptions were transformed and today the girls and boys are not differentiated in choosing a particular course in education. Hence, it was asked to the respondents, that whether they were taking up other course, if they are of other gender and the collected responses are tabulated as under.

Table No. 7. Gender influence Career and Course

Particulars	Gulbarga University			Bangalore University			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yes	96	58	154	71	56	127	167	114	281
(%)	(76.8)	(46.4)	(61.6)	(56.8)	(44.8)	(50.8)	(66.8)	(45.6)	(56.2)
No	29	67	96	54	69	123	83	136	219
(%)	(23.2)	(53.6)	(38.4)	(43.2)	(55.2)	(49.2)	(33.2)	(54.4)	(43.8)
Total	125	125	250	125	125	250	250	250	500

Of the total respondents from both the universities, 281 (56.2%) have agreed that the gender influence the career and course, whereas the remaining 219 (43.8%) have not agreed to the same.

It is observed that compared to females, majority of the male respondents from both the universities have agreed that gender influence the type of career and course. But comparatively majority of the female respondents have not agreed that the gender influences the career, course and job. The views of boys on girls' education, even though highly educated are not changed, as they have bifurcated the career and courses on the basis of gender.

8. GENDER DETERMINES TYPE OF JOB IN FUTURE:

Many of people believe there are some jobs, which are gender-specific. For instance, nursing is meant for girls only. Further, driving, civil engineering, etc are only meant for boys. In this way in many cases, the gender determines the type of job in future for the students. But due to increase in participation of girls in education, these conceptions are changed now. Girls are competitive and confident to take up any kind of jobs. Hence, it was asked to the respondents that whether gender determines the type of job they will take in future and the collected information is shown in the following table.

Table No. 8. Gender determines Type of Job

Particulars	Gulbarga University			Bangalore University			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Very Much	68	61	129	42	27	69	110	88	198
(%)	(54.4)	(48.8)	(51.6)	(33.6)	(21.6)	(27.6)	(44.0)	(35.2)	(39.6)
Somewhat	24	32	56	36	45	81	60	77	137
(%)	(19.2)	(25.6)	(22.4)	(28.8)	(36.0)	(32.4)	(24.0)	(30.8)	(27.4)
Not at all	33	32	65	47	53	100	80	85	165
(%)	(26.4)	(25.6)	(26.0)	(37.6)	(42.4)	(40.0)	(32.0)	(34.0)	(33.0)
Total	125	125	250	125	125	250	250	250	500

It is also revealed from the above table that of all the respondents from both universities, 198 (39.6%) have very much agreed that the gender determines the type of job followed by, 165 (33.0%) have not agreed on gender determines the type of job and remaining 137 (27.4%) have somewhat agreed that the gender determines the type of job.



The comparative responses shows that majority of the respondents agreed to the full extent or to a greater extent that the gender determines the type of job. In reality, due to the impact of globalization, both the boys and girls have occupied all or majority of the occupations and professions irrespective of their gender. Now the jobs are not recognized as gender based. But even though highly educated, it is surprising to note that a more than two-third of both male and female respondents have agreed that the gender determines type of job very much or at least to some extent.

9. STATUS OF WOMEN IMPROVED IN ALL ASPECTS:

It was asked to the respondents that whether they agree that the status of women is improved in all aspects, that is to say, socio-economic, educational, cultural, religious, political and such other aspects. The collected data is presented in the following table.

Table No. 9. Status of Women improved in All Aspects

Particulars	Gulbarga University			Bangalore University			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yes (%)	36 (28.8)	42 (33.6)	78 (31.2)	55 (44.0)	53 (42.4)	108 (43.2)	91 (36.4)	95 (38.0)	186 (37.2)
No (%)	78 (62.4)	81 (64.8)	159 (63.6)	63 (50.4)	67 (53.6)	130 (52.0)	141 (56.4)	148 (59.2)	289 (57.8)
Don't Know/ Can't Say (%)	11 (8.8)	02 (1.6)	13 (5.2)	07 (5.6)	05 (4.0)	12 (4.8)	18 (7.2)	07 (2.8)	25 (5.0)
Total	125	125	250	125	125	250	250	250	500

Of all the respondents, 289 (57.8%) have stated that the status of women is not improved, followed by 186 (37.2%) have stated that the status of women is improved and the remaining 25 (5.0%) have not expressed their views.

As discussed already, Hyderabad-Karnataka region is backward and Gulbarga University is providing education to the people of this region. The region itself is backward, about two-third of the respondents from Gulbarga University agreed that the status of women is not improved in all the aspects. Further, the Bangalore University is located in developed region in Karnataka, nearly half of the respondents have agreed that the status of women is improved in all the aspects. It shows that the development in the status of women is dependent on the overall development of the location or area.

10. MARRIAGE IS AN OBSTACLE IN EDUCATION, CAREER AND PROFESSION:

It is already discussed that many of the parents think that their daughters' marriage is a big responsibility in the family. As such, they will arrange their daughters' marriage at an early age. Indirectly it makes females to become deprived of higher education. Of course, many of the married women are also participate in higher education, but their rate is low. Hence, according to many people marriage is an obstacle in higher education, career and profession. As such the information from the respondents on whether they agree that marriage is an obstacle in education, career and profession is collected and tabulated as under.

Table No. 10. Marriage is an Obstacle in Education, Career and Profession

Particulars	Gulbarga University			Bangalore University			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yes (%)	55 (44.0)	91 (72.8)	146 (58.4)	38 (30.4)	48 (38.4)	86 (34.4)	93 (37.2)	139 (55.6)	232 (46.4)
No (%)	49 (39.2)	27 (21.6)	76 (30.4)	74 (59.2)	66 (52.8)	140 (56.0)	123 (49.2)	93 (37.2)	216 (43.2)
Don't Know/ Can't Say (%)	21 (16.8)	07 (5.6)	28 (11.2)	13 (10.4)	11 (8.8)	24 (9.6)	34 (13.6)	18 (7.2)	52 (10.4)
Total	125	125	250	125	125	250	250	250	500

As expressed by all the respondents, 232 (46.4%) have agreed that marriage is an obstacle in education, career and profession, followed by 216 (43.2%) have not agreed to the same and the remaining 52 (10.4%) have not expressed their views on the same.

Indian society is a male dominated society. As discussed already, in backward regions, parents always think for the education and employment of boys and early marriage of girls as their responsibility. As such, they arrange marriage of female children at an early age. There is general opinion that married woman have no independent decisions on their own and are depended on the decisions of their husband and in-laws. In this way, to a greater extent, marriage becomes obstacle for girl children to get higher education, career, profession and job. It was proved by the information collected from the female respondents from Gulbarga University. But in case of female respondents from Bangalore University, it is not so, as majority of the female respondents have not agreed that marriage is an obstacle in education, career and profession, as there are growing education and employment opportunities for both boys and girls. In urban areas like Bangalore, there are also part-time education courses, which also help to continue higher education of the married women. As expressed by more than half of the male respondents, marriage is not an obstacle in continuing their higher education, career and profession, because they have independent decisions and are not depending on others.

11. GENDER STRATIFICATION IN HIGHER EDUCATION:

As analyzed by statistics on the enrolment of the male and female students to various post-graduate courses in Gulbarga University and Bangalore University, it was already observed that the female participation in higher education is comparatively low. Hence, it can be said that there is gender stratification in higher education. It was asked to the respondents that whether they agree that there is gender stratification in higher education and the collected information is presented in the following table.

Table No. 11. Gender Stratification in Higher Education

Particulars	Gulbarga University			Bangalore University			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Yes (%)	46 (36.8)	77 (61.6)	123 (49.2)	51 (40.8)	86 (68.8)	137 (54.8)	97 (38.8)	163 (65.2)	260 (52.0)
No (%)	64 (51.2)	38 (30.4)	102 (40.8)	72 (57.6)	32 (25.6)	104 (41.6)	136 (54.4)	70 (28.0)	206 (41.2)
Don't Know/ Can't Say (%)	15 (12.0)	10 (8.0)	25 (10.0)	02 (1.6)	07 (5.6)	09 (3.6)	17 (6.8)	17 (6.8)	34 (6.8)
Total	125	125	250	125	125	250	250	250	500

Of the total respondents from both the universities, 260 (52.0%) have expressed that there is gender stratification in higher education, followed by 206 (41.2%) have stated that there is no gender stratification and the remaining 34 (6.8%) have not expressed their opinions.

The collected data from Gulbarga University generalized that half of the respondents, that is too more than half of the female respondents agreed that there is gender stratification in higher education. This is so because, the people of Hyderabad-Karnataka region are not developed and are not emphasizing female education. On the other hand, it is surprising to note than more than half of the respondents from Bangalore University also agreed that there is gender stratification in higher education. This is so because, the girls living in big cities like Bangalore are comparatively intelligent and their academic performance is high. As such girls are getting admissions to various professional and higher education courses easily and boys are not competitive in getting enrolment to various professional and higher education courses. Consequently in many of the job oriented professional courses, like computer science, information technology, electronics, communication, library and information, medical sciences, etc there are more girls than boys. In this way, there is also gender stratification in higher education in big cities also.

CONCLUSION:

The study revealed that the women are more actively participating in higher education, but it is emphasized that only urban women are getting more educational opportunities rather than rural women. There is need to establish more and more colleges in the rural areas. As the present study covered the responses from both backward and forward regions, it shows that in backward areas, still there is more male

domination, orthodox conventions and traditional culture, which became restrictions to the women's higher education. Even though in developed areas, women are increasingly participating in higher education, they are also affected by male domination in the society. Parents and Family members to a greater extent are responsible to suppress and restrict the higher education of the girls in backward regions. In developed regions, education and employment opportunities motivating women to take up and participate in higher education with more interest.

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