Representation of Dalits in Higher Education

A Case Study of Kajipur Village in Uttar Pradesh

SUBHASH KUMAR* AND NOKLENYANGLA**

ABSTRACT

The core objective of Indian education has been to provide equal access to education for all. In India, higher education system belongs to social sector as education is considered to be a public good. For years, the country has been trying its level best to elevate the weaker section of society. However, Indian society is characterised by a high degree of structural inequality based upon the organisation of people into caste (the social structure of Hindus who comprise more than 80 per cent of the Indian population) and various ethnic groups, which makes it an arduous task for the State to create a level playing field even in the higher education system. Hence, this paper attempts to analyse different socio-economic factors which affect the access to higher education. The main objective of the paper is to understand the Dalit student's participation in higher education especially the girls in Kajipur village in Uttar Pradesh, India. The data incorporated into this research are both primary and secondary. Primary field data were collected by the researchers in the year 2017 and secondary data have been attained from official government reports. Furthermore, the paper discusses primary findings and concludes by highlighting a new emerging trend of disparity in education-information and communication divide.

***Keywords**: Higher education, Gender, Woman/Girls education, Participation, Dalit.*

Introduction

Dalit ('oppressed or broken') is not a new word. Apparently, it was used in 1930s as a Hindi and Marathi translation of the

* *Research Scholar* at Centre for Studies in Science Policy, School of Social Sciences-1, Jawaharlal Nehru University, New Delhi. Email: subhash.verma87@gmail.com

** *Research Scholar* at Centre for Studies in Science Policy, School of Social Sciences-1, Jawaharlal Nehru University, New Delhi. Email: ayangti@gmail.com

term 'Depressed Classes,' a term, British used for what is now called the Scheduled Castes. The word was also used by B.R. Ambedkar in his Marathi speeches (Pradhan, 1986, p.125). In *The Untouchable,* published in 1948, Ambedkar chose the term 'Broken Men', an English translation of 'Dalit', to refer to the original ancestors of India. Dalits Panthers revived the term and in their 1973 manifesto expanded its reference to include the Scheduled Tribe, 'neo-Buddhist', the working people, the landless and poor peasants, women, and all those who are being exploited politically, economically, socially and in the name of religion (Omvedt, 1995, p.72). The 1881 census simply described and enumerated caste in various provinces and states. Varna categories were often used to group them and so the Dalit caste generally appeared at or near the end of the lists. The 1891 census, on the other hand, adopted a standard classification of caste according to the occupation assigned to each by tradition. Dalit caste was thus included within occupational categories such as field labourers, leather-worker, scavengers, and watchman and village menials. The 1901 census classified hindu castes in order of social precedence. Under special instruction from the Government of India which wanted more informations about them, an entire appendix of 30 pages in the 1931 census was devoted to what J.H. Hutton, the Census Commissioner chose to call the 'Exterior Castes' (Zelliot, 1978). Thus, the 1931 Census referred dalits as 'exterior castes', the Hindu castes occupying a 'degraded position in the Hindu social scheme' (Pradhan, 1986, p.197).

However, a number of recent sociological studies indicate that, despite all the changes which have occurred in the past 60 years, this continues to be what sets. Dalits apart. The Government of India constitutionally mandates elimination of discrimination. The contemporary discrimination policies envisage a belief that if Dalit can raise their class status through educational, employment and political opportunities opened up to them, then their caste status defined in terms of interaction with people belonging to other castes will also be raised. Nevertheless, it is worth mentioning that for this research only the Scheduled Castes have been considered as Dalits.

Education

Etymologically, the word 'Education' is derived from three different Latin words, *Educare* (to bring up, to nourish), *Educere* (to lead

out, to draw out) and, *Educatum* (is an act of training or teaching). The definitions of education emphasise the all round development of the learners (Thakur and Berwal, 2007). It is also considered the principal responsibility of a society to nurture its offsprings — future generations and give a positive direction to their developmental needs through education (Dhillon, 2010). Higher education is the basis of future innovation and progress. India has made a remarkable progress in enrolment as well as spread of higher education since independence.

Education creates opportunities to access a better quality of life and is a parameter of human well-being. According to UGC (2013), the higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest systems of its kind in the world. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st century.

Deshpande (2001) developed a Caste Development Index (CDI) using the 1992–93 National Family and Health Survey data. While the study recommends the inclusion of caste as an indicator of the stratification of the Indian population, it shows that there are regional variations in the status of SCs/STs in terms of CDI. Sundaram (2006), using some basic statistics from the 55th round of NSSO data, shows, if we consider only that section of the population which is eligible for higher education (i.e., those who have passed higher secondary or equivalent examination), then the educational achievements do not vary much with their poverty levels among SCs/STs/OBCs in urban or rural areas. Which means once the SC/ST/OBC groups cross the secondary education level; their decision to go for higher education is not significantly affected by their economic conditions anymore.

Status of Higher Education in India

National Youth Policy (2014) defines youth as those aged between 15 to 29 years. This age group constitutes 27.5 per cent of India's population. To calculate the Gross Enrolment Ratio (GER) in

Higher education, UGC takes 18 to 23 years age group as the total population. Total enrolment in higher education has been estimated to be 34.6 million with 18.6 million boys and 16 million girls. Girls constitute 46.2 per cent of the total enrolment.[1]

Table 1
Gross Enrolment Ration (GER) of SC, ST and All

Level	All			SC			ST		
	Boys	Girls	**Total**	Boys	Girls	**Total**	Boys	Girls	**Total**
I-XII	83.3	85.9	**84.6**	91.1	93.3	**92.2**	87.5	86.0	**86.8**
Higher Education	25.3	23.2	**24.3**	20.0	18.2	**19.1**	15.2	12.3	**13.7**

Source: For School Education: U-DISE-2013-14 (Provisional), For Higher Education: AISHE—2014-15 Report, Educational Statistics at a Glance, MHRD, GoI, 2016.

Gross Enrolment Ratio (GER) is the statistical measure used in the education sector. UNESCO describes GER as the total enrolment within a country, "*in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education*".[2] GER for the school education (I to XII) have been shown in Table 1 for the year 2013–14. The total GER for school education is 84.6, while for SC and ST it is 92.2 and 86.8, respectively. GER for the SC and ST are higher than the overall category. This means that the enrolment of SC and ST are higher in school education as compared to the overall population in that age group. When it comes to higher education, the GER for SC and ST are less. This means all the students of SC and ST categories who pass school education do not go for higher education as compared to the overall population in that age group.

Estimated Gross Enrolment Ratio (GER) in Higher education in India is 24.3 per cent, which is calculated for 18–23 years of age group. For Scheduled Castes, it is 19.1 per cent and for Scheduled Tribes, it is 13.7 per cent at All India level as shown in Table 1. GER for the male population at all India level is 25.3 per cent, whereas for SC males it is 20.1 per cent and 15.2 per cent for ST males. Similarly, GER for female population at all India level is 23.2 per cent, whereas for SC females it is 18.2 per cent and for ST females, it is 12.3 per cent.

---

1 All India Survey on Higher Education (2015–16), Department of Higher Education, Ministry of Human Resource Development, Government of India.

2 Human Development Report 2016.

The AISHE (2015–16) states that maximum number of students are enrolled in B.A. programme followed by B.Sc. and B.Com. programme. It has also stated that at undergraduate level the highest number (40 per cent) of the students is enrolled in Arts/Humanities/Social Science courses followed by Science (16 per cent), Engineering and Technology (15.6 per cent) and Commerce (14.1 per cent). It has also found that at all India level, Scheduled Caste students constitute 13.9 per cent and Scheduled Tribes students 4.9 per cent and total enrolments of 33.75 per cent students belong to Other Backward Classes. There were 4.7 per cent students belonging to Muslim Minority and 1.97 per cent from other Minority communities.

The Twelfth Five Year Plan (2012–17) has emphasised four main priorities for education policy namely; access, equity, quality, and governance. The Twelfth Plan continues to prioritise these four areas but places the greatest emphasis on improving learning outcomes at all levels. It has focused on utilising historic opportunity of expansion for deepening excellence and achieving equal access to quality higher education[3]. As the planning commission has been abolished and new institution NITI Aayog has been constituted, NITI Aayog's Three Year Action Agenda (2017–20) has emphasised on the quality of the school and higher education particularly focussing on skill development and employability. Concern has been raised about the challenges faced by the education system in India like quality, expansion, inclusion, making education modern with the use of technology without compromising India's tradition and heritage. National Policy on Skill Development and Entrepreneurship 2015 has the vision, "to create an ecosystem of empowerment by skilling on a large scale at a speed with high standards and to promote a culture of innovation based entrepreneurship which can generate wealth and employment so as to ensure sustainable livelihoods for all citizens in the country".[4] These policies have objectives to achieve expansion, equity, employability in education.

Uttar Pradesh: Socioeconomic and Educational Status

The state was created on 1 April 1937 as the United Provinces with the passing of States Reorganisation Act and renamed Uttar Pradesh

[3] 12th Five Year Plan 2012–17, Inclusive and Qualitative Expansion of Higher Education, UGC, New Delhi.

[4] National Policy for Skill Development and Entrepreneurship 2015, Press Information Bureau, Government of India. Available at http://pib.nic.in/newsite/PrintRelease.aspx?relid=122927 accessed on 12 September 2017.

in 1950. As per Census 2011, the total population of Uttar Pradesh was 19.98 crore (around 190 Million) which is 16.50 per cent of the total population with a growth rate of 20.23 per cent. Uttar Pradesh has an average literacy rate of 67.68 per cent for which male have 77.28 per cent, while female have 57.18 per cent and national average 74.4 per cent (Census 2011). In rural areas of Uttar Pradesh, the literacy rate of males and females stood at 76.33 per cent and 48.48 per cent, respectively. The average literacy rate for rural areas was 65.46 per cent (Census, 2011). Of the total population of Uttar Pradesh, around 77.73 per cent live in rural areas. Uttar Pradesh Gross State Domestic Product (GSDP) at current prices for 2011–12 is estimated at ₹ 6.76 lakh crore, contributing to 8.2 per cent of India's Gross Domestic Products (GDP).

Table 2
Type-wise number of universities in Uttar Pradesh (2014–15)

Universities/Institutions	Uttar Pradesh	India
Central Universities	4	43
Central Open Universities	-	1
Institutions of National Importance	5	75
State Public Universities	23	316
State Open University	1	13
State Private University	20	181
Institution Established under State Legislature Act	1	5
Government Deemed University	2	32
Private Deemed University	4	79
Other	-	3
Grand Total	**58**	**760**

Source: All India Survey on Higher Education (2014–15), Ministry of Human Resource Development, Department of Higher Education, New Delhi.

Table 2 shows the types and number of universities in Uttar Pradesh and at all India level. There were 43 central universities in India, out of which four were in Uttar Pradesh. There were 316 State Public universities, out of which 23 were in Uttar Pradesh. The State Private universities were 181 at all India level, whereas 20 were in Uttar Pradesh. Hence, total Universities at all India level were 760 out of which 58 were in Uttar Pradesh in the year 2014–15. These data show the expansion of higher education in Uttar Pradesh and at all India level.

Uttar Pradesh Government's Education sector Goals for Twelfth Five Year Plan Period were to achieve 85 per cent literacy rate by 2017. It had a target of universal primary enrolment and a reduction in gender gap from 20 per cent to 10 per cent and in drop out ratio in elementary education to 5 per cent by 2017. It wanted to improve teacher-pupil ratio from the present level of 1:40 to RTE norms of 1:30. Uttar Pradesh comes at number one with the highest number of students' enrolment in higher education followed by Maharashtra and Tamil Nadu.

Research Method and Data Collection

This study is based on a primary survey conducted in a village panchayat of Uttar Pradesh in the year 2017. This paper used both qualitative as well as quantitative methods to analyse the data to understand various factors which determine higher education at the village level. Total 115 students in the age group of 18 to 29 years have been surveyed for this study by the researchers to get the primary information about the education and youth aspiration in the village. These 115 youths include all the caste, such as the Scheduled Caste, the Other Backward Castes and the General category in the village.

It was a holistic study of the village. Therefore, all the students who were enrolled and were studying in higher education have been included in the study. All youth in the age group of 18 to 29 years were covered. Some of them have left their study. The girls who were in the age group of 18 to 29 years and married were not included in the study; however, married women in the age group of 18 to 29 and pursing higher education were covered in this study. Thus, it represented a holistic picture of the village as well as the students studying in higher education.

A questionnaire was administered to collect the general information about the households and students enrolled in higher education. For obtaining primary data, eleven items were taken into consideration— i) students demographic profile, ii) cost of education, iii) personal motivation and awareness factors, iv) parents education, occupation, and family income, v) gender effects, vi) distance of college/Universities, vii) quality of school education, viii) quality of higher education, ix) social factors, x) skill development and ICT, xi) employment opportunity and future prospects. The questionnaire has both open ended as well as closed ended questions. The responses were further processed to qualify

as research components and discussed in the study. The general information was collected from households, while group discussion was an additional tool to get more information about the attitude of the students and their interest to get a higher education. The group discussion was based on participant's observation.

Kajipur Village: Demographic Profiles and Socio-economic Status

It is worth mentioning that Kajipur along with Belaha Singha Maun constitutes a village panchayat and is commonly known as Kajipur Belaha Singha Maun. The first major portion of the panchayat is Belha which constitutes around 2,000 population, while the second portion of the village is Kajipur which constitutes around 500 populations. However, for this study, only Kajipur has been taken as a case study because of the time constraint faced by the researchers. Moreover, Dalit population is higher in Kajipur as compared to Belha, so it was more befitting for the research. The total population of Kajipur Belaha village panchayat is therefore around 2,500. The caste composition in Belha varies. In General Category, it includes *Pandits, Thakur, Pathak, and Gupta,* while in Other Backward Caste (OBC) it includes *Kunmi/Patel, Chaurasia, Muslim, Kahar and Bhujwa/Gaud*. The Schedule Caste includes various sub-castes. There is no Schedule Tribe community in Kajipur Belaha.

Kajipur also has variation in caste composition. The Schedule Caste people are dominant in number and constitute around 50 per cent of the total population.

Total 3
Household, total population, and youth population (18–29 years age group)

Caste	Total Households	Total Population	Youth Population (18 to 29 Years)		
			Male	Female	Total
Scheduled Caste	45	250	38	19	57
OBC	25	150	41	10	51
General	10	100	5	2	7
Total	**80**	**500**	**84**	**31**	**115**

Source: Compiled by Authors

The above Table shows total households, and total population of the village, Kajipur. It has been found that village Kajipur constitutes around 500 population and around 80 households. It has been found that Scheduled Caste constitutes 45 households with about 250 persons. The OBC constitutes 25 households with the total population of around 150 and the higher castes have 10 households with the total population around 100.

During data collection, it was found that some of the students have started their higher education after two to three years gap of higher secondary education (10 + 2). This is the reason that all the students who have been enrolled or have completed their higher education and fall in the age group of 18 to 29 years have been covered in this study, as it makes the study holistic. Hence, 115 youth have been found in the age group of 18 to 29 years out of total population of 500 in the village. It has been found that majority (more than 90 per cent) of them were first generation learners.

The researchers analysed the enrolment of Schedule Caste students in higher education according to the information collected from the village. Schedule Caste people are residing in three colonies (section) of Kajipur. The first colony constitutes around 20 households, the second colony has 15 households and the third colony has around 10 households of Schedule Castes.

Table 4
Father's Education

Educational Level	Frequency	Percentage
Illiterate	60	52.2
Literate	47	40.8
10th Pass	8	7.0
Total	**115**	**100.0**

This study also sought to collect parents' education (Table 4). It has been found that 52.2 per cent of students' fathers were illiterate and 40.8 per cent were literate. It was found that 7 of students' fathers were 10th pass. The majority of the students' mothers were illiterate (around 90 per cent). This is the case because most of the students who have been surveyed in this research were first generation learners.

Table 5
Father's occupation and family income

Nature of Employment	Frequency	Percentage
Agriculture	99	86.1
Government Job	4	3.4
Private Job	12	10.4
Total	**115**	**100.0**

Source: Compiled by Authors

Table 5 shows the occupation of the students' fathers. It has been found that majority of them, i.e., 86.1 per cent were engaged in agricultural activity. Agriculture is the main source of livelihood and source of income. It has been also found that those who are engaged in agriculture, most of them are also casual wage labourer. Casual wage labouring is an additional source of income. Around 10.4 per cent of the students' fathers were engaged in a private job. Private job means those people who have migrated to other cities and working in a formal or informal sector like a truck driver, working in factory or self-employed, etc. A male who is unskilled generally does agricultural work and casual wage labouring. There were 3.4 per cent who were government employee. There are no industrial townships in the nearby villages. It is worth mentioning that mothers of all the students were homemakers. Agriculture and animal husbandry are the only occupations in the village for females.[5] Animal husbandry is a major work where almost all the women are engaged. Most of the animal husbandry is done for milk production for personal consumption. Some of them sell milk to generate additional income.

Table 6[6]
School education of different social category in Kajipur village between the age group of 18 to 29 years

Educational Status	Scheduled Castes			Other Backward Castes (OBC)			General			Grand Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
8th Pass	12	8	20	16	6	22	1	0	1	45
10th Pass	3	4	7	4	1	5	2	1	3	13
12th Pass	5	3	8	4	1	5	0	1	1	14

[5] These women are into agricultural work too, they engage in agricultural activity along with the animal husbandry.

[6] Table 6 shows the status of school education in village Kajipur in the age group of 18 to 29 years. Seventy-five youth's had their education at the school level. Some of the girls are studying, whereas most of the boys have left their study.

Polytechnic/ ITI	1	0	1	2	0	2	0	0	0	3
Total	**21**	**15**	**36**	**26**	**8**	**34**	**3**	**2**	**5**	**75**

Source: Compiled by Authors

Out of 115 youths surveyed, majority of them left their studies at a certain stage of their education. There were 75 students out of 115 youth population who have their maximum education at the school level. It was around 45 out of 115 who have their schooling maximum till Class VIII; whereas 13 had up to Class X and 14 at Class XII and only three students were enrolled in polytechnic/ ITI courses of all the castes in the village. Table 6 shows that majority of the students' attained education up to the Class VIII and left their studies to work in order to support their families. This phenomenon is evident among all the castes in the village. Furthermore, majority of the Class VIII pass out were male (in all the castes). The number of females is very less. Hence, the pattern of school education is almost similar in all the castes in the village. There is no significant difference in attaining the school education between the Dalits and non-Dalits. Dropout rate is also same for all the castes if we compare with the proportion of the population with each caste in the village.

The Girls generally attained their education maximum up to Class VIII, and some upto Class X and Class XII. Out of 15 girls in SC community, eight had education up to Class VIII standard, four up to Class X and three upto Class XII. In OBC community, six girls had education up to Class VIII, one up to Class X and another one up to Class XII. In General, there were two girls in which one was 10th pass and another one was 12th pass. The number of girls is very less as compared to male in all castes because, when girls cross the age of 18 years, they are married off by their parents. These data show that majority (around 65 per cent) of the youth have attained their education up to school level.

Representation of Dalits in Higher Education in Kajipur village: Findings and Discussions

Table 7
Participation of Dalits and other castes in higher education

Educational Status	Scheduled Castes			Other Backward Castes (OBC)			General			Grand Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
B.A.	8	4	12	9	3	12	2	0	2	25

B.Sc.	5	0	5	2	0	2	0	0	0	7
B.Com	0	0	0	3	0	3	0	0	0	3
M.A.	1	0	1	0	0	0	0	0	0	1
M.Com	2	0	2	0	0	0	0	0	0	2
B.Tech	1	0	1	0	0	0	0	0	0	1
Grand Total	**17**	**4**	**21**	**14**	**3**	**17**	**2**	**0**	**2**	**40**

Source: Compiled by Authors

Table 7 shows the educational status of students and their enrolment in higher education. As the Table shows, there are 40 students pursuing higher education out of 115 youth. The UGC age group of higher education is 18 to 23 years. But in this study the researchers have taken upper age limit for 29 years. The reason for taking 29 years as the upper age limit is, most of the students who are enrolled in higher education are late starters. It is found that most of these students have left their study after Class XII and later on continued with their education. Therefore, students who are falling under 29 years of age group have been covered in this study.

There were 40 students enrolled in higher education of all castes in Kajipur village. The course of education varies from B.A., B.Sc., B.Com, MA, M.Com, and B.Tech. It has been found that majority of the students enrolled in higher education belong to Scheduled Caste, followed by the OBC and General categories. If we take overall enrolment course wise, then 25 students have been enrolled in the B.A. programme, seven students in B.Sc., three students in B.Com, one in M.A., two in M.Com and one in B.Tech. of all the castes. There were two students enrolled in B.Tech. programme, but only one student is pursuing it while the other has failed and discontinued. Furthermore, in that village, there was no student who was enrolled or who plans to pursue a medical education.

There were three students who were enrolled in professional courses in SC community, out of which two students have completed B.Ed., and the other one has done B.Com, M.Com, B.Ed, LLB, PGDCA and skill development certificate course under PMKVY. Apparently, he is the source of inspiration for many other students in the village. He is the first student from the village who has completed LLB. As such, there is one more student of SC community who has enrolled in LLB course this year. The B.Tech student who failed in the first year itself cited many reasons for his

failure to pursue B.Tech. He stated that the main reason for his failure was the communication barrier as he was not well versed in the english language because he has done his schooling from a Hindi medium school. He further specified that it was easy for him to get admission in B.Tech because of the availability of a scholarship for SC student. However, it was very difficult to pursue it successfully. The other reasons for his failure were; lack of quality education at the school, language problem, peer pressure, inferiority complex and cost of education other than tuition fees, etc. The other B.Tech student who is successfully pursuing B.Tech. has been residing in a city, which provides him a better environment for the education. For the record, there were no OBC and general students enrolled in any professional courses.

The factors which determine higher education are the cost of education, personal motivation and awareness factors, gender effects, distance of universities and college, quality of higher education, social factors, skill development and ICT, employment opportunity and future prospects.

It was interesting to find that those who have managed to pass secondary and higher secondary education were able to study further. This finding from our study supports Sundaram (2006) who also stated that once cross secondary education, the decision for higher education is not significantly affected by their economic criteria. But at the same time, this study finds that economic criteria have a significant role in deciding which course to choose for higher education. As the Table 7 shows, 25 out of 40 students (62 per cent) who were enrolled or completed their graduation were enrolled in B.A. program. It is 57.14 for SC and 70 for OBC castes in villages enrolled in BA programme. These data show that low economic status compelled them to enrol in arts and humanities courses. The professional courses require high cost fees and other expenses which is difficult for the low income group to manage. Therefore, arts and humanities courses dominante higher education among low income group (same for SC and OBC)[7].

The Cost of Education

The cost of education for higher education varies with the discipline for instance, technical, medical and engineering cost more than

[7] General category's overall population and students enrolment in higher education is very less that's why it is not been compared with SC and OBC.

arts and humanities. After analysing the data, researchers found that the trend of higher education in the village is more inclined towards arts and humanities courses rather than technical disciplin.[8] Thus, the admission in B.A. programme is free for all the castes, as ₹4,600 per year as scholarship covers the fee. The tuition fee for M.A. is ₹5,200 per year and scholarship is ₹8,600 per year, hence, a student can cover his/her fees through the scholarship amount. Likewise, the B.Ed. fee for two years is ₹81,000 and the scholarship is ₹90,000. Hence, it can be said that the cost of education is not an issue for the students pursuing higher education especially art and humanities.

The LLB fee is ₹3,112 per year with the scholarship of ₹9,500 per year. The fees for B.Sc. courses is ₹3,200 per year whereas the amount of scholarship is ₹4,600 per year. Two students have enrolled in the LLB course. Whereas, the B.Tech fee is ₹82,000/- per year and the government provides a scholarship of ₹86,000 per year[9]. Scholarship is also one of the motivational factors for the students to get enrolled in higher education. It has also been found that there are a few girls who were studying after marriage for scholarships.

It is important to note that after a casual interaction, some of the students confided that they wanted to pursue a technical course like B.Tech. But to get admission in a reputed engineering college one requires good scores and ranking in the entrance examination. There is a common pattern of coaching classes in preparing for competitive examination. One student of SC community revealed that he is not in a position to enrol in good coaching classes because of financial constraints. His father showed helplessness by lamenting, *"main apne bete ko engineering padhana chahta hoo lekin mere paas coaching karane ke liya aur shahar me kamra le kar padhane ke liye paise nahi hai"* (english translation— I want my son to study engineering course but I have no money to pay for his coaching fees and room rent in the city). Due to such financial problems, students were compelled to enrol in B.A. programme.

---

[8] It is found that most of the affiliated colleges nearby town offer free admission and when the students avail scholarship funded by the government, their tuition fees (around ₹ 3000) is deducted from it.

[9] All these information (like cost of education) are stated by the students during interaction with them by researchers. It has not been verified from the college/ University administration.

Personal Motivation and Awareness Factors

Personal motivation is one of the important factors for higher education. If an individual is serious about his/her future and education even though economically poor, he/she can achieve some respectable position in higher education through motivation and hardwork. There was one such case found in this primary survey, out of the 40 students enrolled in higher education, one of them was highly motivated, the student belongs to Scheduled Caste. This student has done B.Com, M.Com, B.Ed, LLB, PGDCA, and a certificate course in skill development in PMKVY. His father is a farmer and their source of income is through agriculture. He was able to complete all these courses because of his personal motivation. He stated that, *"Kuch bada karna chahta hoo apne jivan mein"* (I want to do something big in my life). He explains the importance of education. He further stated that education is the only means to change life in a positive way. It is the only tool for emancipation and can help others to achieve these goals in their lives.

However, the researchers found mix responses of motivation. There was one family in SC community. Although they were economically well off, the children were not motivated enough to take higher education. Majority of the students who were enrolled in higher education were also working to support their families. There were only a few (around 5 in SC and another 4 students of OBC and 1 in General) who were very serious about acquiring higher education. Thus, 10 students out of total 40 enrolled in higher education were doing better in higher education. Majority of the remaining 30 students have migrated to other states for earning money. They come back only to appear in their exams. This is the most prevalent pattern of higher education found in the village. It is same for all castes. Therefore, majority of the students were enrolled in higher education either to get a scholarship or just for the sake of a degree. The financial problem too compels them to do so. They need to earn money to support their families and to manage their own expenses.

To determine, the discipline and full information about the colleges and universities generally come from friends and relatives who are educated and well connected with the mainstream source of knowledge. In this era of information and communication technology, students are fully aware of the courses and new programme and schemes launched by the cental and state

governments. But it has been found that only a few are able to take benefits out of this information.

Pull and Push Factors

This is new factor emerging in the Indian society. It has brought a significant change in society. One well educated person and family became the role model for others. It is very much applicable in the Indian society where one caste always dominates over others. Now people understand the value of education in changing the life of an individual irrespective of the caste status. The scheduled caste community in this village is doing better than nearby villages as the researchers have observed. The reasons for better education are the pull and push factors. In this village, one SC family has done exceptionally well in higher education and in getting government jobs. This family is the source of inspiration for many. The younger generations have realised the value of education. Hence, many students are taking higher education with the individual capacity to change their lives in better ways. It is seen as a source of motivation for some but not for all.

There is no industrial township in nearby places. There are no direct benefits of higher education for students. The majority of the students who are in the age group of higher education are enrolled in higher education but they do not seem to be highly motivated. One of the reasons for low motivations is lack of job opportunity.

Gender Effect

From all the castes, there are no girls studying in higher education in the village. Table 7 shows that only four girls in SC community, three in OBC were enrolled in higher education (these were the married wives of male candidates in the village[10]). Majority of the girls who cross 18 years of age are married off. The married girls are not included in this research. It is also important to note that girls are not studying in higher education. This is the case for all the castes. Hence, it can be said that girls' rate of participation in higher education is discriminatory in nature for all the castes.

The traditional norm of early marriage still plays an important role in Indian villages. Gender bias is still a matter of concern in villages. These traditional norms are challenged by the new

[10] Since no girls after the age of 18 years found to study in higher education, hence, male married whose wife are studying higher education and falls in the age group of 18 to 29 years have been included in the survey.

generation but the economic deprivation pushed them back to the old fashion. Staying in the village, the researchers have observed that majority of them attains primary education, but by the age of 18 (or on completion of 10th and 12th standard) family itself stop their girls from attaining higher education and contemplates on marrying them. However, over the years, due to scholarships and other facilities being offered by the State government, there has been an increase in the enrolment of the girls in higher education. Girls are taking admission in higher education even after their marriage. This is a significant change found in last five years. If there is no availability of institution for higher education in the nearby village(s) and if these institutes are located in cities (which are far away from the village), it is the mindset of parents to in stop them from going to cities as they feel insecure for their girl child.

Distance of University and College

In the rural area, generally, universities and colleges are located in nearby cities and towns. If the family is economically well off then they always wish to send their children to cities for education because it provides the suitable academic environment. Hence, for higher education, distance is not an issue but the economic factor is the main concern.

This village is located in between Allahabad and Varanasi. Two top universities, i.e., the University of Allahabad and Banaras Hindu University (BHU) are the nearest universities from the village. It has been found that there is lack of motivation for the boys and girls to get admission in these universities. The economic factor is one of the most important factors that determine higher education in the village.

Quality of Higher Education

It has been found that higher education has been available for the students of the village in nearby colleges. As the Twelfth Five Year Plan has an objective to provide education for all, it seems this objective is fulfilled. But the quality of higher education is very low. It has been found that university level education is able to provide quality education but the affiliated colleges are not able to maintain the quality which is expected in higher education, for instance, regular lecture, assignment, classroom evaluation and test, presentation, discussion, and debates.

After the interaction with the students, it has also been found that the affiliated colleges are more eager to generate revenue rather than imparting quality education. But the colleges cannot be held solely responsible for lack of quality because even the students are not interested to attain regular classes. Although affiliated college is affiliated to the university it fails to maintain the quality at the rural level. There is a clear cut division between university education and affiliated college education in higher education.

Social Factor

A social factor which is a dominant nature of caste system is no more a barrier to higher education. In this village, the researchers found that there is no social dominance of one particular caste. However, in some houses, the old norms still exist and it has been observed that education is still not given importance. As soon as the new generation hits the puberty, they start working to support their families or to fulfil their own consumerist desires. Somewhere the motivation factor is still missing in some households.

Skill Development

Skill development is another challenge. It is found that only five students have been enrolled for the skill development courses like polytechnic and ITI from all the castes in the village. There were five students who have done PGDCA out of which three belongs to SC and two belongs to OBC. These courses are meant for basic computer learning. There are institutes like polytechnic and ITI in a nearby town but the enrolment in these courses was found to be very less. Students are also not motivated for skill development courses. When the researchers asked the reason for less motivation, some students replied that there are no industrial townships where they can get immediate employment. Hence, skill development courses are not very much popular among the students.

With the advancement of information technology, the accessibility of Internet in the society help to move towards a knowledge society. Hence, acquiring an education is considered as a sign of social prestige which leads to more and more families striving towards it.

Employment Opportunity

After interaction with students, majority of the students feel that higher education has a significant role in their lives. Higher education will bring better opportunities. There is a direct relation between higher education and government jobs as stated by students during the interaction. It is also noted that lack of job opportunities in the nearby town makes skill development courses not very popular. In the village, agriculture and animal husbandry and casual wage labours are the only employment. Hence, the majority of the youth migrate to other states and cities in search of employment options. There is no industrial township. Since, it is situated between Allahabad and Varanasi, Bhadohi district is famous for carpet manufacturing, but that too is declining. Thus, youth are compelled to migrate to other states and cities in search of employment. Majority of them wish to work in private sector in other states and cities.

Conclusion

To conclude, there were 115 youths in the age group of 18–29 years. Majority of them have passed Class VIII and has left their study which includes females too. Male students migrate to other states and cities in search of employment and females get married. AISHE — 2014–15 stated that GER of SC students for higher education was 19.1 in which male constitutes 20, whereas females constitute 18.2. If we compare higher education in the village then it is found that majority of the SC community students are male (17 out of 21 enrolled in higher education). Thus, the difference between male and female with regard to higher education can be seen in Kajipur village, this is the case for all the castes in the village.

Two types of migration were found in the village. First, some students migrate to cities for acquiring higher education and second, the students who intended to earn money for supporting their families. If students want to achieve good education and family can afford the cost of education, then they migrate to cities where good universities are located. Researchers found that some students (10 out of 40 students) show their interest to reside and study in cities but their families' low economic status restrict them to stay in village. Thus, various factors of higher education, the economic factors (cost of education and other expenses) are most important for acquiring higher education. The researchers

found that scholarship is one of the motivational factors for students to pursue higher education especially courses like arts and humanities. It is found that majority of the students (25 out of 40 students) worked in other states and cities, and returned during the time of examination. This is the most prevalent trend of acquiring higher education in villages.

There are post-graduate degree colleges in nearby town but these colleges lack basic infrastructure like library and good teaching environment, which leads to poor quality of education. Every year, thousands of students graduated from such colleges but remain unemployed because they lack employability skills. There is unavailability of job in government sector. Some of the graduate students shared their job experience in private sector stating that they lack communication skills, basic computer knowledge, and other soft skills (employability) which hinder them to get better employment in private sector in cities. Lack of interest to study skill development courses among students is another factor for rendering them unemployed.

The important factors for pursuing higher education are personal motivation, awareness and proper guidance. These factors are complementary in nature. One factor depends and supplements other factors in making the decision for acquiring higher education. Job opportunities after higher education are not adequately available (as stated by students) which is the reason most of the students are not enthusiastic to take higher education or left out after a certain stage of education. There is no difference between Dalits and Non-Dalits in terms of higher education in the village. Scheduled caste students are doing much better in higher education than these in nearby villages.

Above all, the new trend which is emerging is more affected by the information and communication technology rather than social deprivation. The economic deprivation is one of the basic factors which hinder the students' aspirations towards higher education but the new changing society with emerging technology has shown different impact on the new generation. This generation is more attracted towards their materialistic desires and new enthusiasm of self-dependence has pushed them towards workplace to sustain their livelihood rather than acquiring higher education.

References

All India Survey on Higher Education. 2015–16. Department of Higher Education. Ministry of Human Resource Development, Government of India.

Annual Report. 2013–14. University Grant Commission (UGC), New Delhi.

Annual Report. 2014–15. *All India Survey on Higher Education*. Ministry of Human Resource Development, Department of Higher Education, New Delhi.

Deshpande, A. and N. Katherine. 2007. Where the Path Leads: The Role of Caste in Post-University Employment Expectations. *Economic and Political Weekly*. vol. 42, no. 41. 13 October.

Deshpande, A. 2001. Caste at Birth? Redefining Disparity in India. *Review of Development Economics*. vol. 5 no. 1. pp. 130–44.

Dhillon, M. 2010. Indian Education System: New Paradigms and Challenges in the Post-Welfare Era. ICFAI University, India. *International Journal of Arts and Sciences*. vol. 3, no. 17. pp. 149–160.

Human Development Report. 2016. *Human Development for Everyone*. United Nations Development Programme, New York, USA.

Omvedt, G. 1995. Dalit Visions: *The Anti–Caste Movement and the Construction of an Indian Identity*. Orient Longman, New Delhi.

Pradhan, A.C. 1986. *The Emergence of the Depressed Classes*. Bookland International, Bhubaneswar.

Sundaram, K. 2006. On Backwardness and Fair Access to Higher Education: Results from NSS 55th Round Surveys, 1999-2000'. *Economic and Political Weekly*. vol. 41, pp. 5173-82. December 16.

Thakur, A.S. and S. Berwal. 2007. *Education in Emerging Indian Society*. Mayur Publications, New Delhi.

Twelfth Five Year Plan. 2012-2017. Social Sectors. Planning Commission vol. III, Sage Publication, New Delhi, 2013.

Zelliot, E. 1978. Dalit — New Cultural Context for an Old Marathi Word. *In Contribution to Asian Sociology*. vol. XI.