Chapter-IV

ANALYSIS OF DATA

4.1.0 INTRODUCTION

Analysis of data is a phase of research where the collected data are analysed with the use of different methods of data analysis for development of credible evidences for suitable interpretation of results of the research. Analysis of data phase of research is perhaps the most illustrative and comprehensive phase of research that is concerned with resultant part of research. In this phase of research a researcher should be very much cautious and careful. While analyzing the data of a study, a researcher should take into consideration the pros and cons of the study. He/she should take into consideration the context in which the study is designed as well as data for the study are collected. Further he/she should take into consideration the different methodologies /techniques that he/she has used for analysis of data as per the nature of the data and demand of the objectives. In this chapter of the present study, the collected data are analysed and interpreted qualitatively as well as through the uses of statistical techniques. In this chapter, the data are analysed and interpreted on the basis of the objectives of the study under the following headings:

1) Status of women employees in comparison to men employees in higher education institutions,
2) Status of girls in comparison to boys in higher education institutions,
3) Gender issues in educational practices in higher education institutions, and
4) Existing policies of the govt. for protection and reservation for women and their inclusion and implementation in higher education institutions.

4.2.0 ANALYSIS AND INTERPRETATION OF DATA

The details of the analysis and interpretation of the data are given under the following headings:

4.2.1 STATUS OF WOMEN EMPLOYEES IN COMPARISON TO MEN EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS

Table-4.1

Table Indicating Status of Women Employees in Comparison to Men Employees in Higher Education Institutions

Table 4.1 (Part –A)

Status of Women Employees in Comparison to Men Employees at Administrative and the Related Positions in Higher Education Institutions

Sl. No	Status Category → / Positions ↓	Professional Higher Education Institutions												Non-Professional Higher Education Institutions														
		Agricultural University,Jorhat			NIT,Silchar			NIT,Agartala			Male (Professional Higher Education Institutions)	Female (Professional Higher Education Institutions)	Total (Professional Higher Education Institutions)	Gauhati University, Guwahati			Assam University, Silchar			Manipur University,Imphal			Male (Non-Professional Higher Education Institutions)	Female (Non-Professional Higher Education Institutions)	Total (Non-Professional Higher Education Institutions)	Male (Professional & Non Professional Higher Education Institutions)	Female (Professional & Non-Professional Higher Education Institutions)	Total (Professional & Non-Professional Higher Education Institutions)
		Male	Female	Total	Male	Female	Total	Male	Female	Total				Male	Female	Total	Male	Female	Total	Male	Female	Total						
1.	Vice Chancellor/ Director (or Similar Position)	1	0	1	1	0	1	1	0	1	3	0	3	1	0	1	1	0	1	1	0	1	3	0	3	6	0	6
2.	Pro-Vice Chancellor (or Similar Position)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0	2	-	-	-	2	0	2	2	0	2
3.	Registrar (or Similar Position)	0	1	1	1	0	1	1	0	1	2	1	3	1	0	1	1	0	1	1	0	1	3	0	3	5	1	6
4.	Controller of Examination (or Similar Position)	-	-	-	1	0	1	1	0	1	2	0	2	1	0	1	1	0	1	1	0	1	3	0	3	5	0	5
5.	Finance Officer (or Similar Position)	1	0	1	-	-	-	1	0	1	2	0	2	1	0	1	1	0	1	1	0	1	3	0	3	5	0	5
6.	Medical Officer (or similar position)	2	1	3	1	0	1	2	0	2	5	1	6	4	1	5	0	2	2	0	0	0	4	3	7	9	4	13
7.	Deputy Registrar (or Similar Position)	1	0	1	1	0	1	1	0	1	3	0	3	1	0	1	4	0	4	2	0	2	7	0	7	10	0	10
8.	Assistant Registrar (or	-	-	-	2	1	3	3	0	3	5	1	6	1	0	1	5	0	5	3	1	4	9	1	10	14	2	16

	Similar Position)																											
9.	Section Officer (Similar Position)	3	3	6	-	-	-	2	0	2	5	3	8	5	4	9	10	3	13	11	2	13	26	9	35	31	12	43
10.	Clerks (UDC & LDC)	121	53	174	15	10	25	8	1	9	144	64	208	119	7	126	55	8	63	50	10	60	224	25	249	368	89	457

Table 4.1 (Part-B)

Status of Women Employees in comparison to Men Employees at Academic and the Related Positions in Higher Education Institutions

Sl. No.	Status category → / Positions ↓	Professional Higher Education Institutions												Non-Professional Higher Education Institutions														
		Agricultural University, Jorhat			NIT,Silchar			NIT,Agartala			Male (Professional Higher Education Institutions)	Female (Professional Higher Education Institutions)	Total (Professional Higher Education Institutions)	Gauhati University, Guwahati			Assam University, Silchar			Manipur University,Imphal			Male (Non-Professional Higher Education Institutions)	Female (Non-Professional Higher Education Institutions)	Total (Non-Professional Higher Education Institutions)	Male (Professional & Non-Professional Higher Education Institutions)	Female (Professional &Non-Professional Higher Education Institutions)	Total (Professional &Non-Professional Higher Education Institutions)
		Male	Female`	Total	Male	Female	Total	Male	Female	Total				Male	Female`	Total	Male	Female	Total	Male	Female	Total						
1.	Dean of the Schools	-	-	-	-	-	-	-	-	-	-	-	-	5	0	5	16	0	16	6	0	6	27	0	27	27	0	27
2.	Head of the Departments	41	6	47	11	0	11	12	1	13	64	7	71	27	22	49	32	3	35	28	8	36	87	33	120	151	40	191
3.	Professors	242	42	284	18	0	18	11	0	11	271	42	313	87	42	129	50	9	59	47	10	57	184	61	245	455	103	558
4.	Associate Professors	139	19	158	18	2	20	24	0	24	181	21	202	39	32	71	48	14	62	28	13	41	115	59	174	296	80	376
5.	Assistant Professors	30	10	40	64	11	75	75	13	88	169	34	203	85	62	147	130	46	176	46	23	69	261	131	392	430	165	595

Table 4.1 explains status of women employees in comparison to men employees in higher education institutions. The details of the analysis of the data relating to the table 4.1 are given below.

In professional higher education institutions, out of 3 positions of Vice Chancellor/Director, in all the 3 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in professional higher education institutions, women possess inferior status in comparison to men in the position of Vice Chancellor/Director. In non-professional higher education institutions, out of 3 positions of Vice Chancellor/Director, in all the 3(100%) positions men are found whereas in no (0%) position woman is found. Hence, in non-professional higher education institutions, women possess inferior status in comparison to men in the position of Vice Chancellor/Director. In both professional and non-professional higher education institutions, out of 6 positions of Vice Chancellor/Director, in all the 6 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Vice Chancellor/Director. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Vice Chancellor/Director in higher education institutions of North-East India.

In professional higher education institutions, there is no post of Pro-Vice Chancellor. In non-professional higher education institutions, out of 2 positions of Pro-Vice Chancellor, in all the 2 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in non-professional higher education institutions, women possesss inferior status in comparison to men in the position of Pro-Vice Chancellor. In both professional and non-professional higher education institutions, out of 2 positions of Pro-Vice Chancellor, in all the 2 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Pro-Vice Chancellor. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Pro-Vice Chancellor in higher education institutions of North-East India.

In professional higher education institutions, out of 3 positions of Registrar, in 2 (66.66%) positions men are found and in 1 (33.33%) position woman is found. Hence, in professional higher education institutions, women possess inferior status in comparison to men in the position of Registrar. In non-professional higher education institutions, out of 3 positions of Registrar, in all the 3 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in non-professional higher education institutions, women possesss inferior status in comparison to men in the position of Registrar. In both professional and non-professional higher education institutions, out of 6 positions of Registrar, in 5 (83.33%) positions men are found and in 1 (16.66%) position woman is found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Registrar. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Registrar in higher education institutions of North-East India.

In professional higher education institutions, out of 2 positions of Controller of examination, in all the 2 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in professional higher education institutions, women possess inferior status in comparison to men in the position of Controller of examination. In non- professional higher education institutions, out of 3 positions of Controller of examination, in all the 3 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in non-professional higher education institutions, women possess inferior status in comparison to men in the position of Controller of examination. In both professional and non-professional higher education institutions, out of 5 positions of Controller of examination, in all the 5 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Controller of examination. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Controller of examination in higher education institutions of North-East India.

In professional higher education institutions, out of 2 positions of Finance officer, in all the 2 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in professional higher education institutions, women possess inferior status in comparison to men in the position of Finance officer. In non-professional higher education institutions, out of 3 positions of Finance officer, in all the 3 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in non-professional higher education institutions, women possess inferior status in comparison to men in the position of Finance officer. In both professional and non-professional higher education institutions, out of 5 positions of Finance officer, in all the 5 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Finance officer. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Finance officer in higher education institutions of North-East India.

In professional higher education institutions, out of 6 positions of Medical officer, in 5 (83.33%) positions men are found and in 1 (16.66%) position woman is found. Hence, in professional higher education institutions, women possess inferior status in comparison to men in the position of Medical officer. In non-professional higher education institutions, out of 7 positions of Medical officer, in 4 (57.14%) positions men are found and in 3 (42.85%) positions women are found. Hence, in non-professional higher education institutions, women possesss inferior status in comparison to men in the position of Medical officer. In both professional and non-professional higher education institutions, out of 13 positions of Medical officer, in 9 (69.23%) positions men are found and in 4 (30.76%) positions women are found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Medical officer. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Medical officer in higher education institutions of North-East India.

In professional higher education institutions, out of 3 positions of Deputy Registrar, in all the 3 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in professional higher education institutions, women possess inferior status in comparison to men in the position of Deputy Registrar. In non- professional higher education institutions, out of 7 positions of Deputy Registrar, in all the 7 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in non-professional higher education institutions, women possess inferior status in comparison to men in the position of Deputy Registrar. In both professional and non-professional higher education institutions, out of 10 positions of Deputy Registrar, in all the 10 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Deputy Registrar. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Deputy Registrar in higher education institutions of North-East India.

In professional higher education institutions, out of 6 positions of Assistant Registrar, in 5 (83.33%) positions men are found and in 1 (16.66%) position woman is found. Hence, in professional higher education institutions, women possess inferior status in comparison to men in the position of Assistant Registrar. In non- professional higher education institutions, out of 10 positions of Assistant Registrar, in 9 (90%) positions men are found and in 1 (10%) position woman is found. Hence, in non-professional higher education institutions, women possesss inferior status in comparison to men in the position of Assistant Registrar. In both professional and non-professional higher education institutions, out of 16 positions of Assistant Registrar, in 14 (87.5%) positions men are found and in 2 (12.5%) positions women are found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Assistant Registrar. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Assistant Registrar in higher education institutions of North-East India.

In professional higher education institutions, out of 8 positions of Section officer, in 5 (62.5%) positions men are found and in 3 (37.5%) positions women are found. Hence, in professional higher education institutions, women possess inferior status in comparison to men in the position of Section officer. In non-professional higher education institutions, out of 35 positions of Section officer, in 26 (74.28%) positions men are found and in 9 (25.71%) positions women are found. Hence, in non-professional higher education institutions, women possesss inferior status in comparison to men in the position of Section officer.In both professional and non-professional higher education institutions, out of 43 positions of Section officer, in 31 (72.09%) positions men are found and in 12 (27.90%) positions women are found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Section officer. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Section officer in higher education institutions of North- East India.

In professional higher education institutions, out of 208 positions of Clerk, in 144 (69.23%) positions men are found and in 64 (30.76%) positions women are found. Hence, in professional higher education institutions, women possess inferior status in comparison to men in the position of Clerk. In non-professional higher education institutions, out of 249 positions of Clerk, in 224 (89.95%) positions men are found and in 25 (10.04%) positions women are found. Hence, in non-professional higher education institutions, women possesss inferior status in comparison to men in the position of Clerk. In both professional and non-professional higher education institutions, out of 457 positions of Clerk, in 368 (80.52%) positions men are found and in 89 (19.47%) positions women are found. Hence, in higher education institutions (both professional and non- professional higher education institutions), women possess inferior status in comparison to men in the position of Clerk. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Clerk in higher education institutions of North-East India.

In professional higher education institutions, there is no post of Dean of the school.In non- professional higher education institutions, out of 27 positions of Dean of the schools, in all the 27 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in non-professional higher education institutions, women possesss inferior status in comparison to men in the position of Dean of the school.In both professional and non-professional higher education institutions, out of 27 positions of Dean of the schools, in all the 27 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Dean of the school.Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Dean of the school in higher education institutions of North-East India.

In professional higher education institutions, out of 71 positions of Head of the department, in 64 (90.14%) positions men are found and in 7 (9.85%) positions women are found. Hence, in professional higher education institutions, women possess inferior status in comparison to men in the position of Head of the department. In non-professional higher education institutions, out of 120 positions of Head of the department, in 87 (72.5%) positions men are found and in 33 (27.5%) positions women are found. Hence, in non-professional higher education institutions, women possesss inferior status in comparison to men in the position of Head of the department. In both professional and non-professional higher education institutions, out of 191 positions of Head of the department, in 151 (79.05%) positions men are found and in 40 (20.94%) positions women are found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Head of the department. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Head of the department in higher education institutions of North-East India.

In professional higher education institutions, out of 313 positions of Professor, in 271 (86.58%) positions men are found and in 42 (13.41%) positions women are found.

Hence, in professional higher education institutions, women possess inferior status in comparison to men in the position of Professor. In non-professional higher education institutions, out of 245 positions of Professor, in 184 (75.10%) positions men are found and in 61 (24.89%) positions women are found. Hence, in non- professional higher education institutions, women possesss inferior status in comparison to men in the position of Professor. In both professional and non- professional higher education institutions, out of 558 positions of Professor, in 455 (81.54%) positions men are found and in 103 (18.45%) positions women are found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Professor. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Professor in higher education institutions of North-East India.

In professional higher education institutions, out of 202 positions of Associate Professor, in 181 (89.60%) positions men are found and in 21 (10.39%) positions women are found. Hence, in professional higher education institutions, women possess inferior status in comparison to men in the position of Associate Professor. In non-professional higher education institutions, out of 174 positions of Associate professor, in 115 (60.09%) positions men are found and in 59 (33.90%) positions women are found. Hence, in non-professional higher education institutions, women possesss inferior status in comparison to men in the position of Associate Professor. In both professional and non-professional higher education institutions, out of 376 positions of Associate Professor, in 296 (78.72%) positions men are found and in 80 (21.27%) positions women are found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Associate Professor. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Associate Professor in higher education institutions of North-East India.

In professional higher education institutions, out of 203 positions of Assistant Professor, in 169 (83.25%) positions men are found and in 34 (16.74%) positions

women are found. Hence, in professional higher education institutions, women possess inferior status in comparison to men in the position of Assistant Professor. In non-professional higher education institutions, out of 392 positions of Assistant Professor, in 261 (66.58%) positions men are found and in 131 (33.41%) positions women are found. Hence, in non-professional higher education institutions, women possesss inferior status in comparison to men in the position of Assistant Professor. In both professional and non-professional higher education institutions, out of 595 positions of Assistant Professor, in 430 (72.26%) positions men are found and in 165 (27.73%) positions women are found. Hence, in higher education institutions (both professional and non- professional higher education institutions), women possess inferior status in comparison to men in the position of Assistant Professor. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Assistant Professor in higher education institutions of North-East India.

4.2.2 STATUS OF GIRLS IN COMPARISON TO BOYS IN HIGHER EDUCATION INSTITUTIONS

Table- 4.2

Table Indicating Status of Girls in Comparison to Boys in Higher Education Institutions in Enrolment to the Courses

Sl. No.	Professional base of the Institutions	Name of the Institutions	Courses	Year of admission of the course	Year of completion of the course	No. of boys were admitted to the course	Percentage of boys (out of total students) were admitted to the course	No. of girls were admitted to the course	Percentage of girls (out of total students) were admitted to the course	Total students were admitted to the course
1	Professional Higher Education Institutions	Agricultural University, Jorhat	B. Sc. in Agriculture	2006	2010	44	44%	56	56%	100
				2007	2011	36	36%	64	64%	100
				2008	2012	35	35%	65	65%	100
			B. Sc. in Home Science	2006	2010	10	25%	30	75%	40
				2007	2011	1	5.88%	16	94.11%	17
				2008	2012	2	8%	23	92%	25
		NIT, Silchar	B. Tech. in Computer Science	2006	2010	38	74.50%	13	25.49%	51
				2007	2011	50	83.33%	10	16.66%	60
				2008	2012	84	88.42%	11	11.57%	95
			B. Tech. in Electronics & Communication	2006	2010	42	89.36%	5	10.63%	47
				2007	2011	52	85.24%	9	14.75%	61
				2008	2012	86	85.14%	15	14.85%	101
		NIT, Agartala	B. Tech. in Computer Science	2006	2010	23	63.88%	13	36.11%	36
				2007	2011	46	86.79%	7	13.20%	53
				2008	2012	47	88.67%	6	11.32%	53
			B. Tech. in Civil Engineering	2006	2010	24	60%	16	40%	40
				2007	2011	26	66.66%	13	33.33%	39
				2008	2012	47	77.04%	14	22.95%	61
	Total (Professional Higher Education Institutions)					693	64.22%	386	35.77%	1079

2	Non-Professional Higher Education Institutions	Gauhati University Guwahati	M.A. in History	2008	2010	23	38.33%	37	61.66%	60
				2009	2011	22	36.66%	38	63.33%	60
				2010	2012	29	40.84%	42	59.15%	71
			M. Sc. in Mathematics	2008	2010	48	65.75%	25	34.24%	73
				2009	2011	48	64%	27	36%	75
				2010	2012	45	59.21%	31	40.78%	76
		Assam University, Silchar	M.A. in Social Work	2008	2010	23	65.71%	12	34.28%	35
				2009	2011	16	53.33%	14	46.66%	30
				2010	2012	17	45.94%	20	54.05%	37
			M. Sc. in Chemistry	2008	2010	25	80.64%	6	19.35%	31
				2009	2011	31	73.80%	11	26.19%	42
				2010	2012	37	77.08%	11	22.91%	48
		Manipur University, Imphal	M. A. in Economics	2008	2010	28	87.5%	4	12.5%	32
				2009	2011	30	69.76%	13	30.23%	43
				2010	2012	31	64.58%	17	35.41%	48
			M. Sc. in Chemistry	2008	2010	20	55.55%	16	44.44%	36
				2009	2011	18	48.64%	19	51.35%	37
				2010	2012	13	37.14%	22	62.85%	35
	Total (Non-professional Higher Education Institutions)					504	57.99%	365	42.00%	869
	Total (Professional & Non-Professional Higher Education Institutions)					1197	61.44%	751	38.55%	1948

Table- 4.3

Table Indicating Status of Girls in Comparison to Boys in Higher Education Institutions in Retention in the Courses

Sl. No.	Professional base of the Institutions	Name of the Institutions	Courses	Year of admission to the course	Year of completion of the course	No. of boys were admitted to the course	No. of boys were retained in the course up to the end of the course	Percentage of boys were retained in the course up to the end of the course	No. of girls were admitted to the course	No. of girls were retained in the course up to the end of the course	Percentage of girls were retained in the course up to the end of the course	Total no. of students were admitted to the course	Total no. of students were retained up to the end of the course	Percentage of students were retained up to the end of the course
1	Professional Higher Education Institutions	Agricultural University, Jorhat	B.Sc. in Agriculture	2006	2010	44	34	77.27%	56	46	82.14%	100	80	80%
				2007	2011	36	35	97.22%	64	61	95.31%	100	96	96%
				2008	2012	35	28	80%	65	55	84.61%	100	83	83%
			B.Sc. in Home Science	2006	2010	10	10	100%	30	28	93.33%	40	38	95%
				2007	2011	1	1	100%	16	15	93.75%	17	16	94.11%
				2008	2012	2	1	50%	23	20	86.95%	25	21	84%
		NIT, Silchar	B. Tech. in Computer Science	2006	2010	38	24	63.15%	13	11	84.61%	51	35	68.62%
				2007	2011	50	42	84%	10	9	90%	60	51	85%
				2008	2012	84	60	71.42%	11	9	81.81%	95	69	72.63%
			B. Tech. in Electronics & Communication	2006	2010	42	36	85.71%	5	5	100%	47	41	87.23%
				2007	2011	52	41	78.84%	9	8	88.88%	61	49	80.32%
				2008	2012	86	76	88.37%	15	14	93.33%	101	90	89.10%
		NIT,Agartala	B. Tech. in Computer Science	2006	2010	23	23	100%	13	13	100%	36	36	100%
				2007	2011	46	46	100%	7	7	100%	53	53	100%
				2008	2012	47	47	100%	6	6	100%	53	53	100%
			B. Tech. in Civil Engineering	2006	2010	24	24	100%	16	16	100%	40	40	100%
				2007	2011	26	26	100%	13	13	100%	39	39	100%
				2008	2012	47	44	93.61%	14	13	92.85%	61	57	93.44%
	Total (Professional Higher Education Institutions)					693	598	86.29%	386	349	90.41%	1079	947	87.76%

2	Non-Professional Higher Education Institutions	Gauhati University ,Guwahati	M. A. in History	2008	2010	23	19	82.60%	37	23	62.16%	60	42	70%
				2009	2011	22	13	59.09%	38	36	94.73%	60	49	81.66%
				2010	2012	29	18	62.06%	42	34	80.95%	71	52	73.23%
			M. Sc. in Mathematics	2008	2010	48	29	60.41%	25	24	96%	73	53	72.60%
				2009	2011	48	31	64.58%	27	23	85.18%	75	54	72%
				2010	2012	45	29	64.44%	31	23	74.19%	76	52	68.42%
		Assam University, Silchar	M.A. in Social Work	2008	2010	23	18	78.26%	12	9	75%	35	27	77.14%
				2009	2011	16	16	100%	14	14	100%	30	30	100%
				2010	2012	17	16	94.11%	20	19	95%	37	35	94.59%
			M. Sc. in Chemistry	2008	2010	25	24	96%	6	6	100%	31	30	96.77%
				2009	2011	31	28	90.32%	11	11	100%	42	39	92.85%
				2010	2012	37	30	81.08%	11	11	100%	48	41	85.41%
		Manipur University, Imphal	M.A. in Economics	2008	2010	28	19	67.85%	4	4	100%	32	23	71.87%
				2009	2011	30	21	70%	13	9	69.23%	43	30	69.76%
				2010	2012	31	15	48.38%	17	15	88.23%	48	30	62.5%
			M.Sc. in Chemistry	2008	2010	20	14	70%	16	15	93.75%	36	29	80.55%
				2009	2011	18	18	100%	19	19	100%	37	37	100%
				2010	2012	13	13	100%	22	22	100%	35	35	100%
	Total (Non-Professional Higher Education Institutions)					504	371	73.61%	365	317	86.84%	869	688	79.17%
Total (Professional & Non-Professional Higher Education Institutions)						1197	969	80.95%	751	666	88.68%	1948	1635	83.93%

Table-4.4

Table Indicating Status of Girls in Comparison to Boys in Higher Education Institutions in Completion of the Courses (Achievement)

Sl. No.	Professional base of the Institutions	Name of the Institutions	Courses	Year of admission to the course	Year of completion of the course	No. of boys were admitted to the course	No. of boys completed the course	Percentage of boys completed the course	No. of girls were admitted to the course	No. of girls completed the course	Percentage of girls completed the course	Total no. of students were admitted to the course	Total no. of students completed to the course	Percentage of students completed to the course
1	Professional Higher Education Institutions	Agricultural University, Jorhat	B.Sc. in Agriculture	2006	2010	44	24	54.54%	56	44	78.57%	100	68	68%
				2007	2011	36	23	63.88%	64	52	81.25%	100	75	75%
				2008	2012	35	15	42.85%	65	31	47.69%	100	46	46%
			B.Sc. in Home Science	2006	2010	10	8	80%	30	21	70%	40	29	72.5%
				2007	2011	1	1	100%	16	15	93.75%	17	16	94.11%
				2008	2012	2	0	0%	23	18	78.26%	25	18	72%
		NIT, Silchar	B. Tech. in Computer Science	2006	2010	38	24	63.15%	13	10	76.92%	51	34	66.66%
				2007	2011	50	40	80%	10	9	90%	60	49	81.66%
				2008	2012	84	58	69.04%	11	9	81.81%	95	67	70.52%
			B. Tech. in Electronics & Communication	2006	2010	42	35	83.33%	5	4	80%	47	39	82.97%
				2007	2011	52	40	76.92%	9	8	88.88%	61	48	78.68%
				2008	2012	86	75	87.20%	15	14	93.33%	101	89	88.11%
		NIT, Agartala	B. Tech. in Computer Science	2006	2010	23	22	95.65%	13	13	100%	36	35	97.22%
				2007	2011	46	46	100%	7	7	100%	53	53	100%
				2008	2012	47	45	95.74%	6	6	100%	53	51	96.22%
			B. Tech. in Civil Engineering	2006	2010	24	24	100%	16	16	100%	40	40	100%
				2007	2011	26	26	100%	13	13	100%	39	39	100%
				2008	2012	47	43	91.48%	14	13	92.85%	61	56	91.80%
	Total (Professional Higher Education Institutions)					693	549	79.22%	386	303	78.49%	1079	852	78.96%

2	Non-Professional Higher Education Institutions	Gawhati University, Guwahati	M. A. in History	2008	2010	23	8	34.78%	37	15	40.54%	60	23	38.33%
				2009	2011	22	9	40.90%	38	29	76.31%	60	38	63.33%
				2010	2012	29	11	37.93%	42	15	35.71%	71	26	36.61%
			M. Sc. in Mathematics	2008	2010	48	17	35.41%	25	18	72%	73	35	47.94%
				2009	2011	48	29	60.41%	27	22	81.48%	75	51	68%
				2010	2012	45	22	48.88%	31	22	70.96%	76	44	57.89%
		Assam University, Silchar	M.A. in Social Work	2008	2010	23	13	56.52%	12	7	58.33%	35	20	57.14%
				2009	2011	16	12	75%	14	13	92.85%	30	25	83.33%
				2010	2012	17	16	94.11%	20	19	95%	37	35	94.59%
			M. Sc. in Chemistry	2008	2010	25	23	92%	6	5	83.33%	31	28	90.32%
				2009	2011	31	27	87.09%	11	10	90.90%	42	37	88.09%
				2010	2012	37	28	75.67%	11	10	90.90%	48	38	79.16%
		Manipur University, Imphal	M.A. in Economics	2008	2010	28	14	50%	4	2	50%	32	16	50%
				2009	2011	30	14	46.66%	13	5	38.46%	43	19	44.18%
				2010	2012	31	9	29.03%	17	8	47.05%	48	17	35.41%
			M.Sc. in Chemistry	2008	2010	20	10	50%	16	15	93.75%	36	25	69.44%
				2009	2011	18	11	61.11%	19	16	84.21%	37	27	72.97%
				2010	2012	13	12	92.30%	22	17	77.27%	35	29	82.85%
	Total (Non-Professional Higher Education Institutions)					504	285	56.54%	365	248	67.94%	869	533	61.33%
Total (Professional & Non-Professional Higher Education Institutions)						1197	834	69.67%	751	551	73.36%	1948	1385	71.09%

A= Status of Girls in Comparison to Boys in Higher Education Institutions in Enrolment to the Courses

Table 4.2 explains status of girls in comparison to boys in higher education institutions in enrolment to the courses. The details of the analysis of the data relating to the table 4.2 are given below.

a= Status of Girls in Comparison to Boys in Professional Higher Education Institutions in Enrolment to the Courses

In Agricultural University, Jorhat, 100 students were admitted to the course of B.Sc. in Agriculture in the year 2006, out of which 44 (44%) were boys and 56 (56%) were girls; 100 students were admitted to the same course of B.Sc. in Agriculture in the year 2007, out of which 36 (36%) were boys and 64 (64%) were girls; and 100 students were admitted to the same course of B.Sc. in Agriculture in the year 2008, out of which 35 (35%) were boys and 65 (65%) were girls. Hence, in Agricultural University, Jorhat, girls possessed superior status in comparison to boys in enrolment to the course of B.Sc. in Agriculture with respect to all the three admission years of 2006, 2007 and 2008. In Agricultural University, Jorhat, 40 students were admitted to the course of B.Sc. in Home Science in the year 2006, out of which 10 (25%) were boys and 30 (75%) were girls; 17 students were admitted to the same course of B.Sc. in Home Science in the year 2007, out of which 1 (5.88%) was boy and 16 (94.11%) were girls; and 25 students were admitted to the same course of B.Sc. in Home Science in the year 2008, out of which 2 (8%) were boys and 23 (92%) were girls. Hence, in Agricultural University, Jorhat, girls possessed superior status in comparison to boys in enrolment to the course of B.Sc. in Home Science with respect to all the three admission years of 2006, 2007 and 2008.

In NIT, Silchar, 51 students were admitted to the course of B.Tech. in Computer Science in the year 2006, out of which 38 (74.50%) were boys and 13 (25.49%) were girls; 60 students were admitted to the same course of B.Tech. in Computer Science in the year 2007, out of which 50 (83.33%) were boys and 10 (16.66%) were girls; and 95 students were admitted to the same course of B.Tech. in Computer Science in the year 2008, out of which 84 (88.42%) were boys and 11 (11.57%) were girls. Hence, in NIT, Silchar, girls possessed inferior status in comparison to boys in

enrolment to the course of B.Tech. in Computer Science with respect to all the three admission years of 2006, 2007 and 2008. In NIT, Silchar, 47 students were admitted to the course of B.Tech. in Electronics & Communication in the year 2006, out of which 42 (89.36%) were boys and 5 (10.63%) were girls; 61 students were admitted to the same course of B.Tech. in Electronics & Communication in the year 2007, out of which 52 (85.24%) were boys and 9 (14.75%) were girls; and 101 students were admitted to the same course of B.Tech. in Electronics & Communication in the year 2008, out of which 86 (85.14%) were boys and 15 (14.85%) were girls. Hence, in NIT, Silchar, girls possessed inferior status in comparison to boys in enrolment to the course of B.Tech. in Electronics & Communication with respect to all the three admission years of 2006, 2007 and 2008.

In NIT, Agartala, 36 students were admitted to the course of B.Tech. in Computer Science in the year 2006, out of which 23 (63.88%) were boys and 13 (36.11%) were girls; 53 students were admitted to the same course of B.Tech. in Computer Science in the year 2007, out of which 46 (86.79%) were boys and 7 (13.20%) were girls; and 53 students were admitted to the same course of B.Tech. in Computer Science in the year 2008, out of which 47 (88.67%) were boys and 6 (11.32%) were girls. Hence, in NIT, Agartala, girls possessed inferior status in comparison to boys in enrolment to the course of B.Tech. in Computer Science with respect to all the three admission years of 2006, 2007 and 2008. In NIT, Agartala, 40 students were admitted to the course of B.Tech. in Civil Engineering in the year 2006, out of which 24 (60%) were boys and 16 (40%) were girls; 39 students were admitted to the same course of B.Tech. in Civil Engineering in the year 2007, out of which 26 (66.66%) were boys and 13 (33.33%) were girls; and 61 students were admitted to the same course of B.Tech. in Civil Engineering in the year 2008, out of which 47 (77.04%) were boys and 14 (22.95%) were girls. Hence, in NIT, Agartala, girls possessed inferior status in comparison to boys in enrolment to the course of B.Tech. in Civil Engineering with respect to all the three admission years of 2006, 2007 and 2008.

In professional higher education institutions, 1079 students were admitted to the six courses (‘B.Sc. in Agriculture’ and ‘B.Sc. in Home Science’, Agricultural University, Jorhat; ‘B.Tech. in Computer Science’ and ‘B.Tech. in Electronics &

Communication', NIT, Silchar; and 'B.Tech. in Computer Science' and 'B.Tech. in Civil Engineering', NIT, Agartala) in the years of 2006, 2007 and 2008 together, out of which 693 (64.22%) were boys and 386 (35.77%) were girls. Hence, in professional higher education institutions, girls possessed inferior status in comparison to boys in enrolment to the courses with respect to all the three admission years of 2006, 2007 and 2008 together. Therefore, it is summarized that gender discrimination (favouring to boys) is commonly prevalent in professional higher education institutions of North-East India in enrolment to the courses.

b= Status of Girls in Comparison to Boys in Non-Professional Higher Education Institutions in Enrolment to the Courses

In Gauhati University, Guwahati, 60 students were admitted to the course of M.A. in History in the year 2008, out of which 23 (38.33%) were boys and 37 (61.66%) were girls; 60 students were admitted to the same course of M.A. in History in the year 2009, out of which 22 (36.66%) were boys and 38 (63.33%) were girls; and 71 students were admitted to the same course of M.A. in History in the year 2010, out of which 29 (40.84%) were boys and 42 (59.15%) were girls. Hence, in Gauhati University, Guwahati, girls possessed superior status in comparison to boys in enrolment to the course of M.A. in History with respect to all the three admission years of 2008, 2009 and 2010. In Gauhati University, Guwahati, 73 students were admitted to the course of M.Sc. in Mathematics in the year 2008, out of which 48 (65.75%) were boys and 25 (34.24%) were girls; 75 students were admitted to the same course of M.Sc. in Mathematics in the year 2009, out of which 48 (64%) were boys and 27 (36%) were girls; and 76 students were admitted to the same course of M.Sc. in Mathematics in the year 2010, out of which 45 (59.21%) were boys and 31 (40.78%) were girls. Hence, in Gauhati University, Guwahati, girls possessed inferior status in comparison to boys in enrolment to the course of M.Sc. in Mathematics with respect to all the three admission years of 2008, 2009 and 2010.

In Assam University, Silchar, 35 students were admitted to the course of M.A. in Social Work in the year 2008, out of which 23 (65.71%) were boys and 12 (34.28%) were girls; 30 students were admitted to the same course of M.A. in Social Work in the year 2009, out of which 16 (53.33%) were boys and 14 (46.66%) were girls; and

37 students were admitted to the same course of M.A. in Social Work in the year 2010, out of which 17 (45.94%) were boys and 20 (54.05%) were girls. Hence, in Assam University, Silchar, girls possessed superior status in comparison to boys in enrolment to the course of M.A. in Social Work with respect to admission year of 2010; and girls possessed inferior status in comparison to boys in enrolment to the same course of M.A. in Social Work with respect to two admission years of 2008 and 2009. In Assam University, Silchar, 31 students were admitted to the course of M.Sc. in Chemistry in the year 2008, out of which 25 (80.64%) were boys and 6 (19.35%) were girls; 42 students were admitted to the same course of M.Sc. in Chemistry in the year 2009, out of which 31 (73.80%) were boys and 11 (26.19%) were girls; and 48 students were admitted to the same course of M.Sc. in Chemistry in the year 2010, out of which 37 (77.08%) were boys and 11 (22.91%) were girls. Hence, in Assam University, Silchar, girls possessed inferior status in comparison to boys in enrolment to the course of M.Sc. in Chemistry with respect to all the three admission years of 2008, 2009 and 2010.

In Manipur University, Imphal, 32 students were admitted to the course of M.A. in Economics in the year 2008, out of which 28 (87.5%) were boys and 4 (12.5%) were girls; 43 students were admitted to the same course of M.A. in Economics in the year 2009, out of which 30 (69.76%) were boys and 13 (30.23%) were girls; and 48 students were admitted to the same course of M.A. in Economics in the year 2010, out of which 31 (64.58%) were boys and 17 (35.41%) were girls. Hence, in Manipur University, Imphal, girls possessed inferior status in comparison to boys in enrolment to the course of M.A. in Economics with respect to all the three admission years of 2008, 2009 and 2010. In Manipur University, Imphal, 36 students were admitted to the course of M.Sc. in Chemistry in the year 2008, out of which 20 (55.55%) were boys and 16 (44.44%) were girls; 37 students were admitted to the same course of M.Sc. in Chemistry in the year 2009, out of which 18 (48.64%) were boys and 19 (51.35%) were girls; and 35 students were admitted to the same course of M.Sc. in Chemistry in the year 2010, out of which 13 (37.14%) were boys and 22 (62.85%) were girls. Hence, in Manipur University, Imphal, girls possessed superior status in comparison to boys in enrolment to the course of M.Sc. in Chemistry with respect to two admission years of 2009 and 2010; and girls possessed inferior status in

comparision to boys in enrolment to the same course of M.Sc. in Chemistry with respect to admission year of 2008.

In non-professional higher education institutions, 869 students were admitted to the six courses (‘M.A. in History’ and ‘M.Sc. in Mathematics’,Gauhati University, Guwahati; ‘M.A. in Social Work’ and ‘M.Sc. in Chemistry’, Assam University, Silchar; and ‘M.A. in Economics’ and ‘M.Sc. in Chemistry’, Manipur University, Imphal) in the years of 2008, 2009 and 2010 together, out of which 504 (57.99%) were boys and 365 (42.00%) were girls. Hence, in non-professional higher education institutions, girls possessed inferior status in comparison to boys in enrolment to the courses with respect to all the three admission years of 2008, 2009 and 2010 together. Therefore, it is summarized that gender discrimination (favouring to boys) is commonly prevalent in non-professional higher education institutions of North-East India in enrolment to the courses.

c*= *Status of Girls in Comparison to Boys in Higher Education Institutions in Enrolment to the Courses

In professional higher education institutions, 1079 students were admitted to the six courses (‘B.Sc. in Agriculture’ and ‘B.Sc. in Home Science’, Agricultural University, Jorhat; ‘B.Tech. in Computer Science’ and ‘B.Tech. in Electronics & Communication’, NIT, Silchar; and ‘B.Tech. in Computer Science’ and ‘B.Tech. in Civil Engineering’, NIT, Agartala) in the years of 2006, 2007 and 2008 together, out of which 693 (64.22%) were boys and 386 (35.77%) were girls. In non-professional higher education institutions, 869 students were admitted to the six courses (‘M.A. in History’ and ‘M.Sc. in Mathematics’, Gauhati University, Guwahati; ‘M.A. in Social Work’ and ‘M.Sc. in Chemistry’, Assam University, Silchar; and ‘M.A. in Economics’ and ‘M.Sc in Chemistry’, Manipur University, Imphal) in the years of 2008, 2009 and 2010 together, out of which 504 (57.99%) were boys and 365 (42.00%) were girls. In higher education institutions (with respect to admission years of 2006, 2007 and 2008 together of professional higher education institutions; and admission years of 2008, 2009 and 2010 together of non-professional higher education institutions) 1948 students were admitted to 12 courses (‘B.Sc. in Agriculture’ and ‘B.Sc. in Home Science’, Agricultural University, Jorhat; ‘B.Tech.

in Computer Science' and 'B.Tech. in Electronics & Communication', NIT, Silchar; 'B.Tech. in Computer Science' and 'B.Tech. in Civil Engineering', NIT, Agartala;'M.A. in History' and 'M.Sc. in Mathematics', Gauhati University, Guwahati; 'M.A. in Social Work' and 'M.Sc. in Chemistry', Assam University, Silchar; and 'M.A. in Economics' and 'M.Sc. in Chemistry', Manipur University, Imphal), out of which 1197(61.44%) were boys and 751(38.55%) were girls. Hence in higher education institutions, girls possessed inferior status in comparison to boys in enrolment to the courses. Therefore, it is summarized that gender discrimination (favouring to boys) is commonly prevalent in higher education institutions of North-East India in enrolment to the courses.

B= Status of Girls in Comparison to Boys in Higher Education Institutions in Retention in the Courses

Table 4.3 explains status of girls in comparison to boys in higher education institutions in retention in the courses. The details of the analysis of the data relating to the table 4.3 are given below.

a= Status of Girls in Comparison to Boys in Professional Higher Education Institutions in Retention in the Courses

In Agicultural University, Jorhat, 44 boys and 56 girls were admitted to the course of B.Sc. in Agriculture in the year 2006, out of which 34 (77.27%) boys and 46 (82.14%) girls were retained in the course up to the end of the course; 36 boys and 64 girls were admitted to the same course of B.Sc. in Agriculture in the year 2007, out of which 35 (97.22%) boys and 61 (95.31%) girls were retained in the course up to the end of the course; and 35 boys and 65 girls were admitted to the same course of B.Sc. in Agriculture in the year 2008, out of which 28 (80%) boys and 55(84.61%) girls were retained in the course up to the end of the course. Hence, in Agricultural University, Jorhat, girls possessed superior status in comparison to boys in retention in the course of B.Sc. in Agriculture with respect to two admission years of 2006 and 2008; and girls possessed inferior status in comparison to boys in retention in the same course of B.Sc. in Agriculture with respect to admission year of 2007. In Agicultural University, Jorhat, 10 boys and 30 girls were admitted to the course of B.Sc. in Home Science in the year 2006, out of which 10 (100%) boys and 28

(93.33%) girls were retained in the course up to the end of the course; 1 boy and 16 girls were admitted to the same course of B.Sc. in Home Science in the year 2007, out of which 1 (100%) boy and 15 (93.75%) girls were retained in the course up to the end of the course; and 2 boys and 23 girls were admitted to the same course of B.Sc. in Home Science in the year 2008, out of which 1 (50%) boy and 20 (86.95%) girls were retained in the course up to the end of the course. Hence, in Agricultural University, Jorhat, girls possessed superior status in comparison to boys in retention in the course of B.Sc. in Home Science with respect to admission year of 2008; and girls possessed inferior status in comparison to boys in retention in the same course of B.Sc. in Home Science with respect to two admission years of 2006 and 2007.

In NIT, Silchar, 38 boys and 13 girls were admitted to the course of B.Tech. in Computer Science in the year 2006, out of which 24 (63.15%) boys and 11 (84.61%) girls were retained in the course up to the end of the course; 50 boys and 10 girls were admitted to the same course of B.Tech. in Computer Science in the year 2007, out of which 42 (84%) boys and 9 (90%) girls were retained in the course up to the end of the course; and 84 boys and 11 girls were admitted to the same course of B.Tech. in Computer Science in the year 2008, out of which 60 (71.42%) boys and 9 (81.81%) girls were retained in the course up to the end of the course. Hence, in NIT, Silchar, girls possessed superior status in comparison to boys in retention in the course of B.Tech. in Computer Science with respect to all the three admission years of 2006, 2007 and 2008. In NIT, Silchar, 42 boys and 5 girls were admitted to the course of B.Tech. in Electronics & Communication in the year 2006, out of which 36 (85.71%) boys and 5 (100%) girls were retained in the course up to the end of the course; 52 boys and 9 girls were admitted to the same course of B.Tech. in Electronics & Communication in the year 2007, out of which 41 (78.84%) boys and 8 (88.88%) girls were retained in the course up to the end of the course; and 86 boys and 15 girls were admitted to the same course of B.Tech. in Electronics & Communication in the year 2008, out of which 76 (88.37%) boys and 14 (93.33%) girls were retained in the course up to the end of the course. Hence, in NIT, Silchar, girls possessed superior status in comparison to boys in retention in the course of B.Tech. in Electronics & Communication with respect to all the three admission years of 2006, 2007 and 2008.

In NIT, Agartala, 23 boys and 13 girls were admitted to the course of B.Tech. in Computer Science in the year 2006, out of which 23 (100%) boys and 13 (100%) girls were retained in the course up to the end of the course; 46 boys and 7 girls were admitted to the same course of B.Tech. in Computer Science in the year 2007, out of which 46 (100%) boys and 7 (100%) girls were retained in the course up to the end of the course; and 47 boys and 6 girls were admitted to the same course of B.Tech. in Computer Science in the year 2008, out of which 47 (100%) boys and 6 (100%) girls were retained in the course up to the end of the course. Hence, in NIT, Agartala, girls possessed equal status in comparison to boys in retention in the course of B.Tech. in Computer Science with respect to all the three admission years of 2006, 2007 and 2008. In NIT, Agartala, 24 boys and 16 girls were admitted to the course of B.Tech. in Civil Engineering in the year 2006, out of which 24 (100%) boys and 16 (100%) girls were retained in the course up to the end of the course; 26 boys and 13 girls were admitted to the same course of B.Tech. in Civil Engineering in the year 2007, out of which 26 (100%) boys and 13 (100%) girls were retained in the course up to the end of the course; and 47 boys and 14 girls were admitted to the same course of B.Tech. in Civil Engineering in the year 2008, out of which 44 (93.61%) boys and 13 (92.85%) girls were retained in the course up to the end of the course. Hence, in NIT, Agartala, girls possessed inferior status in comparison to boys in retention in the course of B.Tech. in Civil Engineering with respect to admission year of 2008; and girls possessed equal status in comparison to boys in retention in the same course of B.Tech. in Civil Engineering with respect to two admission years of 2006 and 2007.

In professional higher education institutions, 693 boys and 386 girls were admitted to the six courses (‘B.Sc. in Agriculture’ and ‘B.Sc. in Home Science’, Agricultural University, Jorhat; ‘B.Tech. in Computer Science’and ‘B.Tech. in Electronics & Communication’, NIT, Silchar; and ‘B.Tech in Computer Science’ and ‘B.Tech. in Civil Engineering’, NIT, Agartala) in the years of 2006, 2007 and 2008 together, out of which 598 (86.29%) boys and 349 (90.41%) girls were retained in the courses up to the end of the courses. Hence, in professional higher education institutions, girls possessed superior status in comparison to boys in retention in the courses with respect to all the three admission years of 2006, 2007 and 2008 together. Therefore,

it is summerized that gender discrimination (favouring to girls) is commonly prevalent in professional higher education institutions of North-East India in retention in the courses.

b= Status of Girls in Comparison to Boys in Non-Professional Higher Education Institutions in Retention in the Courses

In Gauhati University, Guwahati, 23 boys and 37 girls were admitted to the course of M.A. in History in the year 2008, out of which 19 (82.62%) boys and 23 (62.16%) girls were retained in the course up to the end of the course; 22 boys and 38 girls were admitted to the same course of M.A. in History in the year 2009, out of which 13 (59.09%) boys and 36 (94.73%) girls were retained in the course up to the end of the course; and 29 boys and 42 girls were admitted to the same course of M.A. in History in the year 2010, out of which 18 (62.06%) boys and 34 (80.95%) girls were retained in the course up to the end of the course. Hence, in Gauhati University, Guwahati, girls possessed superior status in comparison to boys in retention in the course of M.A. in History with respect to two admission years of 2009 and 2010; and girls possessed inferior status in comparison to boys in retention in the same course of M.A. in History with respect to admission year of 2008. In Gauhati University, Guwahati, 48 boys and 25 girls were admitted to the course of M.Sc. in Mathematics in the year 2008, out of which 29 (60.41%) boys and 24 (96%) girls were retained in the course up to the end of the course; 48 boys and 27 girls were admitted to the same course of M.Sc. in Mathematics in the year 2009, out of which 31 (64.58%) boys and 23 (85.18%) girls were retained in the course up to the end of the course; and 45 boys and 31 girls were admitted to the same course of M.Sc. in Mathematics in the year 2010, out of which 29 (64.44%) boys and 23(74.19%) girls were retained in the course up to the end of the course. Hence, in Gauhati University, Guwahati, girls possessed superior status in comparison to boys in retention in the course of M.Sc.in Mathematics with respect to all the three admission years of 2008, 2009 and 2010.

In Assam University, Silchar, 23 boys and 12 girls were admitted to the course of M.A. in Social Work in the year 2008, out of which 18 (78.26%) boys and 9 (75%) girls were retained in the course up to the end of the course; 16 boys and 14 girls

were admitted to the same course of M.A. in Social Work in the year 2009, out of which 16 (100%) boys and 14 (100%) girls were retained in the course up to the end of the course; and 17 boys and 20 girls were admitted to the same course of M.A. in Social Work in the year 2010, out of which 16 (94.11%) boys and 19 (95%) girls were retained in the course up to the end of the course. Hence, in AssamUniversity, Silchar, girls possessed superior status in comparison to boys in retention in the course of M.A. in Social Work with respect to admission year of 2010; girls possessed inferior status in comparison to boys in retention in the same course of M.A. in Social Work with respect to admission year of 2008; and girls possessed equal status in comparison to boys in retention in the same course of M.A. in Social Work with respect to admission year of 2009. In Assam University, Silchar, 25 boys and 6 girls were admitted to the course of M.Sc. in Chemistry in the year 2008, out of which 24 (96%) boys and 6 (100%) girls were retained in the course up to the end of the course; 31 boys and 11 girls were admitted to the same course of M.Sc. in Chemistry in the year 2009, out of which 28 (90.32%) boys and 11 (100%) girls were retained in the course up to the end of the course; and 37 boys and 11 girls were admitted to the same course of M.Sc. in Chemistry in the year 2010, out of which 30 (81.08%) boys and 11 (100%) girls were retained in the course up to the end of the course. Hence, in Assam University, Silchar, girls possessed superior status in comparison to boys in retention in the course of M.Sc. in Chemistry with respect to all the three admission years of 2008, 2009 and 2010.

In Manipur University, Imphal, 28 boys and 4 girls were admitted to the course of M.A. in Economics in the year 2008, out of which 19 (67.85%) boys and 4 (100%) girls were retained in the course up to the end of the course; 30 boys and 13 girls were admitted to the same course of M.A. in Economics in the year 2009, out of which 21 (70%) boys and 9 (69.23%) girls were retained in the course up to the end of the course; and 31 boys and 17 girls were admitted to the same course of M.A. in Economics in the year 2010, out of which 15 (48.38%) boys and 15 (88.23%) girls were retained in the course up to the end of the course. Hence, in Manipur University, Imphal, girls possessed superior status in comparison to boys in retention in the course of M.A. in Economics with respect to two admission years of 2008 and 2010; and girls possessed inferior status in comparison to boys in retention in the

same course of M.A. in Economics with respect to admission year of 2009. In Manipur University, Imphal, 20 boys and 16 girls were admitted to the course of M.Sc. in Chemistry in the year 2008, out of which 14 (70%) boys and 15 (93.75%) girls were retained in the course up to the end of the course; 18 boys and 19 girls were admitted to the same course of M.Sc. in Chemistry in the year 2009, out of which 18 (100%) boys and 19 (100%) girls were retained in the course up to the end of the course; and 13 boys and 22 girls were admitted to the same course of M.Sc. in Chemistry in the year 2010, out of which 13 (100%) boys and 22 (100%) girls were retained in the course up to the end of the course. Hence, in Manipur University, Imphal, girls possessed superior status in comparison to boys in retention in the course of M.Sc. in Chemistry with respect to admission year of 2008; and girls possessed equal status in comparison to boys in retention in the same course of M.Sc. in Chemistry with respect to two admission years of 2009 and 2010.

In non-professional higher education institutions, 504 boys and 365 girls were admitted to the six courses (‘M.A. in History’ and ‘M.Sc. in Mathematics’,Gauhati University, Guwahati; ‘M.A. in Social Work’and ‘M.Sc. in Chemistry, Assam University, Silchar; and ‘M.A. in Economics’ and ‘M.Sc. in Chemistry’, Manipur University, Imphal) in the years of 2008, 2009 and 2010 together, out of which 371 (73.61%) boys and 317 (86.84%) girls were retained in the courses up to the end of the courses. Hence, in non-professional higher education institutions, girls possessed superior status in comparison to boys in retention in the courses with respect to all the three admission years of 2008, 2009 and 2010 together. Therefore, it is summarized that gender discrimination (favouring to girls) is commonly prevalent in non-professional higher education institutions of North-East India in retention in the courses.

c= Status of Girls in Comparison to Boys in Higher Education Institutions in Retention in the Courses

In professional higher education institutions, 693 boys and 386 girls were admitted to the six courses (‘B.Sc. in Agriculture’ and ‘B.Sc. in Home Science’, Agricultural University, Jorhat; ‘B.Tech. in Computer Science’ and ‘B.Tech. in Electronics & Communication’, NIT, Silchar; and ‘B.Tech in Computer Science’ and ‘B.Tech. in

Civil Engineering', NIT, Agartala) in the years of 2006, 2007 and 2008 together, out of which 598 (86.29%) boys and 349 (90.41%) girls were retained in the courses up to the end of the courses. In non-professional higher education institutions, 504 boys and 365 girls were admitted to the six courses ('M.A. in History' and 'M.Sc. in Mathematics', Gauhati University, Guwahati; 'M.A. in Social Work' and 'M.Sc. in Chemistry, Assam University, Silchar; and 'M.A. in Economics' and 'M.Sc. in Chemistry', Manipur University, Imphal) in the years of 2008, 2009 and 2010 together, out of which 371 (73.61%) boys and 317 (86.84%) girls were retained in the courses up to the end of the courses. In higher education institutions (with respect to admission years of 2006, 2007, and 2008 together of professional higher education institutions; and admission years of 2008, 2009 and 2010 of non-professional higher education institutions) 1197 boys and 751 girls were admitted to 12 courses ('B.Sc. in Agriculture' and 'B.Sc. in Home Science', Agricultural University, Jorhat; 'B.Tech. in Computer Science' and 'B.Tech. in Electronics & Communication', NIT, Silchar; 'B.Tech. in Computer Science' and 'B.Tech. in Civil Engineering', NIT, Agartala; 'M.A. in History' and 'M.Sc. in Mathematics', Gauhati University, Guwahati; 'M.A. in Social Work' and 'M.Sc. in Chemistry, Assam University, Silchar; and 'M.A. in Economics' and 'M.Sc. in Chemistry', Manipur University, Imphal), out of which 969 (80.95%) boys and 666 (88.68%) girls were retained in the courses up to the end of the courses. Hence, in higher education institutions, girls possessed superior status in comparison to boys in retention in the courses. Therefore, it is summarized that gender discrimination (favouring to girls) is commonly prevalent in higher education institutions of North-East India in retention in the courses.

C= Status of Girls in Comparison to Boys in Higher Education Institutions in Completion of the Courses (Achievement)

Table 4.4 explains status of girls in comparison to boys in higher education institutions in completion of the courses (Achievement). The details of the analysis of the data relating to the table 4.4 are given below.

a= Status of Girls in Comparison to Boys in Professional Higher Education Institutions in Completion of the Courses (Achievement)

In Agricultural University, Jorhat, 44 boys and 56 girls were admitted to the course of B.Sc. in Agriculture in the year 2006, out of which 24 (55.54%) boys and 44 (78.57%) girls completed the course; 36 boys and 64 girls were admitted to the same course of B.Sc. in Agriculture in the year 2007, out of which 23 (63.88%) boys and 52 (81.25%) girls completed the course; and 35 boys and 65 girls were admitted to the same course of B.Sc. in Agriculture in the year 2008, out of which 15 (42.85%) boys and 31 (47.69%) girls completed the course. Hence, in Agricultural University, Jorhat, girls possessed superior status in comparison to boys in completion of the course of B.Sc. in Agriculture with respect to all the three admission years of 2006, 2007 and 2008. In Agricultural University, Jorhat, 10 boys and 30 girls were admitted to the course of B.Sc. in Home Science in the year 2006, out of which 8 (80%) boys and 21 (70%) girls completed the course; 1 boy and 16 girls were admitted to the same course of B.Sc. in Home Science in the year 2007, out of which 1 (100%) boy and 15 (93.75%) girls completed the course; and 2 boys and 23 girls were admitted to the same course of B.Sc. in Home Science in the year 2008, out of which 0 (0%) no boy and 18 (78.26%) girls completed the course. Hence, in Agricultural University, Jorhat, girls possessed superior status in comparison to boys in completion of the course of B.Sc. in Home Science with respect to admission year of 2008; and girls possessed inferior status in comparison to boys in completion of the same course of B.Sc. in Home Science with respect to two admission years of 2006 and 2007.

In NIT, Silchar, 38 boys and 13 girls were admitted to the course of B.Tech. in Computer Science in the year 2006, out of which 24 (63.15%) boys and 10 (76.92%) girls completed the course; 50 boys and 10 girls were admitted to the same course of B.Tech. in Computer Science in the year 2007, out of which 40 (80%) boys and 9 (90%) girls completed the course; and 84 boys and 11 girls were admitted to the same course of B.Tech. in Computer Science in the year 2008, out of which 58 (69.04%) boys and 9 (81.81%) girls completed the course. Hence, in NIT, Silchar, girls possessed superior status in comparison to boys in completion of the course of B.Tech. in Computer Science with respect to all the three admission years of 2006, 2007 and 2008. In NIT, Silchar, 42 boys and 5 girls were admitted to the course of B.Tech. in Electronics & Communication in the year 2006, out of which 35 (83.33%)

boys and 4 (80%) girls completed the course; 52 boys and 9 girls were admitted to the same course of B.Tech. in Electronics & Communication in the year 2007, out of which 40 (76.92%) boys and 8 (88.88%) girls completed the course; and 86 boys and 15 girls were admitted to the same course of B.Tech. in Electronics & Communication in the year 2008, out of which 75 (87.20%) boys and 14(93.33%) girls completed the course. Hence, in NIT, Silchar, girls possessed superior status in comparison to boys in completion of the course of B.Tech. in Electronics & Communication with respect to two admission years of 2007 and 2008; and girls possessed inferior status in comparison to boys in completion of the same course of B.Tech. in Electronics & Communication with respect to admission year of 2006.

In NIT, Agartala, 23 boys and 13 girls were admitted to the course of B.Tech. in Computer Science in the year 2006, out of which 22 (95.65%) boys and 13 (100%) girls completed the course; 46 boys and 7 girls were admitted to the same course of B.Tech.in Computer Science in the year 2007, out of which 46 (100%) boys and 7 (100%) girls completed the course; and 47 boys and 6 girls were admitted to the same course of B.Tech. in Computer Science in the year 2008, out of which 45 (95.74%) boys and 6(100%) girls completed the course. Hence, in NIT, Agartala, girls possessed superior status in comparison to boys in completion of the course of B.Tech. in Computer Science with respect to two admission years of 2006 and 2008; and girls possessed equal status in comparison to boys in completion of the same course of B.Tech. in Computer Science with respect to admission year of 2007.In NIT, Agartala, 24 boys and 16 girls were admitted to the course of B.Tech. in Civil Engineering in the year 2006, out of which 24 (100%) boys and 16 (100%) girls completed the course; 26 boys and 13 girls were admitted to the same course of B.Tech. in Civil Engineering in the year 2007, out of which 26 (100%) boys and 13 (100%) girls completed the course; and 47 boys and 14 girls were admitted to the same course of B.Tech. in Civil Engineering in the year 2008, out of which 43 (91.48%) boys and 13 (92.85%) girls completed the course. Hence, in NIT, Agartala, girls possessed superior status in comparison to boys in completion of the course of B.Tech. in Civil Engineering with respect to admission year of 2008; and girls possessed equal status in comparison to boys in completion of the same course of B.Tech. in Civil Engineering with respect to two admission years of 2006 and 2007.

In professional higher education institutions, 693 boys and 386 girls were admitted to the six courses (‘B.Sc. in Agriculture’ and ‘B.Sc. in Home Science’, Agricultural University, Jorhat; ‘B.Tech. in Computer Science’and ‘B.Tech. in Electronics & Communication’, NIT, Silchar; and ‘B.Tech. in Computer Science’ and ‘B.Tech. in Civil Engineering’, NIT, Agartala) in the years of 2006, 2007, and 2008 together, out of which 549 (79.22%) boys and 303 (78.49%) girls completed the courses. Hence, in professional higher education institutions, girls possessed inferior status in comparison to boys in completion of the courses (achievement) with respect to all the three admission years of 2006, 2007 and 2008 together. Therefore, it is summarized that gender discrimination (favouring to boys) is commonly prevalent in professional higher education institutions of North-East India in completion of the courses (Achievement). .

b= Status of Girls in Comparison to Boys in Non-Professional Higher Education Institutions in Completion of the Courses (Achievement)

In Gauhati University, Guwahati, 23 boys and 37 girls were admitted to the course of M.A. in History in the year 2008, out of which 8 (34.78%) boys and 15 (40.54%) girls completed the course; 22 boys and 38 girls were admitted to the same course of M.A. in History in the year 2009, out of which 9 (40.90%) boys and 29 (76.31%) girls completed the course; and 29 boys and 42 girls were admitted to the same course of M.A. in History in the year 2010, out of which 11 (37.93%) boys and 15 (35.71%) girls completed the course. Hence, in Gauhati University, Guwahati, girls possessed superior status in comparison to boys in completion of the course of M.A. in History with respect to two admission years of 2008 and 2009; and girls possessed inferior status in comparison to boys in completion of the same course of M.A. in History with respect to admission year of 2010. In Gauhati University, Guwahati, 48 boys and 25 girls were admitted to the course of M.Sc. in Mathematics in the year 2008, out of which 17 (35.41%) boys and 18 (72%) girls completed the course; 48 boys and 27 girls were admitted to the same course of M.Sc. in Mathematics in the year 2009, out of which 29 (60.41%) boys and 22 (81.48%) girls completed the course; and 45 boys and 31 girls were admitted to the same course of M.Sc. in Mathematics in the year 2010, out of which 22 (48.88%) boys and 22 (70.96%) girls completed the course. Hence, in Gauhati University, Guwahati, girls possessed

superior status in comparison to boys in completion of the course of M.Sc. in Mathematics with respect to all the three admission years of 2008, 2009 and 2010.

In Assam University, Silchar, 23 boys and 12 girls were admitted to the course of M.A. in Social Work in the year 2008, out of which 13 (56.52%) boys and 7 (58.33%) girls completed the course; 16 boys and 14 girls were admitted to the same course of M.A. in Social Work in the year 2009, out of which 12 (75%) boys and 13 (92.85%) girls completed the course; and 17 boys and 20 girls were admitted to the same course of M.A. in Social Work in the year 2010, out of which 16 (94.11%) boys and 19 (95%) girls completed the course. Hence, in Assam University, Silchar, girls possessed superior status in comparison to boys in completion of the course of M.A. in Social Work with respect to all the three admission years of 2008, 2009 and 2010.In Assam University, Silchar, 25 boys and 6 girls were admitted to the course of M.Sc. in Chemistry in the year 2008, out of which 23 (92%) boys and 5 (83.33%) girls completed the course; 31 boys and 11 girls were admitted to the same course of M.Sc. in Chemistry in the year 2009, out of which 27 (87.09%) boys and 10 (90.90%) girls completed the course; and 37 boys and 11 girls were admitted to the same course of M.Sc. in Chemistry in the year 2010, out of which 28 (75.67%) boys and 10 (90.90%) girls completed the course. Hence, in Assam University, Silchar, girls possessed superior status in comparison to boys in completion of the course of M.Sc. in Chemistry with respect to two admission years of 2009 and 2010; and girls possessed inferior status in comparison to boys in completion of the same course of M.Sc. in Chemistry with respect to admission year of 2008.

In Manipur University, Imphal, 28 boys and 4 girls were admitted to the course of M.A. in Economics in the year 2008, out of which 14 (50%) boys and 2 (50%) girls completed the course; 30 boys and 13 girls were admitted to the same course of M.A. in Economics in the year 2009, out of which 14 (46.66%) boys and 5 (38.46%) girls completed the course; and 31 boys and 17 girls were admitted to the same course of M.A. in Economics in the year 2010, out of which 9 (29.03%) boys and 8 (47.05%) girls completed the course. Hence, in Manipur University, Imphal, girls possessed superior status in comparison to boys in completion of the course of M.A. in Economics with respect to admission year of 2010; girls possessed inferior status in

comparison to boys in completion of the same course of M.A. in Economics with respect to admission year of 2009; and girls possessed equal status in comparison to boys in completion of the same course of M.A. in Economics with respect to admission year of 2008. In Manipur University, Imphal, 20 boys and 16 girls were admitted to the course of M.Sc. in Chemistry in the year 2008, out of which 10 (50%) boys and 15 (93.75%) girls completed the course; 18 boys and 19 girls were admitted to the same course of M.Sc. in Chemistry in the year 2009, out of which 11 (61.11%) boys and 16 (84.21%) girls completed the course; and 13 boys and 22 girls were admitted to the same course of M.Sc. in Chemistry in the year 2010, out of which 12 (92.30%) boys and 17 (77.27%) girls completed the course. Hence, in Manipur University, Imphal, girls possessed superior status in comparison to boys in completion of the course of M.Sc. in Chemistry with respect to two admission years of 2008 and 2009; and girls possessed inferior status in comparison to boys in completion of the same course of M.Sc. in Chemistry with respect to admission year of 2010.

In non-professional higher education institutions, 504 boys and 365 girls were admitted to the six courses ('M.A. in History' and 'M.Sc. in Mathematics',Gauhati University, Guwahati; 'M.A. in Social Work' and 'M.Sc. in Chemistry', Assam University, Silchar; and 'M.A. in Economics' and 'M.Sc. in Chemistry', Manipur University, Imphal) in the years of 2008, 2009 and 2010 together, out of which 285 (56.54%) boys and 248 (67.94%) girls completed the courses. Hence, in non-professional higher education institutions, girls possessed superior status in comparison to boys in completion of the courses (achievement) with respect to all the three admission years of 2008, 2009 and 2010 together. Therefore, it is summarized that gender discrimination (favouring to girls) is commonly prevalent in non-professional higher education institutions of North-East India in completion of the courses (Achievement).

c= Status of Girls in Comparison to Boys in Higher Education Institutions in Completion of the Courses (Achievement)

In professional higher education institutions, 693 boys and 386 girls were admitted to the six courses ('B.Sc. in Agriculture' and 'B.Sc. in Home Science', Agricultural

University, Jorhat; ‘B.Tech. in Computer Science’ and ‘B.Tech. in Electronics & Communication’, NIT, Silchar; and ‘B.Tech in Computer Science’ and ‘B.Tech. in Civil Engineering’, NIT, Agartala) in the years of 2006, 2007 and 2008 together, out of which 549 (79.22%) boys and 303 (78.49%) girls completed the courses. In non-professional higher education institutions, 504 boys and 365 girls were admitted to the six courses (‘M.A. in History’ and ‘M.Sc. in Mathematics’, Gauhati University, Guwahati; ‘M.A. in Social Work’ and ‘M.Sc. in Chemistry’, Assam University, Silchar; and ‘M.A. in Economics’ and ‘M.Sc in Chemistry’, Manipur University, Imphal) in the years of 2008, 2009 and 2010 together, out of which 285 (56.54%) boys and 248 (67.94%) girls completed the courses. In higher education institutions (with respect to admission years of 2006, 2007 and 2008 together of professional higher education institutions; and admission years of 2008, 2009 and 2010 together of non-professional higher education institutions) 1197 boys and 751 girls were admitted to 12 courses (‘B.Sc. in Agriculture’ and ‘B.Sc. in Home Science’, Agricultural University, Jorhat; ‘B.Tech. in Computer Science’ and ‘B.Tech. in Electronics & Communication’, NIT, Silchar; ‘B.Tech. in Computer Science’ and ‘B.Tech. in Civil Engineering’, NIT, Agartala;‘M.A. in History’ and ‘M.Sc. in Mathematics’, Gauhati University, Guwahati; ‘M.A. in Social Work’ and ‘M.Sc. in Chemistry’, Assam University, Silchar; and ‘M.A. in Economics’ and ‘M.Sc. in Chemistry’, Manipur University, Imphal), out of which 834 (69.67%) boys and 551 (73.36%) girls completed the courses. Hence, in higher education institutions, girls possessed superior status in comparison to boys in completion of the courses (achievement). Therefore, it is summarized that gender discrimination (favouring to girls) is commonly prevalent in higher education institutions of North-East India in completion of the courses (Achievement).

4.2.3 GENDER ISSUES IN EDUCATIONAL PRACTICES IN HIGHER EDUCATION INSTITUTIONS

Table-4.5

Table Indicating Gender Issues in Educational Practices in Higher Education Institutions

Sl. No.	Professional base of the institutions	Areas of gender issues	Item no. of the areas	Items	Responses of the different category of students											
					Responses of the boys				Responses of the girls				Responses of all students			
					Men (Boys)	Women (Girls)	No discrimination in treatment	Total	Men (Boys)	Women (Girls)	No discrimination in treatment	Total	Men (Boys)	Women (Girls)	No discrimination in treatment	Total
1	Professional Higher Education Institutions	Teacher behaviour	1	The teacher likes more to which category of students	2	15	43	60	6	2	52	60	8	17	95	120
			2	If the same mistake is done by both boys group and girls group, to which group the teacher punishes less.	27	3	30	60	11	1	48	60	38	4	78	120
			3	If both boys group and girls group show the same performance/achievement, to which group the teacher praises more	4	8	48	60	9	5	46	60	13	13	94	120
			4	The teacher provides more study/learning materials to which category students	1	11	48	60	7	1	52	60	8	12	100	120
			5	When any quarreling continues/starts among the boys and girls, the teacher supports to which category students	4	18	38	60	3	11	46	60	7	29	84	120
			6	In the class, the teacher encourages which category students to ask questions and participate in teaching learning process	6	7	47	60	11	1	48	60	17	8	95	120
			7	The teacher tries to convince more to the parents of which category students for sending them to the institution for their better education	4	7	49	60	7	4	49	60	11	11	98	120
			8	Which category students are guided more by the teacher for their future career and education.	7	5	48	60	12	5	43	60	19	10	91	120
			9	Who are less exploited/harassed by the teacher in the institution.	11	4	45	60	5	1	54	60	16	5	99	120
			10	In classroom sitting arrangement, which category students are given preference for sitting in better/ good seats.	1	7	52	60	3	2	55	60	4	9	107	120
			11	The teacher accepts more to the ideas and	1	8	51	60	11	3	46	60	12	11	97	120

				views of which category students in the classroom discussion process													
			12	The teacher gives more time to which category students for clarifying their doubts, difficulties and problems.	1	5	54	60	10	0	50	60	11	5	104	120
			13	If the boys and girls answer to the questions in the similar way the teacher awards more mark to which category students	1	11	48	60	4	1	55	60	5	12	103	120
			14	The teacher considers which category students as the more intelligent, capable and competent.	15	7	38	60	12	2	46	60	27	9	84	120
			15	The teacher praises which category students as more adjustive and self confident.	15	5	40	60	4	3	53	60	19	8	93	120
			16	The teacher always gives safeguard/ protection to which category students	3	12	45	60	1	22	37	60	4	34	82	120
			Total (Percentage)		103 (10.72%)	133 (13.85%)	724 (75.41%)	960 (100%)	116 (12.08%)	64 (6.66%)	780 (81.25%)	960 (100%)	219 (11.40%)	197 (10.26%)	1504 (78.33%)	1920 (100%)
					236 (24.58%)		724 (75.41%)	960 (100%)	180 (18.75%)		780 (81.25%)	960 (100%)	416 (21.66%)		1504 (78.33%)	1920 (100%)
		Curriculum	1	The course contents/text books normally encourage the superiority of which category of people	2	10	48	60	8	2	50	60	10	12	98	120
			2	The subjects/contents/descriptions included in the course contents/textbooks are more beneficial for which category of people	3	7	50	60	7	4	49	60	10	11	99	120
			3	The content materials, descriptions etc. included in the course contents/textbooks motivate more to which category students for their total development	1	8	51	60	9	5	46	60	10	13	97	120
			4	The language used in the course contents/text books encourages/ signifies/ respects the values, feelings and emotions of which category people	5	6	49	60	8	3	49	60	13	9	98	120
			5	The pictures, symbols, descriptions, explanations etc. of the course contents/textbooks enhance status of which category people	6	4	50	60	10	1	49	60	16	5	99	120
			6	The course contents/textbooks present more positively to the lives, living styles,	3	2	55	60	4	3	53	60	7	5	108	120

				behaviour pattern etc. of the which category people.													
			7	The course contents/textbooks mostly cite examples, illustrations, ideas, stories etc. relating to which section	6	11	43	60	9	7	44	60	15	18	87	120
			8	Which category of students feel comfort to perform different tasks relating to the course contents/textbooks.	14	10	36	60	9	3	48	60	23	13	84	120
			Total (Percentage)		40 (8.33%)	58 (12.08%)	382 (79.58%)	480 (100%)	64 (13.33%)	28 (5.83%)	388 (80.83%)	480 (100%)	104 (10.83%)	86 (8.95%)	770 (80.20%)	960 (100%)
					98 (20.41%)		382 (79.58%)	480 (100%)	92 (19.16%)		388 (80.83%)	480 (100%)	190 (19.79%)		770 (80.20%)	960 (100%)
		Institutional/ departmental activities	1	Institution/department allows which category students to take the charge of leadership for different activities/functions of the institution	22	4	34	60	17	2	41	60	39	6	75	120
			2	In different institutional/departmental activities like functions, festivals, games, sports, drama, competitions etc. who are encouraged to participate more	17	7	36	60	7	1	52	60	24	8	88	120
			3	In out of institutional/departmental activities like study tour, picnic, sports and competitions etc. which category students are given more scope to participate	10	16	34	60	9	0	51	60	19	16	85	120
			4	Institutional/departmental health care services are provided more to which category students	0	8	52	60	1	2	57	60	1	10	109	120
			5	In institutional/departmental based community/ social services, who are given more preference to participate.	2	7	51	60	1	5	54	60	3	12	105	120
			6	While meetings, discussions, debates etc. are held in the institution/ department, the views of which category students are given more importance	6	7	47	60	4	2	54	60	10	9	101	120
			7	Institutional/ departmental activities are prepared mostly basing on the needs of the which category students	5	8	47	60	8	1	51	60	13	9	98	120

			8	While participating in different types of institutional/ departmental activities, which category students mostly feel sociable and adjusted.	6	8	46	60	2	7	51	60	8	15	97	120
			Total (Percentage)		68 (14.16%)	65 (13.54%)	347 (72.29%)	480 (100%)	49 (10.20%)	20 (4.16%)	411 (85.62%)	480 (100%)	117 (12.18%)	85 (8.85%)	758 (78.95%)	960 (100%)
					133 (27.70%)		347 (72.29%)	480 (100%)	69 (14.37%)		411 (85.62%)	480 (100%)	202 (21.04%)		758 (78.95%)	960 (100%)
		Discipline	1	In the institution/department, more discipline is expected from which category students	13	15	32	60	5	16	39	60	18	31	71	120
			2	Institution/department is very much flexible in its rules, regulations and practices for which category students	14	6	40	60	1	14	45	60	15	20	85	120
			3	The manner, style, dress and behaviour pattern of which category students are highly appreciated in the institution/ department.	11	9	40	60	1	24	35	60	12	33	75	120
			4	If both boys and girls equally violate the rules, regulations and principles of the institution/department, which categories students is punished less.	26	1	33	60	6	3	51	60	32	4	84	120
			5	When different responsibilities are assigned to both boys and girls, the institution/department wants which category students to perform the responsibilities in a quick and effective way.	17	6	37	60	12	3	45	60	29	9	82	120
			6	When any fighting/quarreling starts between the boys and girls, the institution /department authority becomes partial towards which category students	4	13	43	60	2	2	56	60	6	15	99	120
			7	In the institution/department premises, more punctuality is expected from which students	9	7	44	60	4	9	47	60	13	16	91	120
			8	Which category students enjoy maximum freedom in the institution/department	17	4	39	60	14	0	46	60	31	4	85	120
			9	The institution/department tries to make which category students more disciplined and ideal.	7	7	46	60	10	0	50	60	17	7	96	120
			Total (Percentage)		118 (21.85%)	68 (12.59%)	354 (65.55%)	540 (100%)	55 (10.18%)	71 (13.14%)	414 (76.66%)	540 (100%)	173 (16.01%)	139 (12.87%)	768 (71.11%)	1080 (100%)

					186 (34.44%)		354 (65.55%)	540 (100%)	126 (23.33%)		414 (76.66%)	540 (100%)	312 (28.88%)		768 (71.11%)	1080 (100%)
		Enrolment	1	The institution/department imposes less restriction for admission of which category students to the institution/department.	2	3	55	60	1	1	58	60	3	4	113	120
			2	The institution/department authority/ teachers always mobilize/ convince the parents of which category students for their admission to the institution/department.	4	6	50	60	4	4	52	60	8	10	102	120
			3	The problems relating to facilities like hostel, transport facilities, security facilities etc. affect less to the enrolment of which category students to the institution/department	0	9	51	60	1	12	47	60	1	21	98	120
			4	The behaviour and attitude of the headmaster, teacher and other supporting staff affect positively to the enrolment of which category students.	3	1	56	60	5	2	53	60	8	3	109	120
			Total (Percentage)		9 (3.75%)	19 (7.91%)	212 (88.33%)	240 (100%)	11 (4.58%)	19 (7.91%)	210 (87.5%)	240 (100%)	20 (4.16%)	38 (7.91%)	422 (87.91%)	480 (100%)
					28 (11.66%)		212 (88.33%)	240 (100%)	30 (12.5%)		210 (87.5%)	240 (100%)	58 (12.08%)		422 (87.91%)	480 (100%)
		Achievement	1	Teachers are very much partial (show favoritism) to which category students in giving marks in the institutional/ departmental evaluation process.	0	14	46	60	3	0	57	60	3	14	103	120
			2	In institution/department, which category students are always encouraged as more intelligent and high achiever students.	7	12	41	60	2	6	52	60	9	18	93	120
			3	Which category students are given/awarded more marks in the institutional/ departmental evaluation (examination) process because of grace and sympathy.	1	13	46	60	1	1	58	60	2	14	104	120
			4	The problems relating to hostel facilities, transport facilities, securities in the institution /department etc. affect less to which category students	6	14	40	60	2	10	48	60	8	24	88	120
			5	The manner, behaviour, attitude etc. of the teacher, non teaching staffs etc. affect in a good way.	8	4	48	60	2	2	56	60	10	6	104	120

			Total (percentage)		22 (7.33%)	57 (19%)	221 (73.66%)	300 (100%)	10 (3.33%)	19 (6.33%)	271 (90.33%)	300 (100%)	32 (5.33%)	76 (12.66%)	492 (82%)	600 (100%)
					79 (26.33%)		221 (73.66%)	300 (100%)	29 (9.66%)		271 (90.33%)	300 (100%)	108 (18%)		492 (82%)	600 (100%)
		Providing benefit to the students	1	Which category students are provided more study materials from the institution/ department.	0	7	53	60	7	1	52	60	7	8	105	120
			2	Which category students are given more preference in getting rewards, recognitions, scholarships etc. from the institution /department.	0	5	55	60	2	3	55	60	2	8	110	120
			3	The institution/department gives preference to which category students while providing basic facilities like sitting arrangement, toilet, and instruments etc. for playing games.	3	5	52	60	8	2	50	60	11	7	102	120
			4	The institution/department supplies special facilities or makes special provision for clarifying doubts and difficulties of which category students.	3	3	54	60	1	0	59	60	4	3	113	120
			Total (Percentage)		6 (2.5%)	20 (8.33%)	214 (89.16%)	240 (100%)	18 (7.5%)	6 (2.5%)	216 (90%)	240 (100%)	24 (5%)	26 (5.41%)	430 (89.58%)	480 (100%)
					26 (10.83%)		214 (89.16%)	240 (100%)	24 (10%)		216 (90%)	240 (100%)	50 (10.41%)		430 (89.58%)	480 (100%)
		Total (Percentage)			366 (11.29%)	420 (12.96%)	2454 (75.74%)	3240 (100%)	323 (9.96%)	227 (7.00%)	2690 (83.02%)	3240 (100%)	689 (10.63%)	647 (9.98%)	5144 (79.38%)	6480 (100%)
					786 (24.25%)		2454 (75.74%)	3240 (100%)	550 (16.97%)		2690 (83.02%)	3240 (100%)	1336 (20.61%)		5144 (79.38%)	6480 (100%)
2	Non-Professional Higher Education institutions	Teacher behaviour	1	The teacher likes more to which category of students	0	11	49	60	0	3	57	60	0	14	106	120
			2	If the same mistake is done by both boys group and girls group, to which group the teacher punishes less.	20	1	39	60	3	2	55	60	23	3	94	120
			3	If both boys group and girls group show the same performance/achievement, to which group the teacher praises more	1	11	48	60	0	6	54	60	1	17	102	120
			4	The teacher provides more study/learning materials to which category students.	7	8	45	60	0	3	57	60	7	11	102	120
			5	When any quarreling continues/starts among the boys and girls, the teacher supports to which category students	6	15	39	60	1	5	54	60	7	20	93	120

			6	In the class, the teacher encourages which category students to ask questions and participate in teaching learning process	6	2	52	60	2	5	53	60	8	7	105	120
			7	The teacher tries to convince more to the parents of which category students for sending them to the institution for their better education	3	10	47	60	1	11	48	60	4	21	95	120
			8	Which category students are guided more by the teacher for their future career and education.	7	5	48	60	3	4	53	60	10	9	101	120
			9	Who are less exploited/harassed by the teacher in the institution.	6	9	45	60	1	2	57	60	7	11	102	120
			10	In classroom sitting arrangement, which category students are given preference for sitting in better/ good seats.	5	12	43	60	0	5	55	60	5	17	98	120
			11	The teacher accepts more to the ideas and views of which category students in the classroom discussion process	8	5	47	60	0	2	58	60	8	7	105	120
			12	The teacher gives more time to which category students for clarifying their doubts, difficulties and problems.	5	3	52	60	0	3	57	60	5	6	109	120
			13.	If the boys and girls answer to the questions in the similar way the teacher awards more mark to which category students	0	14	46	60	0	1	59	60	0	15	105	120
			14	The teacher considers which category students as the more intelligent, capable and competent.	9	3	48	60	0	5	55	60	9	8	103	120
			15	The teacher praises which category students as more adjustive and self confident.	10	4	46	60	0	4	56	60	10	8	102	120
			16	The teacher always gives safeguard/ protection to which category students	4	6	50	60	0	22	38	60	4	28	88	120
			Total (Percentage)		97 (10.10%)	119 (12.39%)	744 (77.5%)	960 (100%)	11 (1.14%)	83 (8.64%)	866 (90.20%)	960 (100%)	108 (5.62%)	202 (10.52%)	1610 (83.85%)	1920 (100%)
					216 (22.5%)		744 (77.5%)	960 (100%)	94 (9.79%)		866 (90.20%)	960 (100%)	310 (16.14%)		1610 (83.85%)	1920 (100%)

		Curriculum	1	The course contents/text books normally encourage the superiority of which category of people	9	2	49	60	3	4	53	60	12	6	102	120
			2	The subjects/contents/descriptions included in the course contents/textbooks are more beneficial for which category of people	7	2	51	60	1	2	57	60	8	4	108	120
			3	The content materials, descriptions etc. included in the course contents/textbooks motivate more to which category students for their total development	8	3	49	60	3	1	56	60	11	4	105	120
			4	The language used in the course contents/text books encourages/ signifies/respects the values, feelings and emotions of which category people	7	4	49	60	1	5	54	60	8	9	103	120
			5	The pictures, symbols, descriptions, explanations etc. of the course contents/textbooks enhance status of which category people	6	7	47	60	1	4	55	60	7	11	102	120
			6	The course contents/textbooks present more positively to the lives, living styles, behaviour pattern etc. of the which category people.	7	7	46	60	5	5	50	60	12	12	96	120
			7	The course contents/textbooks mostly cite examples, illustrations, ideas, stories etc. relating to which section	11	4	45	60	1	3	56	60	12	7	101	120
			8	Which category of students feel comfort to perform different tasks relating to the course contents/textbooks.	9	5	46	60	4	2	54	60	13	7	100	120
			Total(Percentage)		64 (13.33%)	34 (7.08%)	382 (79.58%)	480 (100%)	19 (3.95%)	26 (5.41%)	435 (90.62%)	480 (100%)	83 (8.64%)	60 (6.25%)	817 (85.10%)	960 (100%)
					98 (20.41%)		382 (79.58%)	480 (100%)	45 (9.37%)		435 (90.62%)	480 (100%)	143 (14.89%)		817 (85.10%)	960 (100%)
		Institutional/ departmental activities	1	Institution/department allows which category students to take the charge of leadership for different activities/ functions of the institution.	19	5	36	60	13	3	44	60	32	8	80	120
			2	In different institutional/departmental activities like functions, festivals, games, sports, drama, competitions etc. who are encouraged to participate more	10	7	43	60	2	7	51	60	12	14	94	120

			3	In out of institutional/departmental activities like study tour, picnic, sports and competitions etc. which category students are given more scope to participate	11	5	44	60	8	3	49	60	19	8	93	120
			4	Institutional/departmental health care services are provided more to which category students	2	4	54	60	0	4	56	60	2	8	110	120
			5	In institutional/departmental based community/ social services, who are given more preference to participate.	5	8	47	60	0	4	56	60	5	12	103	120
			6	While meetings, discussions, debates etc. are held in the institution/ department, the views of which category students are given more importance	6	3	51	60	0	3	57	60	6	6	108	120
			7	Institutional/ departmental activities are prepared mostly basing on the needs of the which category students	1	7	52	60	0	3	57	60	1	10	109	120
			8	While participating in different types of institutional/ departmental activities, which category students mostly feel sociable and adjusted.	4	9	47	60	1	3	56	60	5	12	103	120
			Total (Percentage)		58 (12.08%)	48 (10%)	374 (77.91%)	480 (100%)	24 (5%)	30 (6.25%)	426 (88.75%)	480 (100%)	82 (8.54%)	78 (8.12%)	800 (83.33%)	960 (100%)
					106 (22.08%)		374 (77.91%)	480 (100%)	54 (11.25%)		426 (88.75%)	480 (100%)	160 (16.66%)		800 (83.33%)	960 (100%)
		Discipline	1	In the institution/department, more discipline is expected from which category students	6	16	38	60	3	8	49	60	9	24	87	120
			2	Institution/department is very much flexible in its rules, regulations and practices for which category students	9	6	45	60	3	1	56	60	12	7	101	120
			3	The manner, style, dress and behaviour pattern of which category students are highly appreciated in the institution/ department.	6	11	43	60	1	16	43	60	7	27	86	120
			4	If both boys and girls equally violate the rules, regulations and principles of the institution/ department, which categories students is punished less.	14	0	46	60	6	2	52	60	20	2	98	120

			5	When different responsibilities are assigned to both boys and girls, the institution/department wants which category students to perform the responsibilities in a quick and effective way.	9	2	49	60	8	5	47	60	17	7	96	120
			6	When any fighting/quarreling starts between the boys and girls, the institution/department authority becomes partial towards which category students	7	8	45	60	2	4	54	60	9	12	99	120
			7	In the institution/department premises, more punctuality is expected from which students	6	9	45	60	1	8	51	60	7	17	96	120
			8	Which category students enjoy maximum freedom in the institution/department	13	2	45	60	4	2	54	60	17	4	99	120
			9	The institution/department tries to make which category students more disciplined and ideal.	4	7	49	60	1	3	56	60	5	10	105	120
			Total (Percentage)		74 (13.70%)	61 (11.29%)	405 (75%)	540 (100%)	29 (5.37%)	49 (9.07%)	462 (85.55%)	540 (100%)	103 (9.53%)	110 (10.18%)	867 (80.27%)	1080 (100%)
					135 (25%)		405 (75%)	540 (100%)	78 (14.44%)		462 (85.55%)	540 (100%)	213 (19.72%)		867 (80.27%)	1080 (100%)
		Enrolment	1	The institution/department imposes less restriction for admission of which category students to the institution/department.	6	5	49	60	0	5	55	60	6	10	104	120
			2	The institution/ department authority/teachers always mobilize/convince the parents of which category students for their admission to the institution/department.	2	4	54	60	0	3	57	60	2	7	111	120
			3	The problems relating to facilities like hostel, transport facilities, security facilities etc. affect less to the enrolment of which category students to the institution/ department	1	15	44	60	0	12	48	60	1	27	92	120
			4	The behaviour and attitude of the headmaster, teacher and other supporting staff affect positively to the enrolment of which category students.	5	5	50	60	0	7	53	60	5	12	103	120
			Total(Percentage)		14 (5.83%)	29 (12.08%)	197 (82.08%)	240 (100%)	0 (0%)	27 (11.25%)	213 (88.75%)	240 (100%)	14 (2.91%)	56 (11.66%)	410 (85.41%)	480 (100%)
					43 (17.91%)		197 (82.08%)	240 (100%)	27 (11.25%)		213 (88.75%)	240 (100%)	70 (14.58%)		410 (85.41%)	480 (100%)

		Achievement	1	Teachers are very much partial (show favoritism) to which category students in giving marks in the institutional/ departmental evaluation process.	2	12	46	60	1	3	56	60	3	15	102	120
			2	In institution/department, which category students are always encouraged as more intelligent and high achiever.	7	2	51	60	0	1	59	60	7	3	110	120
			3	Which category students are given/awarded more marks in the institutional/departmental evaluation (examination) process because of grace and sympathy.	3	7	50	60	0	4	56	60	3	11	106	120
			4	The problems relating to hostel facilities, transport facilities, securities in the institution/department etc. affect less to which category students	2	10	48	60	0	11	49	60	2	21	97	120
			5	The manner, behaviour, attitude etc. of the teacher, non teaching staffs etc. affect in a good way.	4	4	52	60	0	8	52	60	4	12	104	120
			Total(Percentage)		18 (6%)	35 (11.66%)	247 (82.33%)	300 (100%)	1 (0.33%)	27 (9%)	272 (90.66%)	300 (100%)	19 (3.16%)	62 (10.33%)	519 (86.5%)	600 (100%)
					53 (17.66%)		247 (82.33%)	300 (100%)	28 (9.33%)		272 (90.66%)	300 (100%)	81 (13.5%)		519 (86.5%)	600 (100%)
		Providing benefit to the students	1	Which category students are provided more study materials from the institution/ department.	3	5	52	60	0	4	56	60	3	9	108	120
			2	Which category students are given more preference in getting rewards, recognitions, scholarships etc. from the institution/ department.	5	3	52	60	1	3	56	60	6	6	108	120
			3	The institution/department gives preference to which category students while providing basic facilities like sitting arrangement, toilet, and instruments etc. for playing games.	2	8	50	60	1	8	51	60	3	16	101	120
			4	The institution/department supplies special facilities or makes special provision for clarifying doubts and difficulties of which category students.	4	3	53	60	0	2	58	60	4	5	111	120

			Total(Percentage)	14 (5.83%)	19 (7.91%)	207 (86.25%)	240 (100%)	2 (0.83%)	17 (7.08%)	221 (92.08%)	240 (100%)	16 (3.33%)	36 (7.5%)	428 (89.16%)	480 (100%)
				33 (13.75%)		207 (86.25%)	240 (100%)	19 (7.91%)		221 (92.08%)	240 (100%)	52 (10.83%)		428 (89.16%)	480 (100%)
	Total(Percentage)			339 (10.46%)	345 (10.64%)	2556 (78.88%)	3240 (100%)	86 (2.65%)	259 (7.99%)	2895 (89.35%)	3240 (100%)	425 (6.55%)	604 (9.32%)	5451 (84.12%)	6480 (100%)
				684 (21.11%)		2556 (78.88%)	3240 (100%)	345 (10.64%)		2895 (89.35%)	3240 (100%)	1029 (15.87%)		5451 (84.12%)	6480 (100%)
Total(Percentage)				705 (10.87%)	765 (11.80%)	5010 (77.31%)	6480 (100%)	409 (6.31%)	486 (7.5%)	5585 (86.18%)	6480 (100%)	1114 (8.59%)	1251 (9.65%)	10595 (81.75%)	12960 (100%)
				1470 (22.68%)		5010 (77.31%)	6480 (100%)	895 (13.81%)		5585 (86.18%)	6480 (100%)	2365 (18.24%)		10595 (81.75%)	12960 (100%)

Table 4.5 explains gender issues in educational practices in higher education institutions. The details of the analysis of the data relating to the table 4.5 are given below.

A= ***Gender Issues in Educational Practices in Professional Higher Education Institutions***

In professional higher education institutions, 24.58% boys responded that gender issues are found (favouring to either men or women) in teacher behaviour; and the rest 75.41% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in teacher behaviour. Out of the 24.58 % boys, 10.72% boys responded that gender issues are found in teacher behaviour favouring to men and the rest 13.85% boys responded that gender issues are found in teacher behaviour favouring to women. In professional higher education institutions, 18.75% girls responded that gender issues are found (favouring to either men or women) in teacher behaviour; and the rest 81.25% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in teacher behaviour. Out of the 18.75 % girls, 12.08% girls responded that gender issues are found in teacher behaviour favouring to men and the rest 6.66% girls responded that gender issues are found in teacher behaviour favouring to women. In professional higher education institutions, 21.66% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in teacher behaviour; and the rest 78.33% students responded that gender issues are not found (no discrimination in treatment to either men or women) in teacher behaviour.Out of the 21.66 % students, 11.40% students responded that gender issues are found in teacher behaviour favouring to men and the rest 10.26% students responded that gender issues are found in teacher behaviour favouring to women. Hence, in professional higher education institutions, according to the responses of the students, gender issues are found in teacher behaviour favouring more to men than women.

In professional higher education institutions, 20.41% boys responded that gender issues are found (favouring to either men or women) in curriculum; and the rest 79.58% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in curriculum. Out of the 20.41 % boys, 8.33%

boys responded that gender issues are found in curriculum favouring to men and the rest 12.08% boys responded that gender issues are found in curriculum favouring to women. In professional higher education institutions, 19.16% girls responded that gender issues are found (favouring to either men or women) in curriculum; and the rest 80.83% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in curriculum. Out of the 19.16 % girls, 13.33% girls responded that gender issues are found in curriculum favouring to men and the rest 5.83% girls responded that gender issues are found in curriculum favouring to women. In professional higher education institutions, 19.79% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in curriculum; and the rest 80.20% students responded that gender issues are not found (no discrimination in treatment to either men or women) in curriculum. Out of the 19.79% students, 10.83% students responded that gender issues are found in curriculum favouring to men and the rest 8.95% students responded that gender issues are found in curriculum favouring to women. Hence, in professional higher education institutions, according to the responses of the students, gender issues are found in curriculum favouring more to men than women.

In professional higher education institutions, 27.70% boys responded that gender issues are found (favouring to either men or women) in institutional/departmental activities; and the rest 72.29% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in institutional/departmental activities. Out of the 27.70% boys, 14.16% boys responded that gender issues are found in institutional/departmental activities favouring to men and the rest 13.54% boys responded that gender issues are found in institutional/departmental activities favouring to women. In professional higher education institutions, 14.37% girls responded that gender issues are found (favouring to either men or women) in institutional/departmental activities; and the rest 85.62% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in institutional/departmental activities. Out of the 14.37% girls, 10.20% girls responded that gender issues are found in institutional/departmental activities favouring to men and the rest 4.16% girls responded that gender issues are found in institutional/departmental activities favouring to women. In professional higher

education institutions, 21.04% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in institutional/departmental activities; and the rest 78.95% students responded that gender issues are not found (no discrimination in treatment to either men or women) in institutional/departmental activities. Out of the 21.04% students, 12.18% students responded that gender issues are found in institutional/departmental activities favouring to men and the rest 8.85% students responded that gender issues are found in institutional/departmental activities favouring to women. Hence, in professional higher education institutions, according to the responses of the students, gender issues are found in institutional/departmental activities favouring more to men than women.

In professional higher education institutions, 34.44% boys responded that gender issues are found (favouring to either men or women) in discipline; and the rest 65.55% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in discipline. Out of the 34.44% boys, 21.85% boys responded that gender issues are found in discipline favouring to men and the rest 12.59% boys responded that gender issues are found in discipline favouring to women. In professional higher education institutions, 23.33% girls responded that gender issues are found (favouring to either men or women) in discipline; and the rest 76.66% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in discipline. Out of the 23.33% girls, 10.18% girls responded that gender issues are found in discipline favouring to men and the rest 13.14% girls responded that gender issues are found in discipline favouring to women. In professional higher education institutions, 28.88% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in discipline; and the rest 71.11% students responded that gender issues are not found (no discrimination in treatment to either men or women) in discipline. Out of the 28.88% students, 16.01% students responded that gender issues are found in discipline favouring to men and the rest 12.87% students responded that gender issues are found in discipline favouring to women. Hence, in professional higher education institutions, according to the responses of the students, gender issues are found in discipline favouring to more men than women.

In professional higher education institutions, 11.66% boys responded that gender issues are found (favouring to either men or women) in enrolment; and the rest 88.33% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in enrolment. Out of the 11.66% boys, 3.75% boys responded that gender issues are found in enrolment favouring to men and the rest 7.91% boys responded that gender issues are found in enrolment favouring to women. In professional higher education institutions, 12.5% girls responded that gender issues are found (favouring to either men or women) in enrolment; and the rest 87.5% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in enrolment. Out of the 12.5% girls, 4.58% girls responded that gender issues are found in enrolment favouring to men and the rest 7.91% girls responded that gender issues are found in enrolment favouring to women. In professional higher education institutions, 12.08% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in enrolment; and the rest 87.91% students responded that gender issues are not found (no discrimination in treatment to either men or women) in enrolment. Out of the 12.08% students, 4.16% students responded that gender issues are found in enrolment favouring to men and the rest 7.91% students responded that gender issues are found in enrolment favouring to women. Hence, in professional higher education institutions, according to the responses of the students, gender issues are found in enrolment favouring more to women than men.

In professional higher education institutions, 26.33% boys responded that gender issues are found (favouring to either men or women) in achievement; and the rest 73.66% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in achievement. Out of the 26.33% boys, 7.33% boys responded that gender issues are found in achievement favouring to men and the rest 19% boys responded that gender issues are found in achievement favouring to women. In professional higher education institutions, 9.66% girls responded that gender issues are found (favouring to either men or women) in achievement; and the rest 90.33% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in achievement. Out of the 9.66% girls, 3.33% girls responded that gender issues are found in achievement favouring to men and the

rest 6.33% girls responded that gender issues are found in achievement favouring to women. In professional higher education institutions, 18% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in achievement; and the rest 82% students responded that gender issues are not found (no discrimination in treatment to either men or women) in achievement. Out of the 18% students, 5.33% students responded that gender issues are found in achievement favouring to men and the rest 12.66% students responded that gender issues are found in achievement favouring to women. Hence, in professional higher education institutions, according to the responses of the students, gender issues are found in achievement favouring more to women than men.

In professional higher education institutions, 10.83% boys responded that gender issues are found (favouring to either men or women) in providing benefits to the students; and the rest 89.16% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in providing benefits to the students. Out of the 10.83% boys, 2.5% boys responded that gender issues are found in providing benefits to the students favouring to men and the rest 8.33% boys responded that gender issues are found in providing benefits to the students favouring to women. In professional higher education institutions, 10% girls responded that gender issues are found (favouring to either men or women) in providing benefits to the students; and the rest 90% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in providing benefits to the students. Out of the 10% girls, 7.5% girls responded that gender issues are found in providing benefits to the students favouring to men and the rest 2.5% girls responded that gender issues are found in providing benefits to the students favouring to women. In professional higher education institutions, 10.41% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in providing benefits to the students; and the rest 89.58% students responded that gender issues are not found (no discrimination in treatment to either men or women) in providing benefits to the students. Out of the 10.41% students, 5% students responded that gender issues are found in providing benefits to the students favouring to men and the rest 5.41% students responded that gender issues are found in providing benefits to the students favouring to women. Hence, in

professional higher education institutions, according to the responses of the students, gender issues are found in providing benefits to the students favouring more to women than men.

In professional higher education institutions, 24.25% boys responded that gender issues are found (favouring to either men or women) in educational practices; and the rest 75.74% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in educational practices. Out of the 24.25 % boys, 11.29% boys responded that gender issues are found in educational practices favouring to men and the rest 12.96% boys responded that gender issues are found in educational practices favouring to women. In professional higher education institutions, 16.97% girls responded that gender issues are found (favouring to either men or women) in educational practices; and the rest 83.02% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in educational practices. Out of the 16.97% girls, 9.96% girls responded that gender issues are found in educational practices favouring to men and the rest 7.00% girls responded that gender issues are found in educational practices favouring to women. In professional higher education institutions, 20.61% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in educational practices; and the rest 79.38% students responded that gender issues are not found (no discrimination in treatment to either men or women) in educational practices. Out of the 20.61 % students, 10.63% students responded that gender issues are found in educational practices favouring to men and the rest 9.98% students responded that gender issues are found in educational practices favouring to women. Hence, in professional higher education institutions, according to the responses of the students, gender issues are found in educational practices favouring more to men than women. Therefore, it is summarized that gender issues (favouring more to men than women) is commonly prevalent in educational practices in professional higher education institutions of North East India.

B= ***Gender Issues in Educational Practices in Non-Professional Higher Education Institutions***

In non-professional higher education institutions, 22.5% boys responded that gender issues are found (favouring to either men or women) in teacher behaviour; and the rest 77.5% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in teacher behaviour. Out of the 22.5% boys, 10.10% boys responded that gender issues are found in teacher behaviour favouring to men and the rest 12.39% boys responded that gender issues are found in teacher behaviour favouring to women. In non-professional higher education institutions, 9.79% girls responded that gender issues are found (favouring to either men or women) in teacher behaviour; and the rest 90.20% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in teacher behaviour. Out of the 9.79% girls, 1.14% girls responded that gender issues are found in teacher behavior favouring to men and the rest 8.64% girls responded that gender issues are found in teacher behaviour favouring to women. In non-professional higher education institutions, 16.14% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in teacher behaviour; and the rest 83.85% students responded that gender issues are not found (no discrimination in treatment to either men or women) in teacher behaviour. Out of the 16.14 % students, 5.62% students responded that gender issues are found in teacher behaviour favouring to men and the rest 10.52% students responded that gender issues are found in teacher behaviour favouring to women. Hence, in non-professional higher education institutions, according to the responses of the students, gender issues are found in teacher behavior favouring more to women than men.

In non-professional higher education institutions, 20.41% boys responded that gender issues are found (favouring to either men or women) in curriculum; and the rest 79.58% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in curriculum. Out of the 20.41 % boys, 13.33% boys responded that gender issues are found in curriculum favouring to men and the rest 7.08% boys responded that gender issues are found in curriculum favouring to women. In non-professional higher education institutions, 9.37% girls responded that gender issues are found (favouring to either men or women) in curriculum; and the rest 90.62% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in curriculum. Out of the 9.37% girls, 3.95% girls

responded that gender issues are found in curriculum favouring to men and the rest 5.41% girls responded that gender issues are found in curriculum favouring to women. In non-professional higher education institutions, 14.89% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in curriculum; and the rest 85.10% students responded that gender issues are not found (no discrimination in treatment to either men or women) in curriculum.Out of the 14.89% students, 8.64% students responded that gender issues are found in curriculum favouring to men and the rest 6.25% students responded that gender issues are found in curriculum favouring to women. Hence, in non-professional higher education institutions, according to the responses of the students, gender issues are found in curriculum favouring more to men than women.

In non-professional higher education institutions, 22.08% boys responded that gender issues are found (favouring to either men or women) in institutional/departmental activities; and the rest 77.91% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in institutional/departmental activities. Out of the 22.08% boys, 12.08% boys responded that gender issues are found in institutional/departmental activities favouring to men and the rest 10% boys responded that gender issues are found in institutional/departmental activities favouring to women. In non-professional higher education institutions, 11.25% girls responded that gender issues are found (favouring to either men or women) in institutional/departmental activities; and the rest 88.75% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in institutional/departmental activities. Out of the 11.25% girls, 5% girls responded that gender issues are found in institutional/departmental activities favouring to men and the rest 6.25% girls responded that gender issues are found in institutional/departmental activities favouring to women. In non-professional higher education institutions, 16.66% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in institutional/departmental activities; and the rest 83.33% students responded that gender issues are not found (no discrimination in treatment to either men or women) in institutional/departmental activities. Out of the 16.66% students, 8.54% students responded that gender issues are found in institutional/departmental activities

favouring to men and the rest 8.12% students responded that gender issues are found in institutional/departmental activities favouring to women. Hence, in non-professional higher education institutions, according to the responses of the students, gender issues are found in institutional/departmental activities favouring more to men than women.

In non-professional higher education institutions, 25% boys responded that gender issues are found (favouring to either men or women) in discipline; and the rest 75% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in discipline. Out of the 25% boys, 13.70% boys responded that gender issues are found in discipline favouring to men and the rest 11.29% boys responded that gender issues are found in discipline favouring to women. In non-professional higher education institutions, 14.44% girls responded that gender issues are found (favouring to either men or women) in discipline; and the rest 85.55% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in discipline. Out of the 14.44% girls, 5.37% girls responded that gender issues are found in discipline favouring to men and the rest 9.07% girls responded that gender issues are found in discipline favouring to women. In non-professional higher education institutions, 19.72% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in discipline; and the rest 80.27% students responded that gender issues are not found (no discrimination in treatment to either men or women) in discipline. Out of the 19.72% students, 9.53% students responded that gender issues are found in discipline favouring to men and the rest 10.18% students responded that gender issues are found in discipline favouring to women. Hence, in non-professional higher education institutions, according to the responses of the students, gender issues are found in discipline favouring to more women than men.

In non-professional higher education institutions, 17.91% boys responded that gender issues are found (favouring to either men or women) in enrolment; and the rest 82.08% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in enrolment. Out of the 17.91% boys, 5.83% boys responded that gender issues are found in enrolment favouring to men and the

rest 12.08% boys responded that gender issues are found in enrolment favouring to women. In non-professional higher education institutions, 11.25% girls responded that gender issues are found (favouring to either men or women) in enrolment; and the rest 88.75% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in enrolment. Out of the 11.25% girls, 0% no girl responded that gender issues are found in enrolment favouring to men and 11.25% girls responded that gender issues are found in enrolment favouring to women. In non-professional higher education institutions, 14.58% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in enrolment; and the rest 85.41% students responded that gender issues are not found (no discrimination in treatment to either men or women) in enrolment. Out of the 14.58% students, 2.91% students responded that gender issues are found in enrolment favouring to men and the rest 11.66% students responded that gender issues are found in enrolment favouring to women. Hence, in non-professional higher education institutions, according to the responses of the students, gender issues are found in enrolment favouring more to women than men.

In non-professional higher education institutions, 17.66% boys responded that gender issues are found (favouring to either men or women) in achievement; and the rest 82.33% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in achievement. Out of the 17.66% boys, 6% boys responded that gender issues are found in achievement favouring to men and the rest 11.66% boys responded that gender issues are found in achievement favouring to women. In non-professional higher education institutions, 9.33% girls responded that gender issues are found (favouring to either men or women) in achievement; and the rest 90.66% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in achievement. Out of the 9.33% girls, 0.33% girls responded that gender issues are found in achievement favouring to men and the rest 9% girls responded that gender issues are found in achievement favouring to women. In non-professional higher education institutions, 13.5% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in achievement; and the rest 86.5% students responded that gender issues are not found (no discrimination in treatment to either men or women) in

achievement. Out of the 13.5% students, 3.16% students responded that gender issues are found in achievement favouring to men and the rest 10.33% students responded that gender issues are found in achievement favouring to women. Hence, in non-professional higher education institutions, according to the responses of the students, gender issues are found in achievement favouring more to women than men.

In non-professional higher education institutions, 13.75% boys responded that gender issues are found (favouring to either men or women) in providing benefits to the students; and the rest 86.25% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in providing benefits to the students. Out of the 13.75% boys, 5.83% boys responded that gender issues are found in providing benefits to the students favouring to men and the rest 7.91% boys responded that gender issues are found in providing benefits to the students favouring to women. In non-professional higher education institutions, 7.91% girls responded that gender issues are found (favouring to either men or women) in providing benefits to the students; and the rest 92.08% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in providing benefits to the students. Out of the 7.91% girls, 0.83% girls responded that gender issues are found in providing benefits to the students favouring to men and the rest 7.08% girls responded that gender issues are found in providing benefits to the students favouring to women. In non-professional higher education institutions, 10.83% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in providing benefits to the students; and the rest 89.16% students responded that gender issues are not found (no discrimination in treatment to either men or women) in providing benefits to the students. Out of the 10.83% students, 3.33% students responded that gender issues are found in providing benefits to the students favouring to men and the rest 7.5% students responded that gender issues are found in providing benefits to the students favouring to women. Hence, in non-professional higher education institutions, according to the responses of the students, gender issues are found in providing benefits to the students favouring more to women than men.

In non-professional higher education institutions, 21.11% boys responded that gender issues are found (favouring to either men or women) in educational practices; and the rest 78.88% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in educational practices. Out of the 21.11% boys, 10.46% boys responded that gender issues are found in educational practices favouring to men and the rest 10.64% boys responded that gender issues are found in educational practices favouring to women. In non-professional higher education institutions, 10.64% girls responded that gender issues are found (favouring to either men or women) in educational practices; and the rest 89.35% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in educational practices. Out of the 10.64% girls, 2.65% girls responded that gender issues are found in educational practices favouring to men and the rest 7.99% girls responded that gender issues are found in educational practices favouring to women. In non-professional higher education institutions, 15.87% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in educational practices; and the rest 84.12% students responded that gender issues are not found (no discrimination in treatment to either men or women) in educational practices. Out of the 15.87% students, 6.55% students responded that gender issues are found in educational practices favouring to men and the rest 9.32% students responded that gender issues are found in educational practices favouring to women. Hence, in non-professional higher education institutions, according to the responses of the students, gender issues are found in educational practices favouring more to women than men. Therefore, it is summerised that gender issues (favouring more to women than men) is commonly prevalent in educational practices in non-professional higher education institutions of North East India.

C= *Gender Issues in Educational Practices in Higher Education Institutions*

In higher education institutions (both professional and non-professional higher education institutions), 22.68% boys responded that gender issues are found (favouring to either men or women) in educational practices; and the rest 77.31% boys responded that gender issues are not found (no discrimination in treatment to either men or women) in educational practices. Out of the 22.68% boys, 10.87% boys responded that gender issues are found in educational practices favouring to

men and the rest 11.80% boys responded that gender issues are found in educational practices favouring to women. In higher education institutions (both professional and non-professional higher education institutions), 13.81% girls responded that gender issues are found (favouring to either men or women) in educational practices; and the rest 86.18% girls responded that gender issues are not found (no discrimination in treatment to either men or women) in educational practices. Out of the 13.81% girls, 6.31% girls responded that gender issues are found in educational practices favouring to men and the rest 7.5% girls responded that gender issues are found in educational practices favouring to women. In higher education institutions (both professional and non-professional higher education institutions), 18.24% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in educational practices; and the rest 81.75% students responded that gender issues are not found (no discrimination in treatment to either men or women) in educational practices. Out of the 18.24% students, 8.59% students responded that gender issues are found in educational practices favouring to men and the rest 9.65% students responded that gender issues are found in educational practices favouring to women. Hence, in higher education institutions, according to the responses of the students, gender issues are found in educational practices favouring more to women than men.Therefore, it is summarized that gender issues (favouring more to women than men) is commonly prevalent in educational practices in higher education institutions of North-East India.

4.2.4 EXISTING POLICIES OF THE GOVT. FOR PROTECTION AND RESERVATION FOR WOMEN AND THEIR INCLUSION AND IMPLEMENTATION IN HIGHER EDUCATION INSTITUTIONS

Table-4.6

Table Indicating Existing Policies of the Govt. for Protection and Reservation for Women and their Inclusion and Implementation in Higher Education Institutions

Table-4.6 (Part- A) Existing Policies of the Govt. for Protection and Reservation for Women and their Inclusion and Implementation in Higher Education Institutions (Professional Higher Education Institutions)		
Sl. No.	Items	Response Category
1.	What are the different plans and	There is no reservation programme for women

	programmes of the govt. implemented in your institution for protection and reservation for women?	but there is committee against sexual harassment (1) There is no plans and programme of the govt. for protection and reservation for women but women are fully protected in the institution and there is committee against sexual harassment to protect women (1) There is no separate reservation plans and programme for women but university has committee against sexual harassment to protect women (1)
2.	What are the main objectives of such plans and programmes?	There is no plans and programmes for reservation for women but there is committee against sexual harassment to protect women from sexual harassment and gender base violence (3)
3.	Among the different plans and programmes of govt. working for maintaining gender equality in the institution, which plans and programmes are highly/more successful and why?	All the programmes of govt. working for maintaining gender equality are successful(3)
4.	Among the different plans and programmes of the govt. working for maintaining gender equality in the institution, which plans and programmes are less successful and why?	All the plan and programme of the govt. working for maintaining gender equality in the institution are successful (3)
5.	To the best of your knowledge, what are the major barriers in the way of achieving gender equality in the institution?	There are no barriers in the way of achieving gender equality in the institution (1) The major barrier in the way of achieving gender equality in the institution is gender discrimination and sexual harassment against women (1) Lack of awareness of education for women (1)
6.	Suggest some major steps which can be taken for achieving better gender equality in the institution?	Women should take the opportunity that is provided by the govt. regarding achieving gender equality (1) Giving awareness in gender equality (1) Admission and recruitment process should be on the basis of merit(1)
7.	State some of the steps that your institution has taken in last year for maintaining gender equality in the institution?	Construction of women hostels and providing infrastructure for women students (1) Workshop and training programmes in gender equality was conducted (1) University is pursuing unbiased/equality policy towards new admission/recruitment (1)
8.	Does the govt. supervise from time to time regarding whether gender equality is properly maintained in the institution or not?	Govt. is sending queries regularly (2) Govt. is monitoring continuously in order to know whether gender equality is properly maintained in the institution or not (1)

Table-4.6 (Part- B)

Existing Policies of the Govt. for Protection and Reservation for Women and their Inclusion and Implementation in Higher Education Institutions (Non-Professional Higher Education Institutions)

Sl. No.	Items	Response Category
1.	What are the different plans and programmes of the govt. implemented in	There is no reservation programme for women however there are ladies hostels and rest house

	your institution for protection and reservation for women?	for women and gender sensitization cell etc. as prescribed by the government (1) There is no reservation programme for women but there is committee i.e. CASH (Committee Against Sexual Harassment) for women protection (1) There are nine schemes of U.G.C., the nine schemes are (a) Basic facilities for women, (b) Construction of women's hostel, (c) Day care centre, (d) Scheme for development of women's studies in Indian universities and colleges,(e) Part time research associate ships for women (now renamed as post doctoral fellowships for women), (f) Scheme for capacity building of women managers in higher education, (g) Introduction of new UG/PG/Diploma courses (in Engineering and Technology) for women and,(h) Infrastructure for women students, teachers and non-teaching staff in universities (1)
2.	What are the main objectives of such plans and programmes?	The objective of gender sensitization cell is to ensure that rights of women are safeguarded and they are given ample opportunity for development (1) For prevention of sexual harassment and violence against women and to bring gender equality in the university (1) To develop basic facilities in university for women and to improve quality education for women (1)
3.	Among the different plans and programmes of govt. working for maintaining gender equality in the institution, which plans and programmes are highly/more successful and why?	All the programmes are successful (2) All schemes of UGC are highly successful (1)
4.	Among the different plans and programmes of the govt. working for maintaining gender equality in the institution, which plans and programmes are less successful and why?	Programmes are successful (2) Among the schemes of UGC, the day care centre is in under process (1)
5.	To the best of your knowledge, what are the major barriers in the way of achieving gender equality in the institution?	There is no barriers in the way of achieving gender equality in the institution (1) Sometimes insufficient of eligible women candidate for different tasks (1) Gender based violence and lack of women's decision making power are the major barriers in the way of achieving gender equality in the institution (1)
6.	Suggest some major steps which can be taken for achieving better gender equality in the institution?	There should not be discrimination and harassment against women (1) To ensure gender equality, reservation for women regarding admission/recruitment is needed and financial assistance should be provided to women students (1) Training on gender sensitization for all employees of the institution (1)
7.	State some of the steps that your	Seminar and wokshop are conducted in the

	institution has taken in last year for maintaining gender equality in the institution?	area of gender issues (1) Equal opportunity is given to both women and men in admission and evaluation process (1) Some schemes are available for women in the university i.e. (a) Day care centre/ women facility centre (b) Girls hostel etc. for maintaining gender equality (1)
8.	Does the govt. supervise from time to time regarding whether gender equality is properly maintained in the institution or not?	Yes, circular/notification relating to gender equality are made by the govt. from time to time in order to know whether gender equality is properly maintained in the institution or not (3)

Table 4.6 explains existing policies of the govt. for protection and reservation for women and their inclusion and implementation in higher education institutions. The details of the analysis of the data relating to the table 4.6 are given below.

Responses to **Item-1** (What are the different plans and programmes of the govt. implemented in your institution for protection and reservation for women?): The responses of the respondents of professional and non-professional higher education institutions to this item are given here. One respondent of professional higher education institution viewed that there is no reservation programme for women but there is committee against sexual harassment. Another respondent of professional higher education institution told that there is no plan and programmes of the govt. for protection and reservation for women but women are fully protected in the institution and there is committee against sexual harassment to protect women in the institution. Another respondent of professional higher education institution told that there is no separate reservation plans and programme for women but university has committee against sexual harassment to protect women in the institution. One respondent of non-professional higher education institutions viewed that there is no reservation programme for women however there are ladies hostels and rest house for women and gender sensitization cell etc. as prescribed by the government. Another respondent of non-professional higher education institution told that there is no reservation programme for women but there is committee i.e. CASH (Committee Against Sexual Harassment) for women protection in the institution. Another respondent of non-professional higher education institutions told that there are nine schemes of UGC for women, the nine schemes are: (a) basic facilities for women, (b) construction of women's hostel, (c) day care centre,(d) scheme for development of

women's studies in Indian universities and colleges, (e) part time research associateships for women (now renamed as post doctoral fellowships for women), (f) scheme for capacity building of women managers in higher education, (g) introduction of new UG/PG/Diploma courses (in Engineering and Technology) for women and, (h) infrastructure for women students, teachers and non-teaching staff in universities.

Responses to **Item-2** (What are the main objectives of such plans and programmes?): The responses of the respondents of professional and non-professional higher education institutions to this item are given here. All the three respondents of professional higher education institutions told that there are no plans and programmes for reservation for women but there is committee against sexual harassment and the main objective of this committee is to protect women from sexual harassment and gender base violence. One respondent of non-professional higher education institution viewed that, the objective of gender sensitization cell is to ensure that rights of women are safeguarded and they are given ample opportunity for development. Another respondent of non-professional higher education institution told that prevention of sexual harassment and violence against women and to bring gender equality in the university are the main objectives of CASH in the institution. Another respondent of non-professional higher education institution told that to develop basic facilities in university and to improve quality education for women.

Responses to **Item-3** (Among the different plans and programmes of govt. working for maintaining gender equality in the institution, which plans and programmes are highly/more successful and why?): The responses of the respondents of professional and non-professional higher education institutions to this item are given here. All respondents of professional higher education institutions viewed that all the plans and programmes of govt. working for maintaining gender equality are successful. Two respondents of non-professional higher education institutions viewed that all the programmes are successful. Another one respondent of non-professional higher education institution told that all schemes of UGC are highly successful.

Responses to **Item-4** (Among the different plans and programmes of the govt. working for maintaining gender equality in the institution, which plans and programmes are less successful and why?): The responses of the respondents of professional and non-professional higher education institutions to this item are given here. All the three respondents of professional higher education institutions viewed that all the plan and programme of the govt. working for maintaining gender equality in the institutions are successful. Two respondents of non-professional higher education institutions viewed that programmes for maintaining gender equality in the institution are successful. Another one respondent of non-professional higher education institution told that among the schemes of UGC, the day care centre is in under process.

Responses to **Item-5** (To the best of your knowledge, what are the major barriers in the way of achieving gender equality in the institution?): The responses of the respondents of professional and non-professional higher education institutions to this item are given here. One respondent of professional higher education institution viewed that there are no barriers in the way of achieving gender equality in the institution. Another respondent of professional higher education institution told that the major barrier in the way of achieving gender equality in the institution is gender discrimination and sexual harassment against women. Another respondent of professional higher education institution stated that lack of awareness of education for women is the major barrier in the way of achieving gender equality in the institution. One respondent of non-professional higher education institutions viewed that there is no barriers in the way of achieving gender equality in the institution. Another respondent of non-professional higher education institution told that sometimes insufficient of eligible women candidate for different tasks is major barrier in the way of achieving gender equality in the institution. Another respondent of non-professional higher education institution told that gender based violence and lack of women's decision making power are the major barriers in the way of achieving gender equality in the institution.

Responses to **Item-6** (Suggest some major steps which can be taken for achieving better gender equality in the institution?): The responses of the respondents of

professional and non-professional higher education institutions to this item are given here. One respondent of professional higher education institution viewed that women should take the opportunity that is provided by the govt. regarding achieving gender equality. Another respondent of professional higher education institution told that giving awareness in gender equality is the major step for achieving better gender equality in the institution. Another respondent of professional higher education institution stated that admission and recruitment process should be on the basis of merit for achieving better gender equality in the institution. One respondent of non-professional higher education institution viewed that there should not be discrimination and harassment against women for achieving better gender equality in the institution. Another respondent of non-professional higher education institution told that to ensure gender equality, reservation for women regarding admission /recruitment is needed and financial assistance should be provided to women students. Another respondent of non-professional higher education institution stated that training on gender sensitization for all employees of the institution is major steps for achieving better gender equality in the institution.

Responses to **Item-7** (State some of the steps that your institution has taken in last year for maintaining gender equality in the institution?): The responses of the respondents of professional and non-professional higher education institutions to this item are given here. One respondent of professional higher education institution viewed that construction of women hostels and providing infrastructure for women students are the main steps for maintaining gender equality in the institution. Another respondent of professional higher education institution told that conducting of workshop and training programmes in gender equality was conducted as a step for maintaining gender equality in the institution. Another respondent of professional higher education institution stated that university is pursuing unbiased/equality policy towards new admission/recruitment for maintaining gender equality in the institution. One respondent of non-professional higher education institution stated that seminar and wokshop are conducted in the area of gender issues for maintaining gender equality. Another respondent of non-professional higher education institution stated that equal opportunity is given to both women and men in admission and evaluation process for maintaining gender equality in the institution. Another

respondent of non-professional higher education institution stated that some schemes are available for women in the university i.e. (a) day care centre/ women facility centre, (b) girls hostel etc. for maintaining gender equality in the institution.

Responses to **Item-8** (Does the govt. supervise from time to time regarding whether gender equality is properly maintained in the institution or not?): The responses of the respondents of professional and non-professional higher education institutions to this item are given here. Two respondents of professional higher education institutions viewed that govt. is sending queries regularly, regarding whether gender equality is properly maintained in the institution or not. Another one respondent of professional higher education institution told that govt. is monitoring continuously in order to know whether gender equality is properly maintained in the institution or not. All the three respondents of non-professional higher education institutions told that circular/notification relating to gender equality are made by the govt. from time to time in order to know whether gender equality is properly maintained in the institution or not.