Introduction:
Gender is a nebulous concept and it is a social constraint which asserts that the expectations, capabilities and responsibilities of men and women are not always biologically determined (Singh, 2007). The gender roles assigned to men and women are significantly defined -structurally and culturally-in ways which create, reinforce, and perpetuate relationships of male dominance and female subordination. Through the process of socialization within the family, in educational institutions and other social spheres, boys and girls are conditioned to behave in certain ways and to play different roles in society. At times, the places women occupy in society are essentialized through claims of innate predispositions. This conditioning and stereotyping could easily have the effect of questioning the capability of girls and women to perform certain tasks. Repeated regularly, it may solidify and become difficult to uproot the capability of girls and women to perform certain tasks. Repeated regularly, it may solidify and become difficult to uproot.

Importance of education
The basic objectives of development are well served by educating women and overcoming existing disparities between men and women (Hottiman, 2001). The study that development, urbanization, social status and family education have significant impact on opportunity to education. Development and urbanization how been influenced the accessibility of education. However, urbanization, social status and family educations ultimately made significant impact in utilization of educational opportunity and accessibility. Therefore the study suggest for educational development along with economic development and urbanisation.

Linkages between Gender Disparity and Education:
Gender disparity has been a major issue in India’s pursuit for achieving the goal of universal elementary education. Education for women is the best way to improve the health, nutrition and economic status of a household that constitute a micro unit of a nation’s economy. In this context, it can be argued that lack of women’s education can be an impediment to the country’s economic development. However, despite this significance of the education the participation of women in the field of education is not very satisfactory. The educational scenario in the nation of India clearly reveals that there exists gender disparity in education (Alderman, Behrman, & Ross, 1996). Education plays a key role in sustaining human development and contributes to the empowerment of individuals and groups which in turn does improve the quality of human lives. Therefore, denial of utilisation of educational opportunities and accessibilities for women is the worst harm a society can cause to its women folk.

The persistent low educational participation of girls till recently has had adverse impact on women’s quality of life and empowerment. This educational backwardness has cost both the individual and nation’s advancement, producing a skewed national progress. Education will lead to empowerment securing the means of creating a social environment in which one can make decisions for social and individual transformation. It strengthens innate ability through knowledge, power and experience enabling an individual to think, act and control human, intellectual and financial resources. It develops intrinsic
capacity, inner transformation of one’s consciousness to overcome barriers, access resources and change traditional ideologies. Empowerment therefore is possible only with access to education as a fundamental right (Trauger, 2004).

Thus the present study mainly aims to trace the reasons for educational backwardness of women in Mysore and Koppal districts. The data were collected from a cross-sectional survey conducted in 2012. The probit model was used examine the impact development, urbanization, social status, level of education, nature of work and family income on opportunity to, accessibility to and utilization of education.

Analysis of Results:
As mentioned early, opportunity, accessibility and utilization of educational opportunities and accessibility lead to better educational entitlements and intern result increased capabilities. In this background, in the following section, results of probit model are discussed and analysed.

Opportunity to education:
$OOE = \alpha + \alpha_{Dt} + \alpha_{Ar} + \alpha_{Ct} + \alpha_{Ed} + \alpha_{Wr} + \alpha_{FI} + \epsilon$

$OOE=Opinion on Opportunity to education, Dt= district, Ar= Area, Ct=Caste, Ed=Education, Wr=Work, FI=Family Income$

Opinion $= -2.609 + 0.678 Dt + 0.563 Ar + 0.255 Ct + 0.081 Ed - 0.079 Wr - 8.550 FI$

$Z = (-4.71) (2.85) (2.62) (4.09) (-0.36) (-0.02)$

P>|Z| = (0.000) (0.000) (0.004) (0.009) (0.000) (0.720) (0.985)

Number of obs $= 240$ LR chi$^2$ (6) $= 61.97$ Prob > chi$^2$ = 0.000 Pseudo R$^2$ = 0.2068

Opportunity is first and important criteria for educational development. The probit model was used to estimate the impact of development, region (urban versus rural), social status, education, nature of work and family income on of respondent on opportunity to education. It has been found from the results that the constant parameter was negative and it is significant. The impact of development was positive and it is significant; as process of development increases, opportunity to education will also increase. The impact of region was positive and significant; as urbanization takes place accessibility of education will also increase. The impact of social status was positive but not significant. The level of education has positive impact on accessibility but not significant. Nature of work has positive impact on accessibility and it is not significant. Family income has positive impact on accessibility, however it is not significant.

Therefore, development and urbanization have been positively influenced the accessibility to education. However, social status, education, nature of work and family income have not been significantly influenced the accessibility to education.

Conclusions
The study observed that opportunity and accessibility to education as a fundamental right (Trauger, 2004).

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cation are prerequisites for educational entitlement of women. However, opportunity, accessibility and utilizations are varies based on development, urbanization, social status, family education, work and income of the family. It has been proved by the study that development, urbanization, social status and family education how significant impact on opportunity to education. Development and urbanization how been influenced the accessibility of education. However, urbanization, social status and family educations ultimately made significant impact in utilization of educational opportunity and accessibility. Therefore the study suggest for educational development along with economic development and urbanisation.

REFERENCES