

**SOCIOECONOMIC DEPRIVATION AND GENDER  
DISPARITIES IN HIGHER EDUCATION PARTICIPATION:  
WITH SPECIAL REFERENCE TO WEST KOCHI**

Dissertation submitted to

**St. Teresa's college (Autonomous)**

*(Affiliated to Mahatma Gandhi University, Kottayam)*

*In partial fulfilment of the requirement of degree of*

**MASTERS OF ARTS IN ECONOMICS**

**BY**

**ANITA K.A**

**REGISTER No: AM22ECO002**

Under guidance of

**Smt. ANJU GEORGE**

**ASSISTANT PROFESSOR**

**DEPARTMENT OF ECONOMICS**



**ST. TERESA'S COLLEGE  
(AUTONOMOUS)  
ESTD 1925**

**MARCH 2024**

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## CERTIFICATE

This is to certify that the Project Titled "**Socioeconomic Deprivation and Gender Disparities in Higher Education Participation: With Special Reference to West Kochi**" is "a record of the original research work conducted by ANITA K.A(Register No: AM22ECO002) under my guidance and supervision in partial fulfilment of the requirements for the award of the degree in Master of Arts in Economics (Affiliated to Mahatma Gandhi University, Kottayam). The research work has not previously formed the basis for the award of any Degree, Diploma, Associate ship, Fellowship or any other similar title and it represents a contributory work on the part of the candidate.

Dr. ANUPA JACOB  
Head of the Department

Smt. ANJU GEORGE  
Guide and Supervisor

## **DECLARATION**

I hereby declare that the Project titled "**Socioeconomic Deprivation and Gender Disparities in Higher Education Participation: With Special Reference to West Kochi**" submitted by me for the M.A. Degree in Economics is my original work and this work has not been previously formed the basis for the award of other Academic qualification, fellowship of other similar title of any other University or board.

**Signature of the supervisor**

**Smt. ANJU GEORGE**

**Signature of the candidate**

**ANITA K.A**

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I thank Dr. ANUPA JACOB, Head of the Department of Economics, St. Teresa's College, Ernakulam for the valuable advice and encouragement extended by her. I also thank each and every member of the faculty of the Department of Economics, St. Teresa's College, Ernakulam for their advice and valuable suggestions for the successful completion of this study.

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ANITA K.A

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**CHAPTER – 1**  
**INTRODUCTION**

## 1.1 INTRODUCTION

Obtaining a higher education is essential to achieving social mobility, financial success, and personal contentment. However, not everyone has an equal opportunity to pursue higher education because of a variety of intersecting factors that create barriers and possibilities. Gender and socioeconomic position are two of the most important elements that affect people's involvement in and access to higher education.

Socioeconomic deprivation remains a persistent challenge, affecting individuals' ability to access the basic needs in life and educational opportunities. In India both men and the women going through gender discrimination. Men considered as the bread winner of the family, and he allows get more education and opportunity than women. However, he had more pressure upon him to feed a whole family. On the other hand, women have less participation in higher education socioeconomic matter even ancestral assets also denied to her. The major root cause of the disparity in higher education is that poverty. More than half of the population suffering from the poverty. The main nature of Indian poverty is that majority of the Indian population are daily bread winners they have nothing to save for future.

The gender disparity in India Causes cultural and social expectation. Ancient India supports early marriage of women till toady the custom is practicing women are meant to be home makers and they have to take care of the entire family. That's why majority of women denied from the higher education, the elders in the family not allowed women to seek for knowledge and working place participation prohibited to women. In the contest of Kerala, it is the most literate state in India. In 1991 April 18 Kerala got total literacy. Compare to India the trends in Kerala slightly different. Women outnumbered men in the higher education. Gilrs participation the vocational courses are the highlight of Kerala's educational sector. Contrary situation in Kerala in participation in higher education better than over all India. Kerala has the highest literacy rate in India with 94% but overall, India has 77.70%.

Participation in higher education offers many of advantage to the person as an individual and as a human capital. It enhances the productivity of human capital. An individual with education is more productive than another individual with lack of qualification. Education enables international labour market participation, labour out sourcing etc.

## 1.1 REVIEW OF LITERATURE

**Eapen et al (2002)** suggests that gender disparity in schooling in developing nations may be explained by parents treating their sons and daughters differently. Using household survey data gathered in urban Uttar Pradesh in 1995, this study empirically explores this explanation for India. We calculate selectivity-corrected educational achievement functions and educational enrolment functions conditional on enrolment. The gap between men and women's educational attainment is divided into two parts: the part that can be explained by these differences and the part that cannot (the traditional "discrimination" component). According to the data, there is a major unexplained component to the gender disparity in school attainment, and girls are likely to be treated differently when it comes to intra-household education allocation. The specific elements most responsible for the differential therapy are identified through a thorough deconstruction process. Various forms of deprivation result in poverty. Deprivation in terms of political and socioeconomic chances is associated with gender discrimination.

Based on Gender Disparity in Education: Extent, Trends, and Factors a study was conducted by Tansin Khan (2004). The study's goals are to determine the magnitude and pattern of gender inequality throughout the 1990–2000-time frame. Differences at the elementary, middle, high school, and university levels. differences in the enrolment rate, instructor availability, and educational facilities. The primary policy suggestions are In order to counteract gender discrimination, the non-discrimination principle is essential. From their physical location to their curricula and methods, schools must make sure that they are accommodating to girls' needs in every manner. In Baluchistan, the Community Support Program schools had an average 22% increase in female enrolment. Additionally, there were positive effects on boys' education from these institutions.

**Basumatary, et al (2007)** This research investigates the relationship between a household's susceptibility to urban poverty and the presence of a female head. Additionally, the urban households headed by women are divided into the most susceptible sub-groups. The Household Consumer Expenditure and Employment and Unemployment Survey, India's 68th round, served as the basis for this research. Compared with their male counterparts, households led by women were shown to have greater odds of being urban poor. Yet, when accounting for the family head's level of education, the gender-based difference in probabilities of living in urban poverty vanishes. This shows that one of the main causes of urban poverty among female-headed households is discrimination based on educational achievement, and that discrimination is also one of the solutions.

According to Suma Scaria (2009) Kerala, India's southernmost state, is becoming more and more hailed as a "model" that third-world nations should follow because of its improved educational infrastructure, universal school enrolment, and greater literacy rates.

This essay presents a picture that demands a critical reevaluation of the widely accepted and praised measures of education in the region. It does this by discussing the results of a micro level study carried out in a Keralan village.

In spite of the overall good results, the study highlights certain unsettling trends, such as significant disparities in the population's educational attainment. In terms of level of education,

the scheduled castes continue to be at the bottom of the pyramid. There are significant barriers to entry and comparatively high dropout rates at the tenth standard.

**Indu Nair (2014)** The study examines the dynamics of identity formation among economically disadvantaged adolescent Muslim girls in northern India, focusing on the interstitial spaces of 'home' and 'school'. It investigates religion, patriarchy, and education to better understand the relationship between pedagogy and religion in South Asia. The volume contributes significantly to the study of socialization and modern education among minorities and other marginalized groups in India by employing a multidisciplinary approach and diverse research methods. It will be of interest to academics of education, cultural and gender studies, sociology, psychology, and Islamic studies, as well as policymakers and non-governmental organisations working in education.

*According to Fayaz Ahmad et al(2015)* India's efforts to achieve universal basic education have been hindered significantly by gender inequality. The best approach to enhance the health, nutritional quality, and financial standing of a household—a micro unit of a country's economy—is for women to receive an education. It could be claimed in this regard that the nation's economic progress may be hampered by the low rate of female education. But even with the importance of education, women's engagement in the sphere of education is still far from adequate. The State Digest of Statistics and official reports were added where needed to the secondary data from the 2001 Census of India, which served as the basis for this work. In terms of education, women in Jammu and Kashmir suffer more than males do.

**Laura D. Smith (2015)** In this study, representative data from the Health Survey for England, 1993–1996 is used to investigate disparities in the self-reported health of men and women from white and minority ethnic groups in the UK. Compared to working-age Whites, all minority ethnic groups had much worse health, according to the findings. Contrary to greater morbidity rates for many minorities ethnic women relative to men in the same ethnic group, gender imbalance in health is absent among adult Whites. Utilizing indicators of educational attainment, work status, occupational social class, and material hardship, the analysis examines whether socioeconomic inequality is a plausible explanation for this pattern of health inequality. According to gender and ethnicity, there are noticeable socioeconomic disparities.

*According to Pingale, Vitthal Govind (2016)* For the social, cultural, and economic advancement of any nation, women are viewed as a potential resource. Women are more empowered when they have knowledge about their rights, their potential, and the options and possibilities that are open to them. This is achieved through education. Women's education has a direct bearing on a number of developmental indices, including higher economic output, better health and education, later marriage age, reduced fertility, greater political engagement, and wise investments in the next generation. Women's status in the modern world remains lower than that of men, especially when it comes to sociocultural, economic, and educational levels. In the third world countries, which includes India, the situation is dire. In many areas of human growth, including health, education, and income level, women lag well behind men. However, there is a significant gender gap, particularly in the sphere of education. The causes of the gender gap are complex and include social, economic, cultural, academic, institutional, familial, and other variables that not only build obstacles but also exacerbate them as they pursue higher education.

**Parul (2020)** The male gender gap in education and the high number of men who are referred to and receiving special education services are the main topics of this case study. The research shows that women do better academically than men do, and that men's actions have an impact on women's academic performance. The link between boys being severely impacted in terms of motivation and academic accomplishment from an early age when they are placed in low ability reading groups based on their behaviour. In the case study conducted by this researcher, eighth graders from a rural Connecticut school serving grades PK–8 took part. The case study examined students' perceptions of their education and the part that education plays in their plans and ambitions for the future. Both the students' perceptions of education as a positive experience and its importance to their future plans were expressed by the students.

**Kasarani Deepti (2023)** With particular reference to the state of Punjab, the current study aims to investigate the various patterns of higher education participation in India. The socio-economic background is portrayed by a combination of factors, including family background (parents' employment, education, and income), and various social and demographic factors (class, caste, gender, location). The study has looked at the enrolment patterns of students in general higher education colleges and professional colleges in relation to these factors. In order to conduct the research, the study used an embedded research design and a mixed techniques methodology. The findings from the examination of primary and secondary data unequivocally show that the vast growth of higher education institutions in Punjab and throughout India has not been advantageous.

## **1.2 STATEMENT OF THE PROBLEM**

West Kochi is the main centre of Kochin city. It comprises two aided colleges, more than three private colleges and one teacher's training college. The relevance of the study is that majority of the population lies in below poverty line. They are daily wage workers who struggles to meet the day-to-day expenses. Education helps them to come out from the vicious circle. There is need to study the circumstances and attitude of the people towards higher education. Whether they have the ability to participate in the higher education or not.

## **1.3 OBJECTIVES OF STUDY**

1. To examine the extend of socioeconomic deprivation in the West Kochi region by analysing the key indicator such as income levels access to basic amenities and employment opportunities.
2. To investigate the influence of poverty on the educational decision of male and female in West Kochi, identifying the factors that hinder or facilitates higher education enrolment.

## **1.4 METHODOLOGY**

### **1.4.1 AREA OF STUDY**

The area of study is conducted on west Kochi region. In 2024, Kochi's population is expected to be at 3,009,000. The last census was performed in 2011, while the scheduled census for the Kochi Metropolitan region in 2021 has been postponed owing to Covid. The present forecasts for the Kochi urban area are based on past growth rates. The literacy rate of Kochi A collection is 96.29%, which is higher than the national urban average of 85%. The literacy rate in Kochi was 97.64% for men and 94.99% for women. Total literates in Kochi were 1,849,543, with 920,645 men and 928,898 females.

### **1.4.2 SAMPLE SELECTION**

A total of 100 samples are drawn from the population for this study. Random sampling was used for collecting data. The respondents were aged between 20 and 26.

### **1.4.3 SOURCE OF DATA**

The study is based on the primary data. The questionnaire was used to collect primary data.

### **1.4.4 METHOD OF ANALYSIS**

Simple tables ratio and percentage are used to explain data. Appropriate tables and diagrams are used to represent the data. **A** The present study is both descriptive and analytical

### **1.4.5 PERIOD OF STUDY**

All the data were collected on march 2024.

## **1.5 SCHEME OF STUDY**

The first chapter gives a brief about the current scenario of higher education in India, Kerala, and local level. And also deals with the review of literature, statement of the problem, objectives of the study, methodology and limitations. The second Chapter gives an overall aspect of the topic. It gives an overview of the subject under study. The third chapter includes data analysis and interpretation of primary data of respondents. The fourth chapter includes findings, recommendations, and conclusion.

## **1.6 LIMITATION**

- 1.The study is mainly confined to West Kochi region
- 2.The period of study is very limited



**CHAPTER 2**  
**SCOCIO ECONOMIC PROFILE AND GENDER**  
**PARTICIPATION IN HIGHER EDUCATION**  
**AN OVER VIEW**

## **Introduction**

### **2.1 An Overview of Higher Education Scenario**

Men have traditionally had higher education than women. In OECD member countries, men earned more degrees than women. However, since the mid-1990s, the gender disparity has primarily favoured men. To the degree that girls and boys share the same homes and social circumstances, it might be assumed that greater egalitarianism between the sexes would have resulted in scholastic equality for both sexes rather than inequities for men. In OECD member nations, male students outnumbered female pupils on average until the 1990s. Women were harmed by disparities in access to higher education. Inequalities affecting men have emerged in practically every country since then.

One of the most notable aspects of American education is the prominence of women among college students. In 1992, women accounted for 53.1% of all college students. Of women who graduated from high school in 1992, 65.4% enrolled in college the following fall, compared to 59.7% of men. During the 1970s and 1980s, women's share of degrees steadily increased, as did the fraction of college-age young adults enrolled in school (US Department of Education 1995). By 1982, women had surpassed men in terms of bachelor's degrees acquired. Since then, women have graduated with more bachelor's degrees than men. In 1992, 54.2% of bachelor's degree recipients were women. Women obtained 58.9% of two-year degrees, 51.5% of master's and professional degrees, and 37.3% of PhDs.

However, evidence shows that gender equality issues have an impact and are reflected in higher education (HE) systems around the world, with unequal access to higher education in many countries, fewer resources and opportunities available to women, the presence of violence against women affecting students and staff, and the continued underrepresentation of women in leadership positions in HEIs. Despite women's academic success, it is more difficult for them to succeed in their employment, both within and outside of academia, when they graduate. Addressing gender inequities in higher education is vital, and it will require collaborative efforts from governments, higher education oversight and funding agencies, HEIs, and other partners. Action is required to modify unfair gender norms, such as unequal home duties on women and bias in assessment, recruiting, and promotion, as well as to address the practical impediments that women face disproportionately due to their social position.

## 2.2 Higher Education Scenario in India

Gender prejudice is well known in Indian society. A patriarchal system is embedded in the framework of family units, with the father having the responsibility of safeguarding the family's well-being. Women in India have historically been marginalized and depicted in a variety of ways across areas such as history, literature, religion, art, education, and culture. Gender prejudice remains throughout life, manifesting itself through practices such as foeticide, female infanticide, son preference, early marriage of girls, the dowry system, domestic abuse, sexual harassment, and a variety of conventions that devalue women and girls. This prejudice is present throughout the life cycle. Over 1 billion people, primarily women, live in deplorable poverty in the developing countries today. Furthermore, gender differences in economic resource allocation contribute significantly to women's poverty.

Even now, a large majority of girls do not receive a fundamental primary education. The prevalence of illiteracy among girls can be attributed to a variety of cultural and economic factors, including instances of verbal and physical violence, inadequate sanitation facilities, long distances between home and school, and potential dangers that prevent parents from sending their girls to school. Education for women in India is a complex and multifaceted topic. It cannot be traced to a single source or cause for the country's unusually low female literacy rate. It is impacted by a combination of numerous elements, including social, cultural, economic, educational, demographic, political, and administrative dimensions. Higher education plays a significant role in national development worldwide. Enhancing people's knowledge and skills is viewed as a key driver of social change. The human capital theory suggests that investing in higher education accelerates economic growth by improving human capabilities and productivity. Higher education is crucial for enhancing economic growth, improving income distribution, lowering poverty, and reducing social and economic inequities. It is also seen as the key driver of upward mobility. It promotes several aspects of national development, including social advancement, human development, political stability, and more

Like many other developing countries throughout the world, India's higher education sector has seen rapid growth in private higher education institutions, notably over the previous quarter century. In the private sector, the "for-profit" higher education segment is rapidly expanding, whereas philanthropic and charity-based higher education appears to be declining. The role of the private sector in higher education has created equity, quality, and efficiency problems, with equity concerns being particularly important, as students from low-income households have limited access to these schools due to excessive tuition and other costs. Furthermore, students from impoverished households experience greater difficulties in getting the restricted seats available in elite public institutions, such as the Indian Institutes of Technology, National Institutes of Technology, Indian Institutes of Management, etc., due to the high entry level all-India competition. Students from affluent households are disproportionately represented in elite public higher education institutions.

Inequalities in higher education participation based on home economic status. Examining the relationship between economic status and higher education is crucial since rising returns to education and limited intergenerational mobility contribute significantly to economic inequality. Barriers to higher education for low-income students exacerbate income disparity, thereby limiting access to higher education. It's crucial to investigate the level of access to higher education for students from low-income homes in India. We examine the issue of unequal access to higher education by gender and area (rural/urban) in light of economic disparities. This study examines inequality in higher education based on gross enrolment ratio, attendance ratio, and higher education attainment.

The Ministry of Women and Child Development is a key partner, particularly in its leadership of the Beti Bachao Beti Padoo Programme, which UNICEF India supports on a national and state level. UNICEF India collaborates extensively with other UN agencies to promote gender equality, particularly with the United Nations Population Fund and UN Women. Civil society organizations, which include gender expertise and activities, are also important contributors.

### **2.3 Higher Education Scenario in Kerala**

Gender disparities in higher education have been a serious concern in Kerala, a southern Indian state recognized for its comparatively high levels of education and socioeconomic development, though they have improved over time. Historically, there has been a gender imbalance in higher education enrolment, with males outnumbering females. One of the elements contributing to this gender imbalance is societal conventions and cultural attitudes toward women's roles, particularly in rural areas. Traditionally, girls were supposed to prioritize housework and marriage above higher study. Economic issues and a lack of access to educational resources have also contributed to women's underrepresentation in higher education.

However, Kerala has made significant strides in reducing gender inequities in education during the last few decades. The state government has launched a number of measures to support female education, including scholarships, financial aid programs, and awareness campaigns to encourage families to prioritize girls' education. Furthermore, the state's high literacy rate and excellent public education system have contributed to reduced gender disparities in schooling. Kerala's commitment on providing universal access to education, including for females, has helped to close the gender gap in higher education enrolment rates. Despite these efforts, challenges persist, particularly in marginalized communities and rural areas where traditional gender roles may still influence educational choices. Economic factors also continue to play a significant role, as poverty can limit access to higher education for both males and females.

Addressing gender disparities in higher education requires a multi-faceted approach that includes targeted policies to promote female education, efforts to challenge traditional gender norms, and initiatives to improve access to educational resources for marginalized communities. By continuing to prioritize gender equality in education, Kerala can further reduce disparities and create more opportunities for all its residents to pursue higher education and break the cycle of poverty.

### **2.4 Higher Education Scenario in West Kochi**

West Kochi region is important part of the Kochi city. The majority of the population lies below the poverty line. West Kochi consist of two aided colleges, more than three private colleges and one teacher's training college. Majority of the population suffers to meet daily life expenses. The educational expenses are huge burden for them. Families are engaged in daily wage workers; they took loan from commercial bank as well as from the SHGs. The majority of the students were engaged in the arts degree courses, the number of students in the STEM courses comparatively less. The major trend can be seen that students migrate from the native place after the completion of secondary education or the under graduate education. The major funding

source for this is that, they took loans from the bank by the yield of the house and other assets. The society have welcomed both the women and the men education. The discrimination by gender wise is not reflected in their mind set. They consider the women the financial supporter of the family, it will lead to the active participation of women in the higher education. To eliminate the financial backwardness, they assist the bank loans. The majority of the students faced financial issues during their higher education.

## **2.5 Conclusion**

The second chapter gives an overview of socioeconomic deprivation and gender participation in higher education. The findings indicate that investing in higher education for both men and women can help to minimize socioeconomic imbalances in society. Compared to prior decades, the situation has improved for both men and women. In the world, higher education is a problem because of gender disparity. Gender disparities and socioeconomic inclusion in higher education continue to be major concerns around the world. Despite progress toward gender equality, continuing impediments prevent women and marginalized gender groups from advancing, particularly those from disadvantaged socioeconomic backgrounds. These barriers, which derive from systemic disparities and cultural biases, highlight the need for specific governmental interventions and institutional reforms. Higher education institutions can support greater fairness and diversity by addressing economic hurdles, eliminating gender bias, and creating inclusive settings. Furthermore, knowing how gender intersects with other forms of injustice is critical for devising holistic solutions. Continued research, activism, and collaboration are critical to breaking down obstacles, promoting gender equity, and realizing everyone's full potential in higher education and beyond. Finally, establishing an open and fair higher education system benefits not just individuals but also society as a whole, promoting creativity, wealth, and social advancement.

**CHAPTER 3**  
**DATA ANALYSIS AND INTERPRETAION**

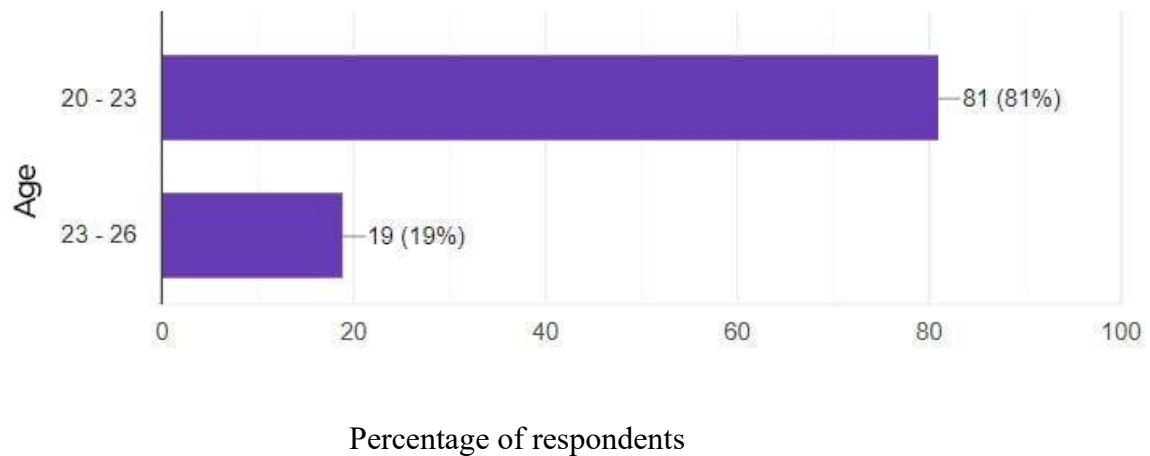
### 3.1 INTRODUCTION

The study was conducted to analyse the socio-economic status and gender based higher educational participation in west Kochi. The main reason for selecting this community is that they lie under the poverty line and the higher educational expenses are a burden for them. To identify the factors that affecting the higher education in gender participation in higher education aspects, for the study 100 samples are collected and analysed. The survey structure comprises of general information regarding the basic needs of life and gender based higher educational participation. The interpretation obtained from the samples are explained below tables and figures.

### 3.1 AGE WISE CLASSIFICATION.

The age wise classification shows majority of the respondent were 20-23 categories. The data are collected from age group between 20 to 26

**Figure:3.1 AGE WISE CLASSIFICATION**



Source: primary data

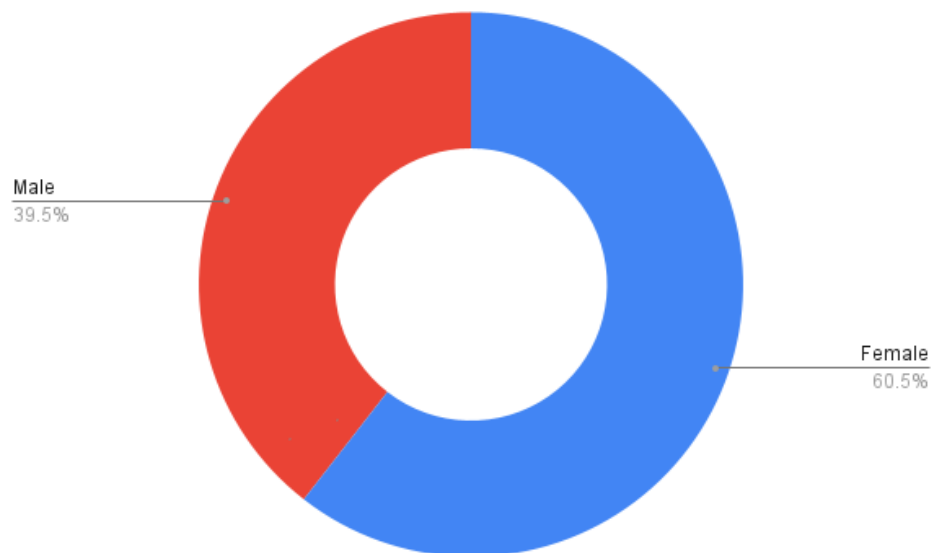
In 100 respondent 81% are from 20 – 23 age group, and 19% are from 23 – 26 age group



### 3.2 GENDER WISE ANALYSIS

The results shows the gender wise classification among male and female. The higher number of respondents were female.

**Figure:3.2 GENDER CLASSIFICATION**



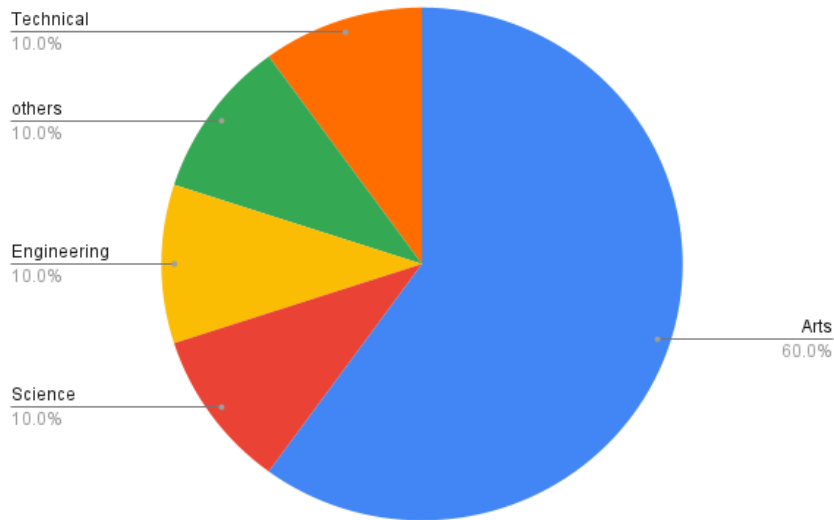
Source: primary data

The 60.5% of the respondents were female, 39.5% of the respondents were male respondents, only 1% represents the other gender category.

### 3.3 EDUCATIONAL QUALIFICATION

The results indicate the respondents' field of study. This reflects the respondents' area of study.

**Figure:3.3 EDUCATIONAL QUALIFICATION**



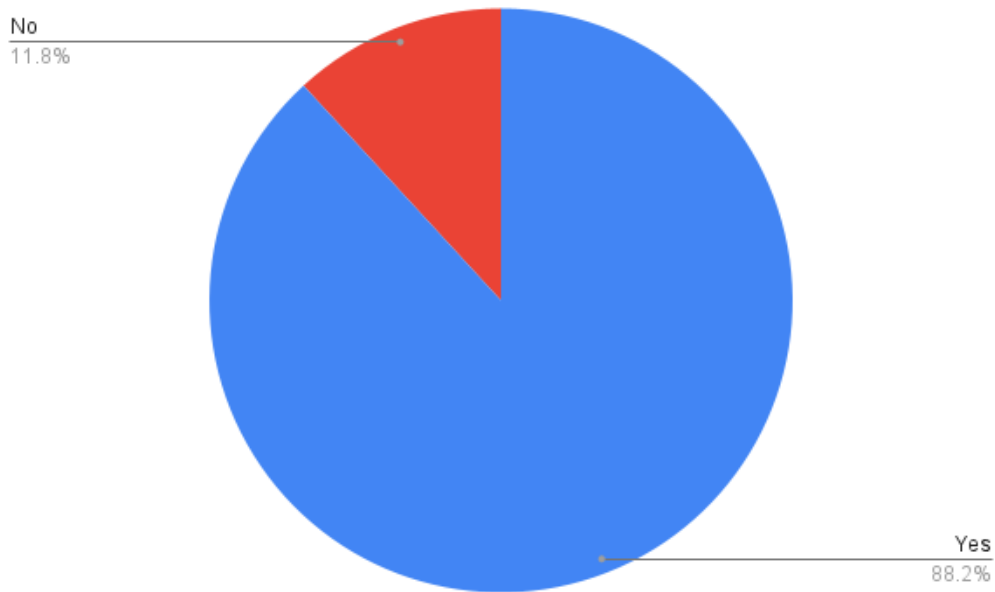
Source: primary data

The 60 % of the respondents were the under graduates, 10% of the sample are post graduate, 10% of the population completed the higher secondary education,10% of the respondents were completed their matriculation

### 3.4 RESIDENTIAL HOUSE

The graphic illustrates the percentage of respondents who own their own home. The study focuses on the socioeconomic characteristics. By focusing on this subject, we hope to ensure the viability of the basic necessities of being.

**Figure:3.4 PERCENTAGE OF OWNED HOUSE**



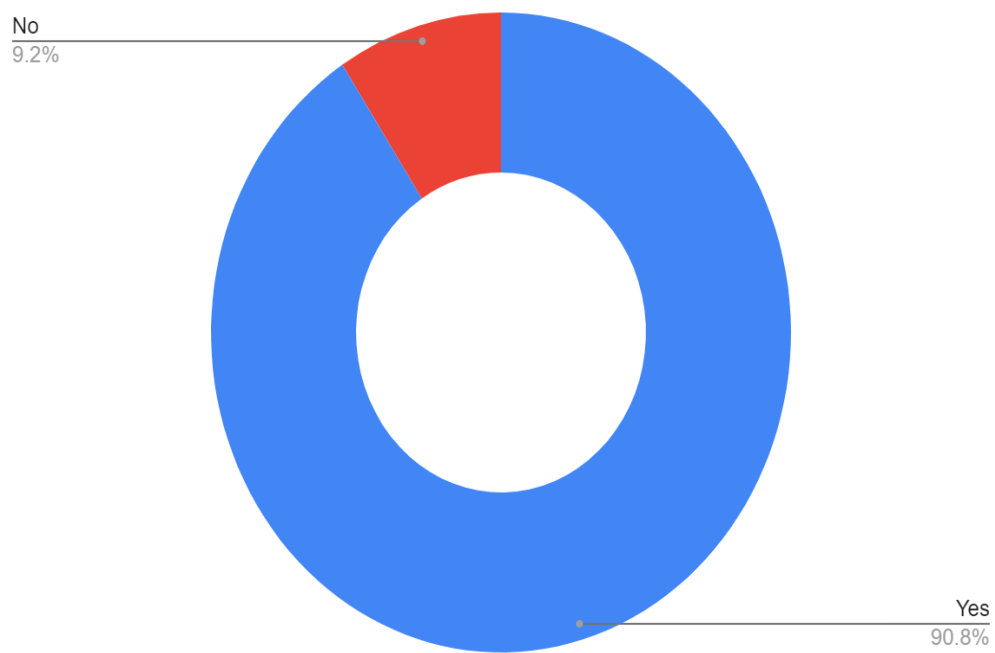
Source: primary data

88.2% of the respondents were own their house, and 11.8% of the population lives in the house on rent.

### 3.5 ELECTRIFIED HOUSE

The chart shows that the percentage of electrified houses. The study focuses on the socioeconomic characteristics. By focusing on this subject, we hope to ensure the viability of the basic necessities of being.

**Figure:3.5 PERCENTAGE OF ELECTRIFIED HOUSE**



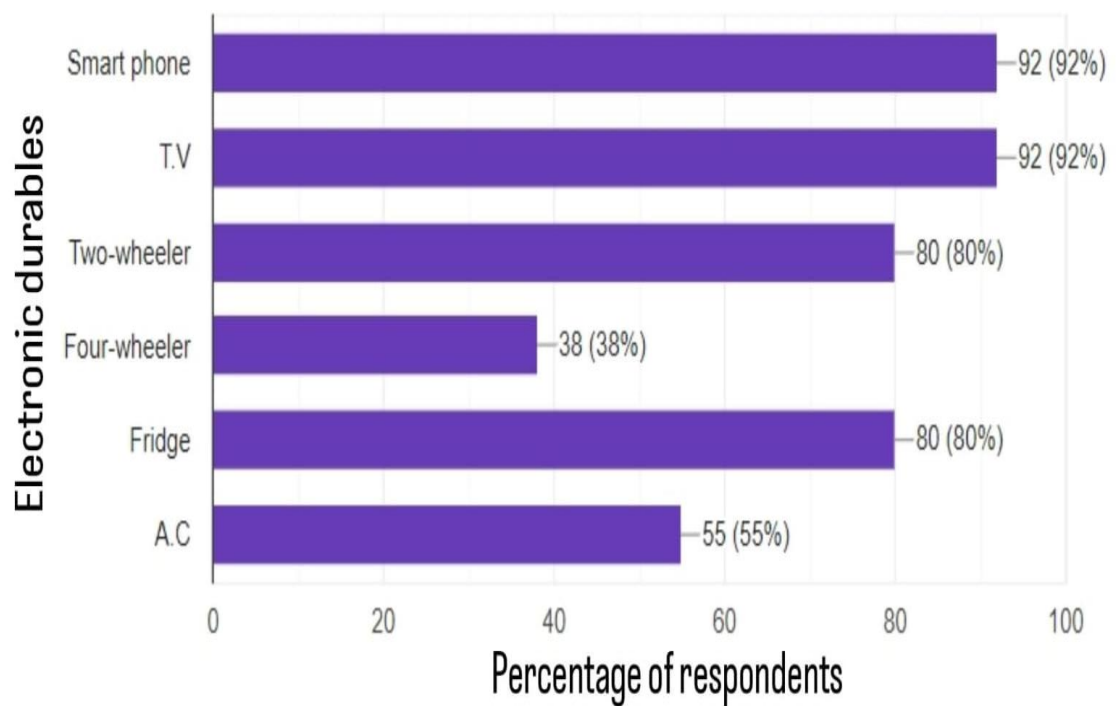
Source: primary data

The results showing that, 90.8% of the houses are electrified and 9.2% of the houses are not electrified.

### 3.6 ELECTRONICS GADGETS

The bar diagram shows that how many electronic gadgets a respondents own. The study focuses on the socioeconomic characteristics. By focusing on this subject, we hope to ensure the viability of the needful of being.

**Figure:3.6 USE OF ELECETRONIC GADGETS**



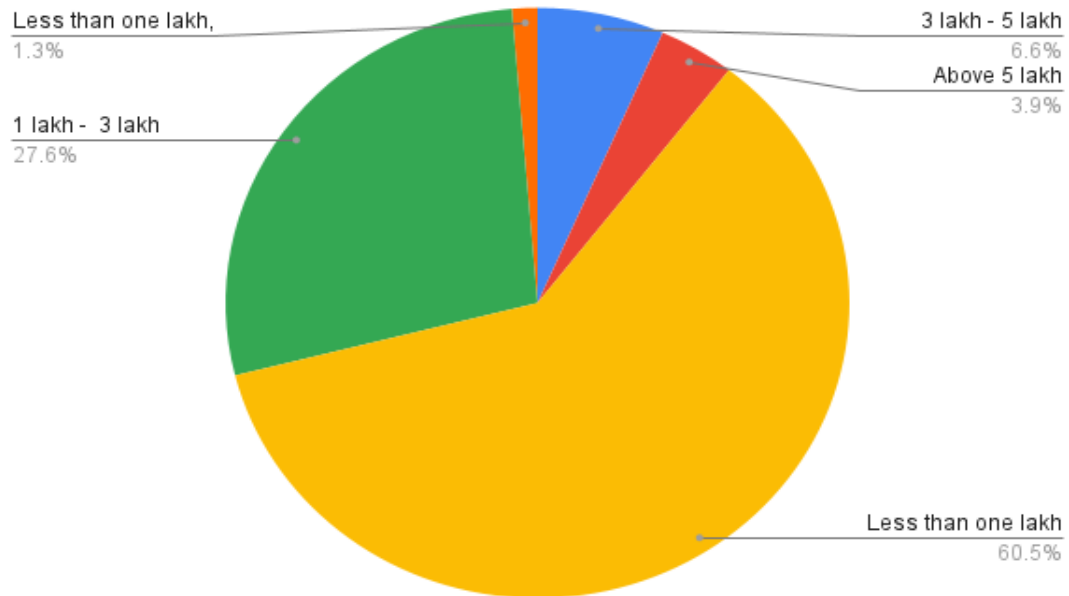
Source: primary data

- 92% of the respondents have smartphones and televisions, and 80% of the respondents have a two-wheeler and fridge 38% of the respondents have four-wheelers, and 55% of the respondents have air conditioning.

### 3.7 INCOME LEVEL

The study about the economic deprivation the income analysis was done to examine the income level of the respondents.

**Figure:3.7 INCOME LEVEL**



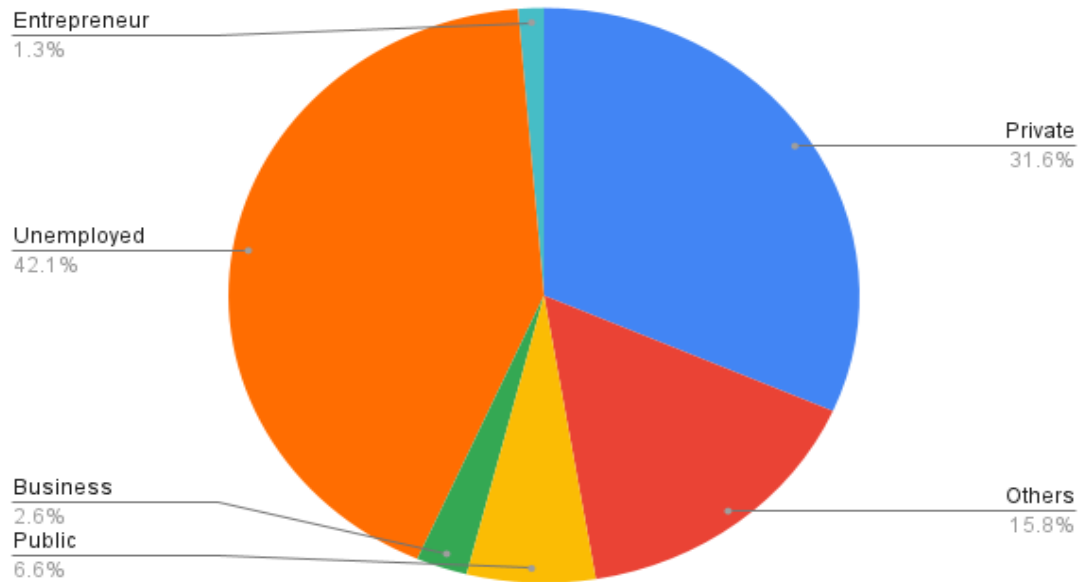
Source: primary data

27.6% of the respondents have a 1-3 lakh income. 60.5% of the respondents have less than one lakh, 6.6% of the respondents represent the 3-5 lakh income level, 3.9% of the respondents represent the above 5 lakh income, and only 1.3% of the of the respondents represent the less than one lakh income.

### 3.8 TYPES OF JOB

The results show the types of jobs of the respondents. There are different types of jobs, like private jobs, public jobs, people engaged in business, etc. The results show the types of jobs the respondents are engaged in.

**Figure:3.8 TYPES OF JOBS**



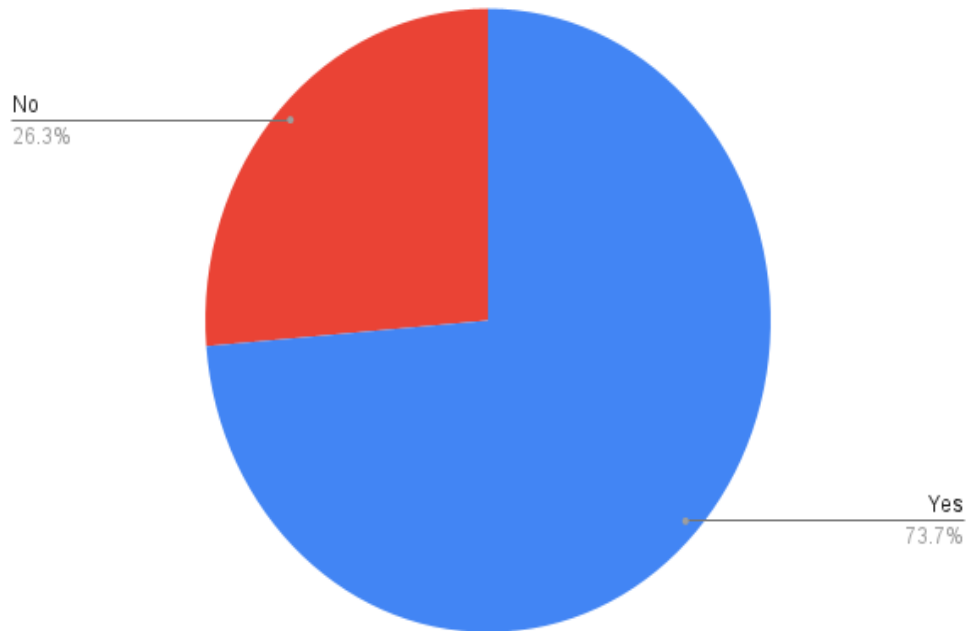
Source: primary data

- 42.1% represent the unemployed, 2.6% of the respondents are running their own businesses, 6.6% are working in the public sector, 1.3% are entrepreneurs, 31.6% of the respondents are working in the private sector, and 15.8% represent other sectors.

### 3.9 PERCENTAGE OF FIRST GEN GRADUATES

The chart shows the percentage of the percentage of the first-generation graduates in the family of the respondents.

**Figure:3.9 FIRST GENERATION GRADUATES**



Source: primary data

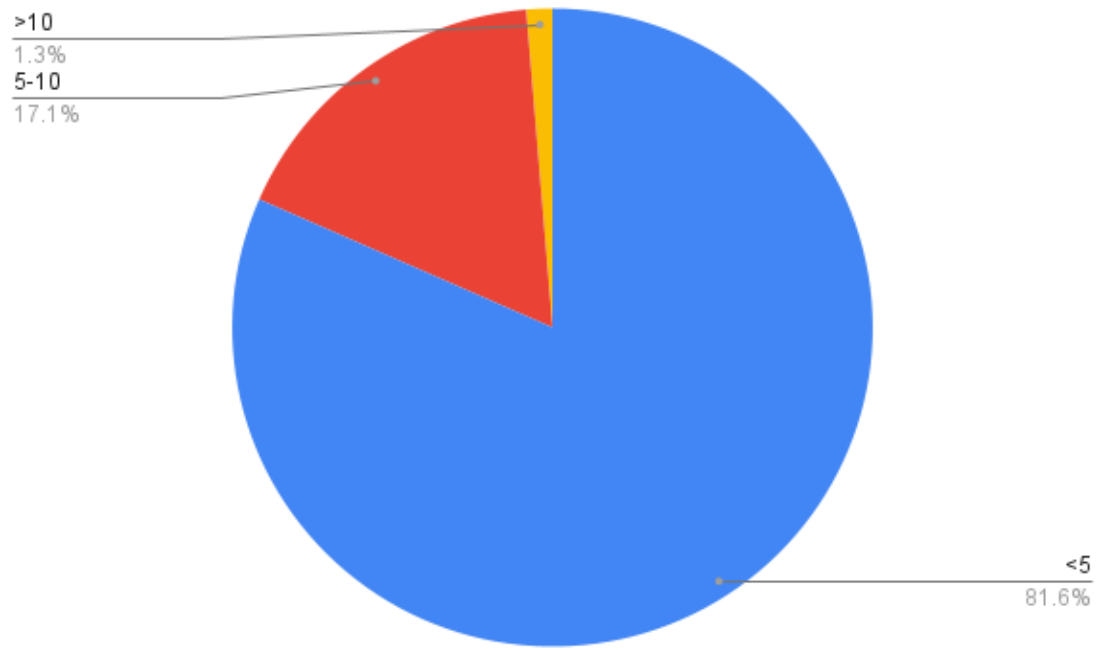
73.7% of the respondent were the first-generation graduate, 26.3% are not the first generational graduates of the family.



### 3.10 TOTAL NUMBER OF FAMILY MEMBERS

The chart shows the percentage of the family members to analyse the demographic aspects of the west Kochi

**Figure:3.10 NUMBERS OF FAMILY MEMBERS**

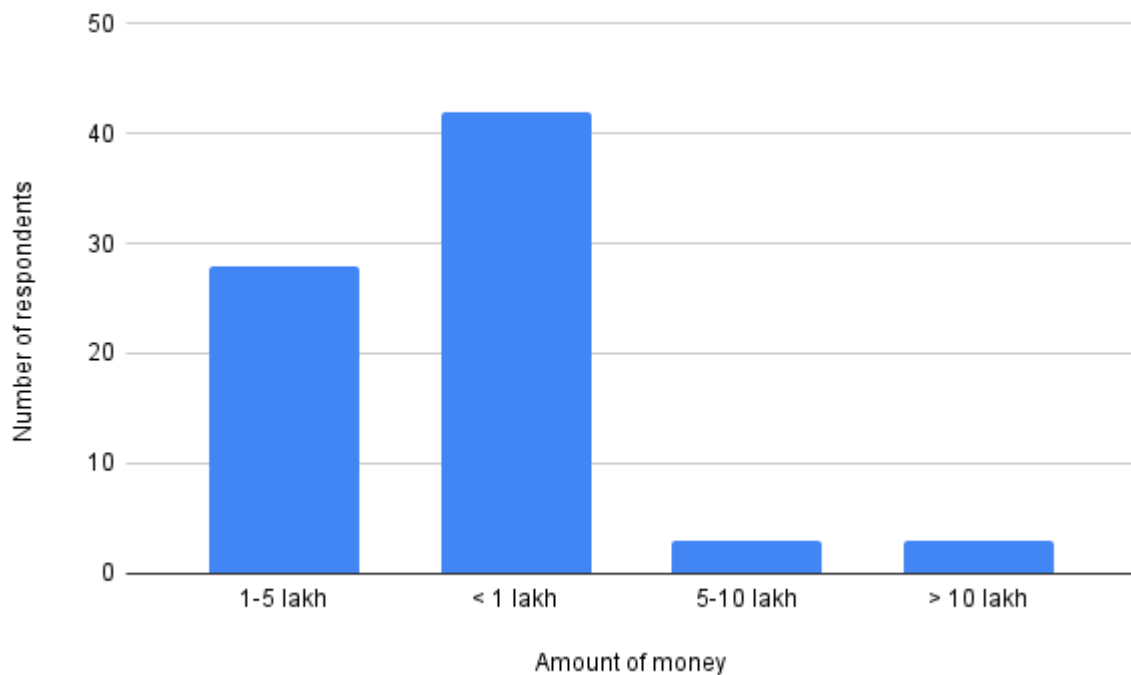


81.6% of the respondents have less than 5 family members, only 1.3% have more than 10 family members, and the 5–10 category only belongs to 17.1% of the respondents.

### 3.11 HOW MUCH LIKE SPEND ON EDUCATION

The diagram shows, willingness of the respondents to spend on higher education. Some courses are expensive and some of them are cheap, the results shows the willingness of respondents to spend on their education.

**Figure:3.11 SPEND ON EDUCATION**



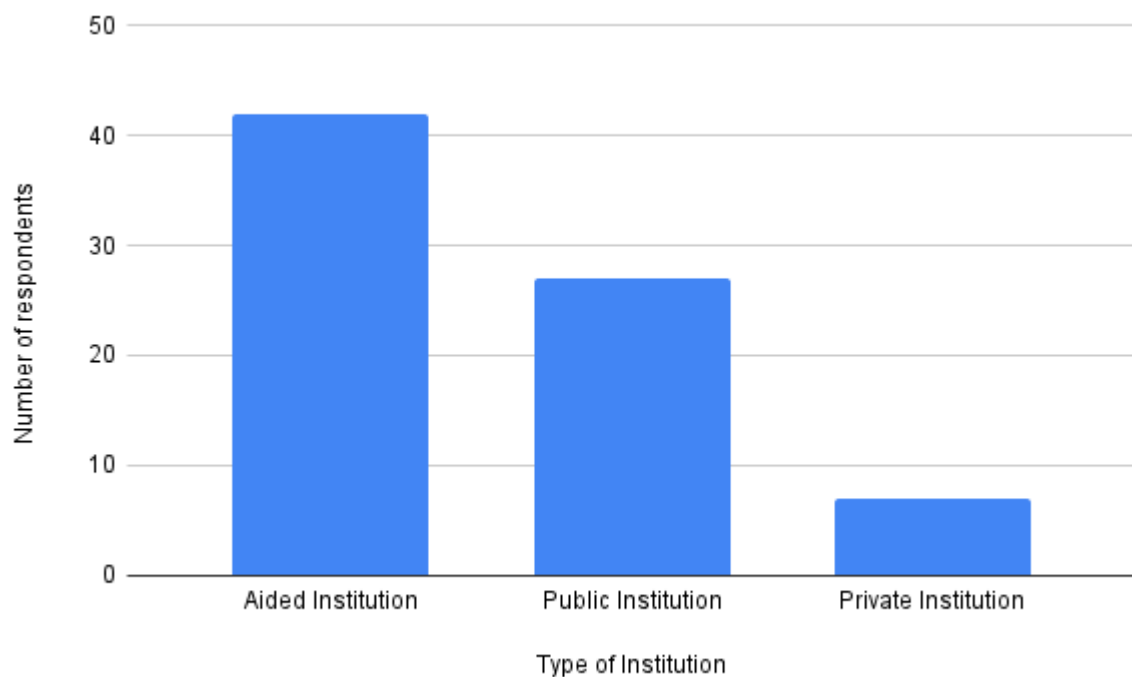
Source: primary data

- More than 40% of the respondents are willing to spend more than one lakh for higher education; 28% are willing to spend 1 to 5 lakhs for higher education; less than 5% of the respondents spend 5–10 lakhs; and less than 5% of the respondents are willing to spend more than 10 lakhs on higher education.

### 3.12 TYPE OF INSTITUTION STUDIED

The diagram shows ,which type of institution the respondentsncompleted their education. There are private institution,public institution and aided insitution. The results shows which type of instituion the respondentsncompleted their education.

**Figure:3.12TYPE OF INSTITUTION**



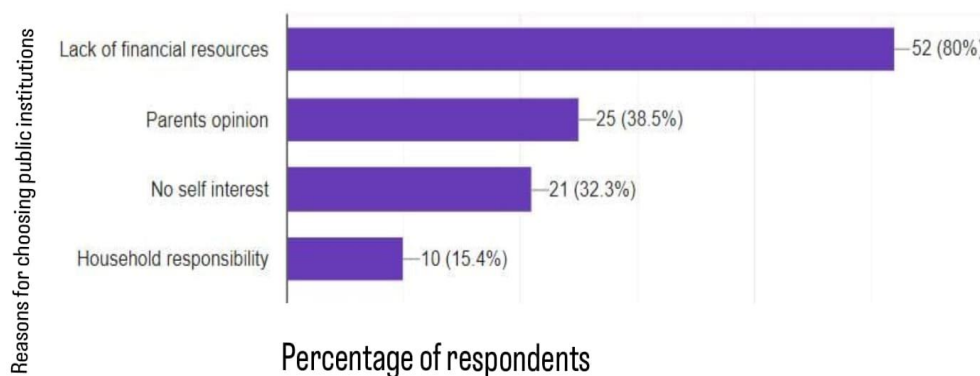
Source: primary data

- The majority of the respondents studied in aided institutions, more than 40%; the respondents who studied in public institutions were less than 30%; and the respondents who completed education in private institutions were less than 10 percent.

### 3.13 REASONS WHY THEY CHOSE PUBLIC INSTITUTION

The chart shows why they choose rather than private or aided institution.

**Figure:3.13 REASONS TO CHOOSE PUBLIC INSTITUTION**



Source: primary data

The majority of respondents choose public institutions for financial reasons, which represents 80% of the sample; 38% of respondents' parents choose public institutions for them; and 15.4% of respondents are forced to attend public institutions for studies due to household responsibilities.

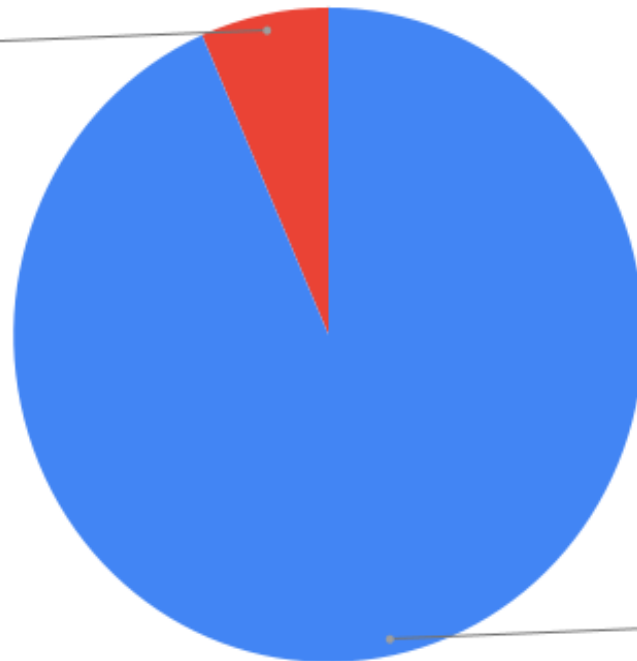
### 3.14 NUMBER OF DROP-OUT

The diagram shows the percentage of the drop-outs.

**Figure:3.14 NUMBER OF DROP OUTS**

Percentage of drop outs

Yes  
6.6%



No  
93.4%

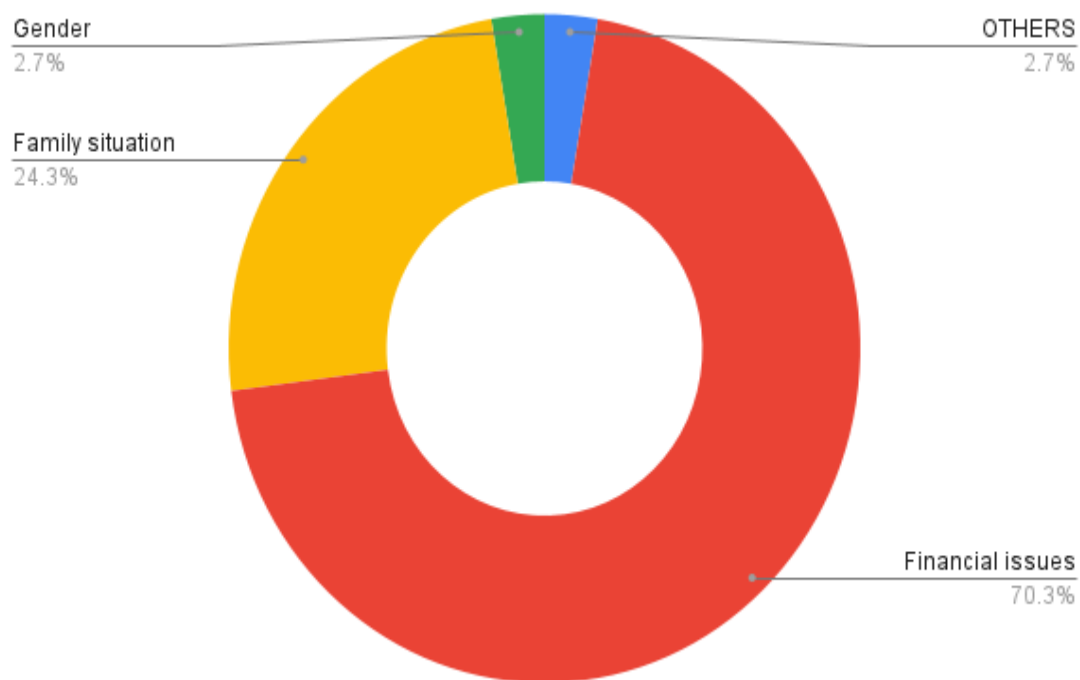
Source: primary data

Only 6.6% of the respondents dropped out; 93.4% of the respondents completed their studies.

### 3.15 HINDRANCE FACED TO COMPLETE HIGHER EDUCATION

The pie chart shows what types of hindrances they faced during their period of higher education. There are mainly studying about gender based and financial hindrances to pursue higher education.

**Figure:3.15 HINDRANCE TO COMPLETING HIGHER EDUCATION**



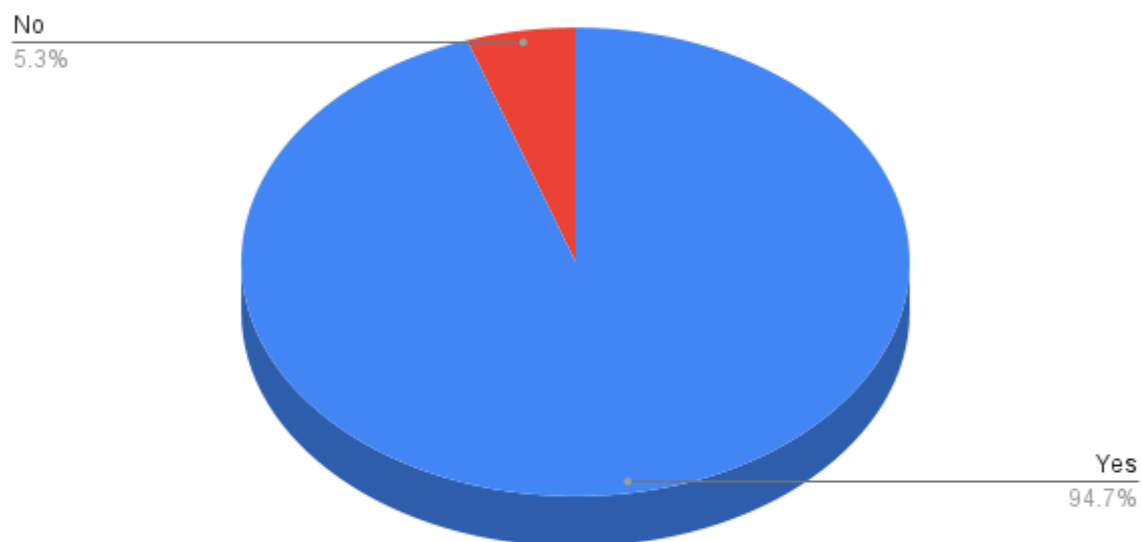
Source: primary data

70.3% of the respondents faced financial issues to complete their higher education; 2.7% faced gender-related issues to complete their higher education; 24.3% of the respondents were in other family situations to not complete their education; and 2.7% of the respondents had other hindrances to completing their higher education.

### 3.16 Family support

The chart shows the percentage of the family support of the respondents. The study analyses gender participation.

**Figure:3.16 FAMILY SUPPORT**



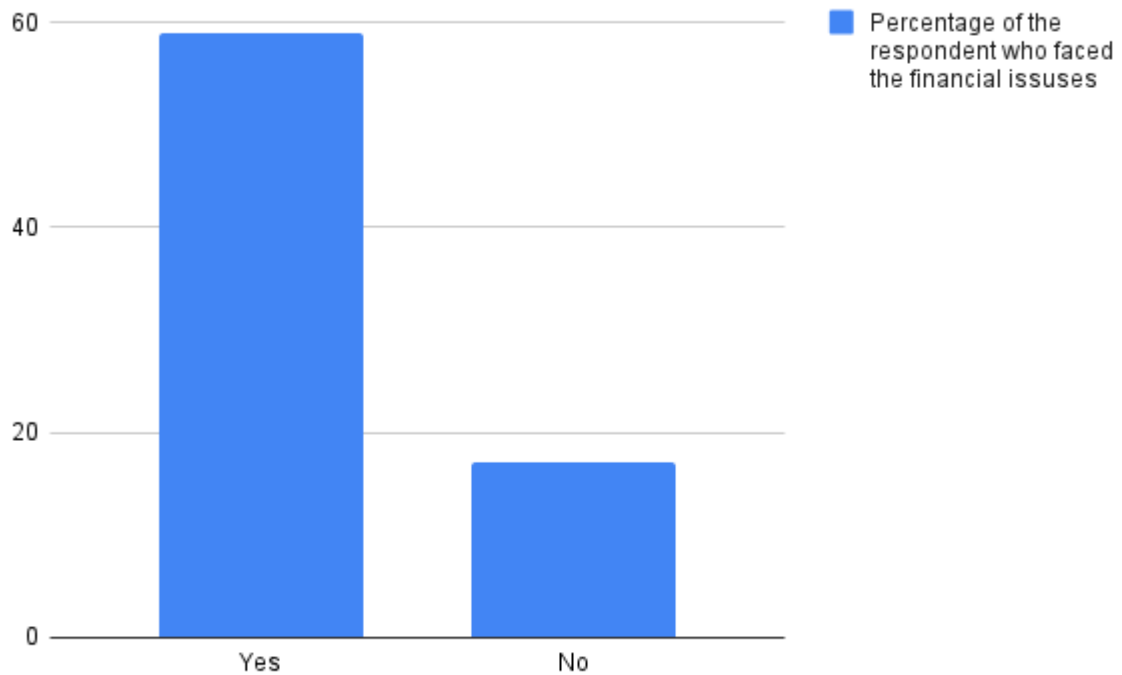
Source: primary data

94.7% of the respondent's family was supportive of completing their education; 5.3% of the respondent's family was not supportive of completing their higher education.

### 3.17 PERCENTAGE OF STUDENTS WHO FACED FINANCIAL ISSUES

The Bar diagram shows the percentage of the students who faced financial issues during their completion of higher education.

**Figure:3.17 NUMBER OF STUDENTS WHO FACED FINANCIAL ISSUES**



Source: primary data

Less than 60% of the respondents faced financial issues to complete their higher education, and less than 20% did not face financial issues to complete their higher education.



### 3.18 GENDER BASED HINDRANCE

The results show the percentage of the respondents who faced gender-based hindrance to complete their higher education.

**Figure:3.18 GENDER DISPARITY**



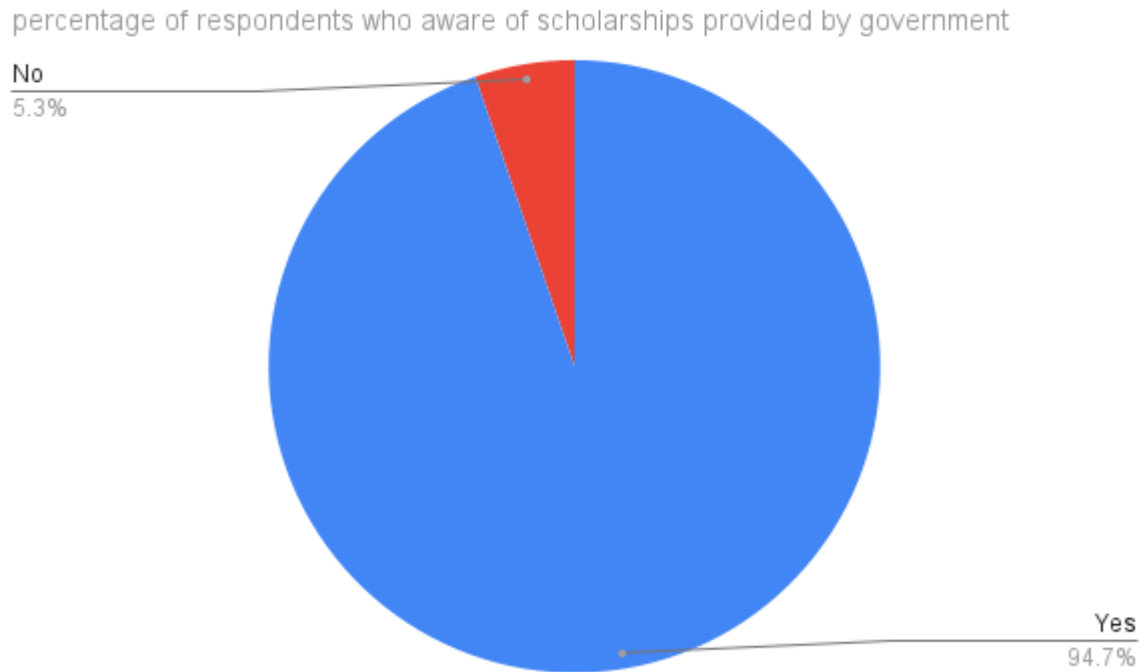
Source: primary data

50% of the respondents faced gender-based hindrances during their higher education, and 50% did not face gender-related issues to complete their education.

### 3.19 PERCENTAGE OF STUDENTS WHO AWARE OF SCHOLARSHIPS

The shows the percentage of the respondents who aware of the scholarship provided by the governmental and non-governmental institutions.

**Figure:3.19 NUMBER OF STUDENTS WHO AWARE OF SCHOLARSHIPS**



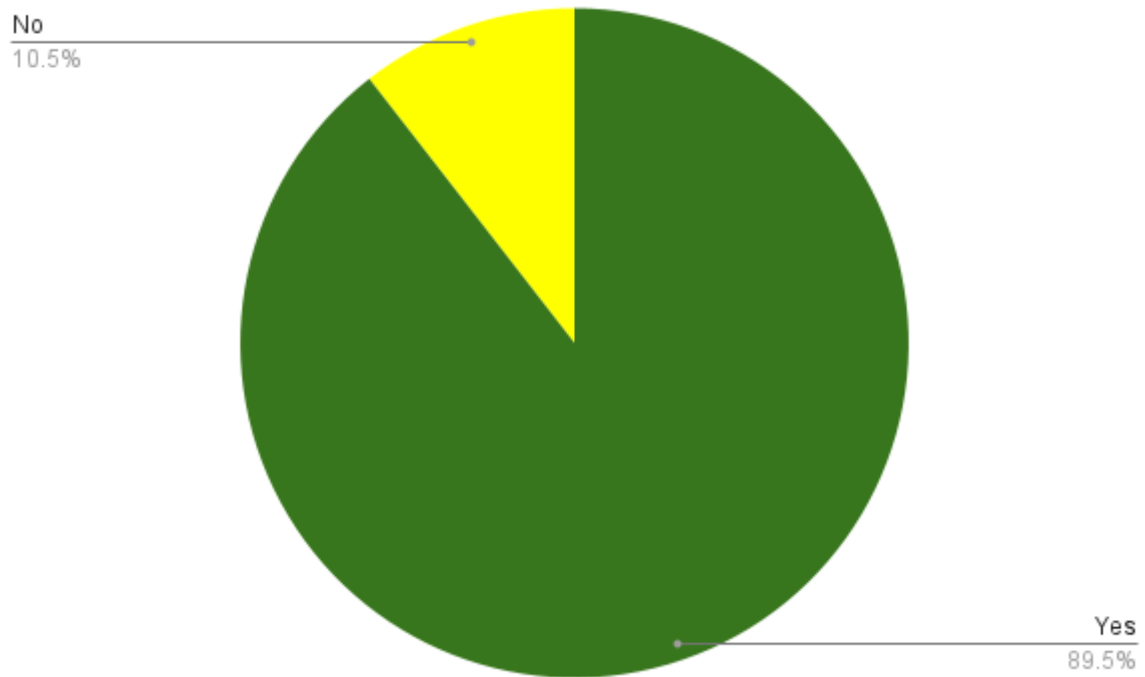
Source: primary data

94.4% of the respondents were aware of the scholarships provided by the government, and less than 5.3% were not aware of the government scholarships.

### 3.20 PERCENTAGE OF STUDENTS WHO RECEIVED SCHOLARSHIPS

The diagram shows the percentage of the respondents who receive scholarships from governmental and non-governmental institutions.

**Figure:3.20 PERCENTAGE OF STUDENTS WHO RECEIVED SCHOLARSHIPS**



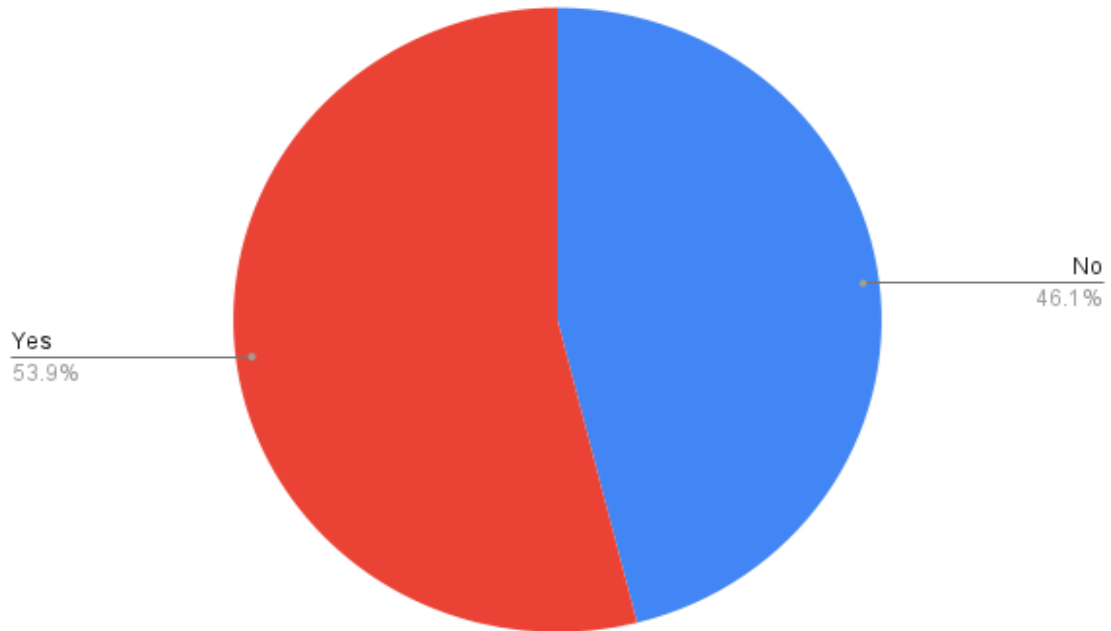
Source: primary data

Less than 88.5% of the respondents received the scholarships provided by the government, and less than 10.5% of the respondents did not receive any types of scholarships provided by the government..

### 3.21 DISTANT EDUCATION

The pie chart shows the percentage of the respondents who aware of the distant education.

**Figure:3.21 DISTANT EDUCATION**



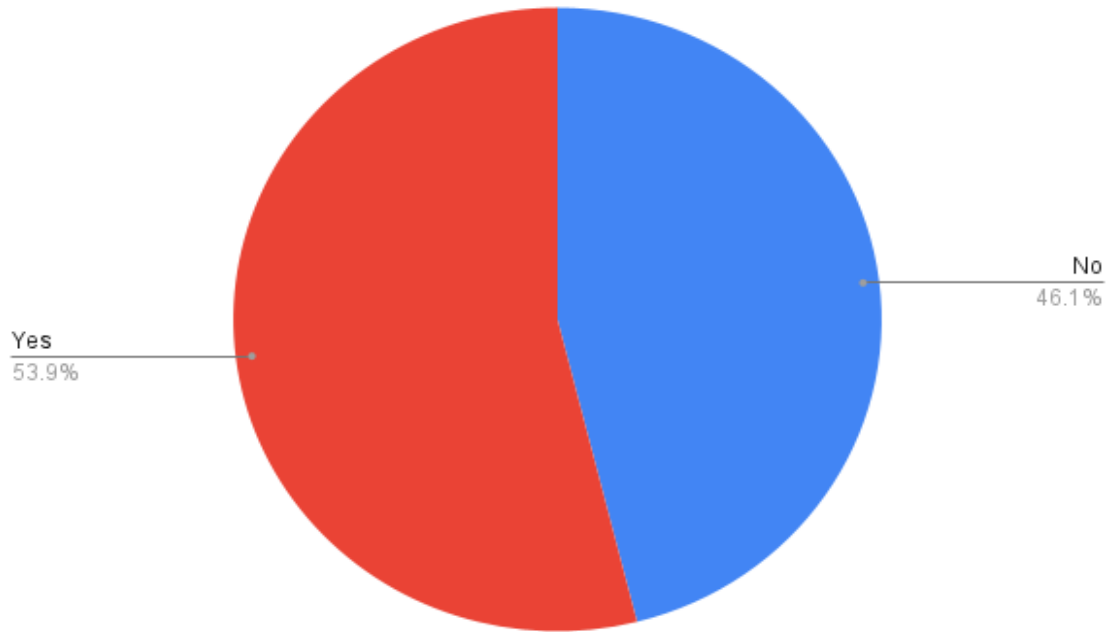
Source: primary data

53.9% of the respondents were aware of the distant education, and 46.1% were not aware of the distant education.

### 3.22 STUDENTS WHO INTERESTED IN DISTAND EDUCATUION

The pie chart shows the percentage of the respondents who are interested in the distant education.

**Figure:3.22 STUDENTS WHO INTERESTED IN DISTANT EDUCATION**



Source: primary data

55.9% of the respondents were interested in distant education, and 46.1% were not interested in distant education.

**CHAPTER 4**  
**FINDINGS, SUGGESTIONS AND CONCLUSION**

## 4.1 INTROCUCTION

This study conducted in west Kochi which is the part of the Ernakulam district. The main focuses to identify the relationship between socio economic deprivation and gender participation in higher education. The data are collected through surveys.

## 4.2 Major Findings

- The majority of the young population of west Kochi belongs to the age group between 20 and 23 years
- The majority of the respondents were female, with constitutes 60% of respondents.
- The result shows that 64.5% of the respondents were undergrads, 14.5% of the sample were postgraduates, 13.2% of the population have completed higher secondary education, and 3.9% of the respondents completed their matriculation.
- The study postulates that 86% of the respondents have their own house and 14% of the population live in a rented house.
- From the study, it was observed that 90.8% of the houses were electrified and 9.2% of the houses were not.
- 92% of the respondents have smartphones and televisions, and 80% of the respondents have a two-wheeler or four-wheeler. While 55% of respondents have Air Conditioner.
- The study reveals that 23% of the respondents have income around 1-3 lakh. 60% of the respondents have less than one lakh, 6.6% of the respondents represent the 3-5 lakh income level, 3.9% of the respondents represent the above 5 lakh income and only 1.3% of the of the respondents represent the less than one lakh income.
- Amongst all respondents 42.1% represents were unemployed, 2.6% were running their own businesses, 6.6% were working in the public sector, 1.3% were entrepreneurs, 31.6% were working in the private sector and 15.8% represent other sectors.
- The results of the study states that 67% of the respondents were first-generation graduates, and 33% were not first-generational graduates of the family.
- The study reveals that the majority were nuclear families; 91.6% of the respondents have less than 5 family members, only 1.3% have more than 10 family members, and the 5-10 category only belongs to 17.1% of respondents.
- The study states that more than 40% of the respondents are willing to spend more than one lakh for higher education, 28% are willing to spend 1- 5 lakhs for higher education, less than 5% of the respondents spend 5–10 lakhs, and less than 5% of the respondents are willing to spend more than 10 lakhs on higher education.
- More than 40% of the respondents completed their education in aided institutions and less than 30% of the respondents completed their studies in public institution, and less than 10% completed their education on private institution.
- The study shows that only 6% of the respondents were dropouts; 94% of the respondents have completed their studies.
- 70.3% of the respondents faced financial issues to complete their higher education; 2.7% faced gender-related issues to complete their higher education; 24.3% of the respondents were in other family situations which restricted them from attaining education; and 2.7% of the respondents had other hindrances in completing their higher education.

- The study shows that the family members of the respondents were very supportive; 94.7% of the respondent's family was supportive in completing their education; and 5.3% of the respondent's family was not supportive of completing their higher education.
- The study shows that less than 60% of the respondents faced financial issues to complete their higher education, and less than 20% did not face financial issues to complete their higher education.
- The majority of the respondents faced gender-based hindrances in pursuing their higher education; 50% of the respondents faced gender-based hindrances during their higher education; and 50% of the respondents did not face gender-related issues to complete their education.
- The majority of respondents were aware of scholarships provided by the government; less than 80% of respondents were aware of the scholarships provided by the government; and less than 20% were not aware of government scholarships.
- The majority of the respondents received the scholarships provided by the government; less than 80% of the respondents received the scholarships provided by the government; and less than 20% of the respondents had not received any types of scholarships provided by the government.

### 4.3 RECOMMENDATIONS

- Majority of the respondents completed their higher education in Arts courses, the participation in other courses were absent, the availability of colleges which provide other than the arts courses are very less. The students should have the courage to step out of the arts courses.
- The scholarships provided by the government were unaware to 20% of the respondent. The scholarships should available to every students.
- The gender awareness to be given to both students and parents.
- Poverty alleviation programmes must be widely promoted in West Kochi region.



#### 4.4 Conclusion

West Kochi is a cultural and entertainment hub, although higher education participation has to grow, and the city's socioeconomic status is not very impressive. The collected data reveals gender and financial difficulties. There is a positive relationship between socio economic deprivation and gender disparities in higher education. Majority of the students faced financial issues to complete their higher education and the gender disparity is the one of the hindrances to complete higher education.

Ultimately, promoting education and financial aid will serve to enhance people's socioeconomic engagement, increase participation in higher education, and minimize gender-based gaps in education. The majority of the students faced financial issues to pursue their higher education. 94% of the families are very supportive to their children's education, it shows the positive attitude towards the children's education. The majority of the respondents were females and fifty percent of the respondents faced gender hindrances to complete their higher education, this shows that positive relationship gender-based hindrances and higher education. Can be conclude that students of west Kochi aged between 20 to 26 faced gender based and financial hindrances to pursue their higher education.

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**ANNUEXURE**  
**QUESTIONNAIRE**

1.Name

2.Age

a)20- 23

b) 23- 23

3.sex

a)Male

b) female

c) others

4.Educational status:

a) illiterate

b) primary

c) matriculation

d)higher secondary

e) Under Graduate

f) Post Graduate

5.Feild of study

a) Matriculation

b) Arts

c) Science

d) Technical course

e) Management course

6.Do you own a residential house?

a) Yes

b) No

7.If yes, is the house electrified?

a) Yes

b) No

8. Which electronic gadgets you own in your house?

a) phone

b) T.V

c) two-wheeler

d) four-wheeler

e) fridge

d)A.C

9 Approximately how much income you earn per annum?

a) Less than one lakh

b) 1-3 lakh

c) 3-6 lakh

10. Are you looking for going abroad?

a) Yes

b) No

11. If yes, what is the purpose of the visit

a) study

b) job

c) others

12. What type of job you have ?

a) private )

b) public

c) business

d) others

13. If you're unemployed what is your status?

a) currently not looking for job

b) job seeker

c) others

14. Are you the first generation graduate in family?

a) yes

b) no

How much money would like to spend on your higher education?

15. Are you a dropout?

a) yes

b) no

16. What led you not to complete your higher education?

a) family situations

b) financial issues

c) plans to going abroad

d) gender discrimination.

17. Are you aware of any kinds of scholarships provided by government?

a) yes

b) no

18. Are you faced any kind of gender-based hindrance to pursue your higher studies?

a) yes

b) no.

19. Are you aware of distant education?

a) yes

b) no

20. Are you interested in distant education?

a) yes

b) no

