

Higher Education Attainments; a Case Study of Jabalpur Division

Dr. Parijat Saurabh¹, Dr Shailendra Kumar Singh²

¹Asst Professor, Economics, MGKVP, Varanasi, UP.

¹Asst. Professor, Economics, GDC Bhatronjkan, Almora, Uttarakhand.

Tilak (2007) questioned the neglect of secondary and higher education due to the government, the notion that it is less important than primary education for economic development. On the contrary, Muslim and Hindu Studies participants of various economic communities have equally held high value on higher education, which is considered as a significant resource for earning independence and livelihood. Everyone has admitted that higher education is a critical need of modern society.

List of few Respondents with select information's who interviews with us;-

Case Summaries^a

		Category of the Students	Social Category	Cast	Numbers of the Dependents	Educational qualifications of Head of the Family
Economic Category	APL 1	Female	General	Hindu	Less or equal to 5 members	less or High School
	2	Female	General	Muslim	More than 5 Members	less or High School
	3	Female	General	Other	Less or equal to 5 members	less or High School
	4	Female	OBC	Hindu	More than 5 Members	intermediate
	5	Female	OBC	Muslim	More than 5 Members	More than Graduate
	6	Female	Minority	Jain	More than 5 Members	less or High School
	7	Female	OBC	Other	Less or equal to 5 members	Illiterate
	8	Female	SC	Hindu	Less or equal to 5 members	intermediate
	9	Female	SC	Muslim	More than 5 Members	intermediate
	10	Female	SC	Other	Less or equal to 5 members	intermediate
	11	Female	ST	Hindu	Less or equal to 5 members	intermediate
	12	Female	ST	Other	More than 5 Members	less or High School

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	13	Female	ST	Other	More than 5 Members	less or High School
	14	Male	General	Hindu	Less or equal to 5 members	intermediate
	15	Male	General	Muslim	More than 5 Members	less or High School
	16	Male	General	Jain	Less or equal to 5 members	More than Graduate
	17	Male	General	Other	Less or equal to 5 members	less or High School
	18	Male	OBC	Hindu	More than 5 Members	less or High School
	19	Male	OBC	Muslim	More than 5 Members	less or High School
	20	Male	OBC	Other	More than 5 Members	Illiterate
	21	Male	SC	Hindu	Less or equal to 5 members	Illiterate
	22	Male	SC	Muslim	More than 5 Members	intermediate
	23	Male	Minority	Jain	Less or equal to 5 members	intermediate
	24	Male	ST	Hindu	Less or equal to 5 members	less or High School
	25	Male	ST	Muslim	Less or equal to 5 members	less or High School
	Total N	25	25	25	25	25
BPL	1	Female	General	Hindu	Less or equal to 5 members	less or High School
	2	Female	General	Muslim	Less or equal to 5 members	less or High School
	3	Female	Minority	Jain	More than 5 Members	less or High School
	4	Female	General	Other	Less or equal to 5 members	less or High School
	5	Female	OBC	Hindu	More than 5 Members	intermediate
	6	Female	OBC	Muslim	More than 5 Members	less or High School
	7	Female	OBC	Other	More than 5 Members	Illiterate
	8	Female	SC	Hindu	Less or equal to 5 members	intermediate

9	Female	SC	Muslim	More than 5 Members	intermediate
10	Female	Minority	Jain	More than 5 Members	intermediate
11	Female	ST	Hindu	Less than 2	less or High School
12	Female	ST	Other	More than 5 Members	less or High School
13	Male	General	Hindu	Less or equal to 5 members	Graduate
14	Male	General	Muslim	More than 5 Members	less or High School
15	Male	General	Other	Less or equal to 5 members	less or High School
16	Male	OBC	Hindu	More than 5 Members	intermediate
17	Male	OBC	Muslim	More than 5 Members	less or High School
18	Male	Minority	Jain	More than 5 Members	Illiterate
19	Male	OBC	Other	Less or equal to 5 members	Illiterate
20	Male	SC	Hindu	Less than 2	intermediate
21	Male	SC	Muslim	More than 5 Members	intermediate
22	Male	SC	Other	Less or equal to 5 members	less or High School
23	Male	ST	Hindu	Less or equal to 5 members	less or High School
24	Male	ST	Muslim	More than 5 Members	Intermediate
25	Male	Minority	Jain	Less than 5 members	Less or High School
Total N	25	25	25	25	25
Total N	50	50	50	50	50

a. Limited to first 100 cases.

Irrespective of economic positioning, Poor families such as Muslim, Jain, Sikh and Hindu participants emphasized the importance of higher education as a safety-net in the event of divorce or widowhood. Every community of the society accepted that higher education plays significant role to determine their substantial life style. She is drawing from her mother's experience, a Muslim participant from a middle-class background illustrated how her mother could take care of the family after her father's death because she was well educated: -

“For girls then, higher education is really very important. They cannot depend on the husband or the family for everything. See, if the husband dies in the case of my mother, she can support her as the main member of the family because she is educated and can nourish her family by doing another job”

(An unmarried girl, age 21 belonging from poor family in Jabalpur District Pursuing BA 1st Year from RDVV Interviews with her in Hindi, Local Language).

A girl who shares a Hindu caste with a low socio-economic background emphasized the need for motivating young women to her; she said that the same education comes in the uncertainty of life:

If divorce or anything worse happens after our marriage, then we do not need it to rely on others. We must literate and are able to get a job. So, the girl is not going to return to the parents' house [after divorce] is not always an option because even parents must be victims of social economic contempt, but for society [a woman who is tainted around after marriage Lives with his parents] makes education independent and self-reliant.

(An unmarried girls, age 20 belonging from poor Hindu family in Balaghat District Pursuing BA 1st Year from Govt GJSTPG College Balaghat Interviews with her in Hindi, Local Language).

Today's society did not restrict independence to financial independence, but to develop it according to modern needs. Identity can be said independently of their own husbands or fathers, this is a sentiment that is expected by participants of most respondents Repeated by A Poor Hindu family participant argued that the sense of self-worth comes from the youth's independent identity Higher education has given a new dimension to the identity of women.

When we interview with a group of college students most of the students accepted that Boys get more opportunity to study than girls. If a girl is educated at least up to degree [graduate], in the group a smile face girl come, and she can introduce herself to her friends and proudly say 'I am BA or MA and am working in many place'. There is a sense of self-respect.

(Interviews with a group of BA and MA College students in Hindi language)

Still, the value put on modern education is related to the different situation of the participants: where the family and youth women and men associated with the following socio-economic background, for the financial independence, the importance of higher education for higher decision capacity and Emphasized on a better paying job, while participants from the rich social - economic background said that higher education self-sufficiency and forms of self-worth.

Financial considerations are particularly important in determining the trajectory of each family in Higher Education, including the duration and quality of their educational experiences. In a group of students 11, which a group included 05 students and 06 students, 02 students of the group said that they belong to BPL families, their parents want to impart higher education to them.

Participant: I want to study further because if you do not have higher education, they will not train us, self-employment for which for [the pre-requisite for the skill development program, which they wish to pursue]. That's why I have to train this with my graduation and together, I want to go ahead, but then I am not sure whether I will be able to do it or not.

Interviewer: why ?

Participant: My parents did not allow me to further education. He further says that they are enough [adequate education], you have studied enough. My family is a poor family. My father has no job and my mother is not earning so much, so I just need to stop. i know that Papa does not want to teach me because of lack of money but he is very happy from my education

(Age 19, Poor SC Family Member, first year of bachelor's degree, Government College; interview in Local Laungege)

Most families choose private education institutions for their children, it is believed to provide quality education to private colleges, and many government colleges are chosen because they are cheap and provide the scholarship. Here, most of the educational institutions are elected based on economic status. It is reflected in the experience of a Hindu and other community of the society participants who were transferred from a private college where he studied at the government college for intermediate level education and Graduation level studies. Here, we also see gender discrimination. Some families also get the ones in which they send their children to private school and send girls to government schools. The income of the because of family is very low income. His father is a daily wages worker and he has a constant job due to extravagant health. income is not regular, and his mother also works in the fields and Girls mostly cooperates with mother in the fields, she tells that she read in government college Sector option Why choose:

I studied at the College Intermediate which was free, when I knew the fees in higher education for private education institutions, the fees were very high. My father did not have much money, and I did not want to burden them. If I tell my father, how can he arrange it? When the fee was found in the government college, it was very low, but I wish I could take admission in the professional course in the private college. I told the father about the fees of the government college, the father said; I can pay for it, now I can study! Then I said that I will study here, my father said that it is okay, but my mother needs high quality education, so my mother was prohibited because it is a government college [if it will compromise the quality of education] Then my parents talked about my opinion, and then I told them that I liked this college. Then I joined here.

(Age 19, Hindu OBC Students family, BA 1st Government College; interview in Hindi)

Most of the families, educated by their children by government educational institutions, they are happy to be able to continue their education in Government College between their financial problems, such apprehensions about educational quality is not completely unfounded. In some government educational institutions, the quality may be reduced; its main reasons may be lack of resources or lack of professors, but the quality of education in most educational institutions under the Jabalpur division.

Some family students said that we do not have a teacher for 01 subjects. And 02 teachers of the subject have appointed for adhoc. While the march came, we were about to complete one year, we were Frightened because of course is not completed and next month is exam. We do not have new books in the library.

There has been a significant increase in reporting crime and flirting against women in India and concern about women's 'safety' is a significant hurdle in higher education enrollment. The harassment of young women is likely to be in any public place and this important factor is the society Is a matter of concern for all sections of the people who live in slums along with the rich places, whether they are Hindus or Muslims, while they are traveling to educational institutions. According to a report in 2013 alone, more than 2 million Indian women in the age group of 15-19 years experienced sexual violence (Raj and McDougall 2014). In India, urban women are worrisome than rural environment, they have less access to public space than men (Phadke 2005). Many Hindu participants of high socio-economic background have given similar challenging experiences about going to college, Because of which young women can apply their own movements to ban. Their parents are always scared even though this type of fear is far away from reality but their effect on the enrollment of higher education gives the effect of the protection of daughters, for example, a Hindu studying in a government-assisted private college Female of caste After some cases of rape, her urge to go to college, and the strategies she created to deal with her threat to safety of women: -

When we interviewed with a girl in BA 1st year, ***“she replied that I prefer walking with my friends instead of walking alone for security reasons. If we all walk together then we have a sense of security that nobody is chasing or teasing by any person. Yes, I have experienced such stray and antisocial thinking in front of my college. Who ... not physically, but yes ... they pass a vague comment”***.

Participants living in slums or poor families experience more danger for their safety in the public place because their neighborhood is filled with distorted mentality; the SC youth living in the slum-house are studying for higher education. And he is always troubled by anti-social elements, yet he decided to continue his education: -

“The difficulty is that the boys are teasing while going on the road - [Oye ...Hey] Do not you see, look here, Pataka, Maal. What, is it going alone? Did not your friend come? Did you have lunch? Sometimes even the gullies give or do the back bites while walking behind them 'When they go on the bus they say' goodbye '. If I do not say 'goodbye' then they asks, why cannot you say goodbye - it is like this ... pulls the bikes faster or pulls the scarf from the side”.

When we ask how do you feel?

“At that time, I feel angry about mine as girls: Why should I have to enroll in higher education if I wish I do not have to come to college. Then i think about the bad condition of family, facing difficulties [financially at home]. If I study, then I can get a job and with this hope I come to college”.

During my research I Have found more conflict about the higher education participation for Muslim women to Hindu women Because of the family size of the Muslim is very big and most of the family members are illiterate or having the less literacy and a slum living in a Muslim participant asked his brother to stop their education because there were many Porky boy (antisocial) in the area and this was not acceptable. To continue education in such an environment:

Mostly higher education institute is far from residence. if we want to get better education so we should go for better higher education institute generally set some distance to do this. This distance is fine for boys but problem for girls is to achieve their aspirations for higher education. Muslim place for young women, colleges there are additional fears about going to colleges in non-Muslim residential areas. As a result, Muslim young women cannot be able to fully enhance their potential.

In some study we find that relative of neighbor force to parents to not enroll their students in higher education. Many other young women have described obstacles created by relatives and neighbors who try to persuade parents not to allow them to pursue higher education. The example of social stigma in the abandoned family is that they illustrate the deterioration of the girl or the boy in the big family.

“The burning of society becomes a hindrance in higher education [neighbors and relatives] are not helpful because they feel that after getting education I am going to change. Prevents girls from learning more. If a girl ends up learning more, she will know a lot and it is not good for her. He will know the truth behind everything in society.....after silence of few minute she continue their opinion....If the girls of the society will literate more then they will speak for themselves. They will know what is right and what is wrong in society. The

girls will start fighting for justice, so they [those who oppose] do not want girls to know more, because girls will not keep their mouth with education”

In most cases, relatives or neighbors had advised the participant's family to break the higher education of their sons because it is likely to become assertive or they may have a negative impact on the big city. In another example, some of OBC and SC Hindu participant told how the neighbor practiced his social behavior by complaining of his behavior to his parents. Most of the times parents take immediate action against their Daughter finally they had resulted in restrictions on her mobility. By contrast, her brother enjoyed far greater freedom and less scrutiny over his movements, and their parents support his education more than hers, even though his grades were lower than hers.

Conclusion; -

Young women of low socio-economic background are likely to face many difficult hurdles in getting higher education. Financial constraints hinder their prospects of entering and pursuing higher education. There is the possibility of living in their poorer areas, such as slums, where they face the restrictive effects of neighbors. Due to the limited resources of these families, support is often directed towards the education of the children, who compromises the daughters' possibilities to get higher education. Community level factors, such as identity politics, social anomaly, economic level, spatial separation of poor programs and family and community dynamics are also important. Between enrollment in income and higher education, we have found a positive correlation among young women of a rich background, whether it is Hindu or Muslim, is most likely to get higher education, and this is also seen in the middle of the security and higher education enrollment. There is a fear of security in public places. All sections of the society have admitted that quality education has become necessary today. The rich and the poor families are sending their children to the city so that they can receive high quality education. As a best solution is for the problem of unemployment, only qualitative higher education.