

HIGHER EDUCATIONAL STATUS OF YOUTH AT ANERI COMMUNITY

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Abstract

A nation is built in its educational institutions. It is the responsibility of Education to equip the youth with the real knowledge and skill, by which they will be able to build up their characters to enter into the world of good and great men. Education is one of the measuring items of any nation in the world. This particular study deals with higher educational status among the youth of rural India. The study attempts to find the factors that motivate and demotivates the youth in getting higher education. The study tries to understand the higher educational aspiration among the rural youth. It also finds whether today's youth are making attempts to find and access the opportunities to avail higher education.

Keyword Higher Education, Aneri Community, Nation Building, Rural Youth, and Educational Aspirations

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Introduction

Higher education is the pinnacle of educational system in any country at any period of time. Higher education is one of the driving forces of economic development. It is both repository and creator of knowledge. It is the principal instrument for passing on the accumulated experience. In developing societies, higher education is considered as a speedy vehicle for upward social mobility (Ramachandran, 2010). The Educational Institutions all over the world are witnessing fast, radical and revolutionary changes (Kiran & Anupama, 2008). Youth is the pulse of today's society. Education is the indisputable right of every citizen. Higher education has the power to produce change, and agents for moving the country along the development. But poverty is the common factor which deprives many youth, the opportunity for education and even when education is made available, youth are often forced to drop out and seek employment because of the poor economic conditions of the family (Joe, 1982).

Statement of the Problem

Education is something which ought to be brought within the reach of every one. The study attempts to know the opportunities that are available, and to find out the attempt that they made to achieve the higher education, and to know about the limitations that hinders them in achieving the higher education in their life. As there is a big gap between the rich and the poor, inequality in socio-economic conditions of persons that would have negative effect on the higher education. Motivation, Information, Right Guidance, opportunities and feasibility are very important factors that determine the educational status of the individuals. The following are questions arise for the study.

- What are the factors that motivate the youth to get into higher education?
- What are the factors that demotivate the youth from getting into higher education?
- What are the aspirations that prevail among youth regarding higher education?
- Do the youth of today make an attempt to find and access the opportunities to avail higher education?

Review of literature

Education is one of the oldest yet one of the newest human resources to help the self social development. The word Education originated from the latin word "Educatum" this word in turn

is composed of two words “E” here means “progress from inward to outward”. “Duco” means developing or progress. Therefore education means developing from inside outside (Reza, 2014). Education is no longer a privilege, it is considered as a right of every citizen in civilized society. According to Samy Vivakanda, “Education is the manifestation of divinity already existing in man, we want that education by character is formed, strength of mind is increased, and the intellect is exported by which one can stand on one’s feet”.

The Conservative View: The traditional philosophers like Plato and Aristotle believed that man is composed of body and soul, or mind. The mind is the knowing aspect of self; the body is the sensing and feeling aspect of his nature. They share the view that the soul (spirit) or the mind is superior to matter, the body. So the true education is that which helps the child to develop his rational mind. After Plato and Aristotle, many thinkers also believed that if the soul is important, then his ultimate goal of all education must be the salvation of the soul. In conservative view of education, religion, whether Hinduism, Christianity or Islam, is given a principal place in the curriculum; religious education to all children as we observe that in most of churches and mosques, Bible readings and Quran recitations are still compulsory in education, thus becomes religious, i.e., GOD (Jesus or Allah or Ishwar) and soul oriented for the children. In brief it refers to the highly verbal, abstract, and it is quite remote from the world of concrete reality (Clark, 1998).

The Liberal View: It believes that all true education is upon the needs, interests and natural desires of the child. It emphasizes that education is expected to provide the fullest development to youth with their natural tendencies, social needs and employment opportunities. The liberal view looks at the people as a child of nature, not a child of God, Jesus, Allah, or Ishwar. It refers the academic freedom and alternative choices for the subjects and the primacy of reasoning. A powerful human is to determine a set of useful values by which they would guide their everyday life. Values such as honesty and justice have to be the prime objective of education. This means all values are rooted in man’s daily life, having no connection with the supernatural element of any kind. Values will change as man’s perceptions of the physical and social realm of change. Values are social in nature and origin. Each value finds its origin in a solution to a problem involving other human beings (Fitchett, 2013).

The Humanist View: The humanist view of education emphasizes practical application through law, medicines, geography, science, technology etc. for preparing the students for professional adaptations and employment. It is true that the beginning of humanist education can be traced to modern thinkers like Charles Darwin, Herbert Spencer, David Hume, Jeremy Bentham, John Stuart Mill, John Dawey, William James, B. R. Ambedkar, M. N. Roy, Lhia etc., who were cultivating the intellect as well as senses. The humanist education is based on liberty, equality and rights of man. Their outlook on education was more human than Divine, religious or theological. The humanists of the modern era favored greater emphasis on the cultivation of mind, (not soul), as it represents the superior element in man (Ruhela, 1996).

Purpose and objectives of Higher Education

The World Bank in its document “Higher Education – The Lessons of Experience” (1994) explains the purpose higher education. It is “*Higher education is of paramount importance for economic and social development. Institutions of higher education have the main responsibility of equipping individuals with the advanced knowledge and skills required for positions of responsibility in government, business and the professions*”. The objective of higher education is to develop competencies and enable students to become ‘knowledge’ and ‘skill’ oriented citizens so that they can actively participate in the socio-economic development of the country. Indian education system has been evolved overtime to develop individuals’ ability in the areas in which they excel. It ensures that the ‘knowledge and competencies’ of the individual in his area of specialization or trade are being continuously upgraded and are in line with the current knowledge and technological development globally (Powar, 2002)

Factors Affecting to Access Higher Education: there are factors that affect to obtain higher education. The factors are such as Educational barriers, Economic Barriers, Cultural barriers. Socio-Economic factors such as Gender, Place, Tradition, Income of the family, Expenditure on education and Lack of employment (Sarada, 2008).

Objectives

- To study the socio economic condition of youth
- To find out the motivating and de-motivating facts

- To know their higher education aspiration
- To find the various opportunities to attain higher education
- To know the attempts of youth to gain higher education

Methodology

Field of Study: This study was conducted at Aneri community in Vellore District of Tamil Nadu, India. Aneri is a village consists of 215 families. Total population of the village is 1463. Unit of analysis for this study is youth of the village from the age of 18 to 35 years. Study population has different characteristics of most affordable and least affordable of different religion and caste. Higher level education is needed for all for social, cultural and economic development. However it is not perused by all youth at Aneri. This study attempts to understand the scenario on higher education among Anery youth.

Research design: The study followed descriptive design and quantitative methods. Respondents were identified through convenience sampling technique. There were 100 youths chosen for the study. Interview schedule was used. It contained 60 questions. Open ended, 2 and 4 point scales were used to college data from the respondents. Respondents included male and female. Data collected through interview schedule was first hand and primary. There are data were collected from books, journal articles and reports as secondary data.

Working definition: (1) Higher education refers to College studies of Bachelor, Master, M.Phil., degrees in arts and science and professional courses. (2) Youth of this study are those that are in the age group between 18 and 35 years.

Main Findings

Socio Economic Condition of the Youth: More than One third (38%) of the respondents belong to the age group 20-25. More than half (62%) of them were male. Most of them (92%) belong to Hindu Religion. More than half (60%) of them belong to MBC. Nearly three fourth (73%) of them were unmarried. One third (36%) of them have attended up to high school education. More than two third (68%) of them are agriculture labors. Vast majority (94%) of them are living in their own house. Less than one tenth (9%) of them have toilet facility at their home.

Motivating and Demotivating Factors: Two third (67%) of the respondents strongly agree that education increase quality of life. More than one third (43%) of the respondents strongly agree that they have discussed with their friends about their higher education. Nearly half of them (49%) agree that their parents were interested to educate them. More than half (64%) of the respondents agreed that economic well-being is important for higher education. Half (50%) of the respondents disagree that illiteracy of their parents does not affect education of the respondents. One third (34%) of the respondents strongly agreed that poverty is hindrance to their education. Half (55%) of the respondents expressed that lack of guidance is the cause for not gone for higher education. Nearly half (48%) of them said that education does not help them to get an employment.

Higher Education Aspiration: More than half (58%) of the respondents strongly agreed that they wish to go for higher studies. More than half (62%) of the respondents believe that higher education bring status to life. More than one third (46%) of the respondents strongly agreed that higher education promotes job opportunities. Half (50%) of the respondents strongly agreed that they are studying because of their parents are illiterate. More than two third (74%) of the respondents strongly agreed that higher education ensures bright future for them.

Various Opportunities and Attempts that are Made by Youth: More than half (59%) of the respondents agreed that distance is a problem to them. More than one third (41%) of the respondents agreed that financial condition is a real problem for them to go for higher studies. More than half (66%) of the respondents are lack in awareness on higher studies. More than one third (49%) of the respondents agreed that they have less awareness about government assistance towards reaching higher education. More than half (54%) of the respondents are not trying to go for higher studies. More than half (60%) of them are not aware about the bank loans. More than half (56%) of respondents do not have goal for their life. More than one third (42%) of the respondents have problem in their family. Nearly one third (32%) of them are saying that media is not promoting education and opportunities to attain the higher studies. More than half (62%) of the respondents know the availability of the free bus pass. More than half (56%) of the respondents are aware of the existence of free hostel for rural students. Majority (82%) of them strongly agreed that there is an availability of scholarship.

Suggestions

The study discovered that the reason for not going higher education is illiterate and poor income of their parents. Therefore the cost of the higher education is not affordable to them. To minimize this issue an awareness programme could be conducted to parents to emphasize the important of higher education. Since the people are very poor and have very little savings, they could apply for education loan for their children. The youth are in need of guiding and supporting in taking right decisions. They have to be given motivation to aspire for life which is worth living that can be possible only through higher education. People of Aneri community are aware of the various schemes and scholarships which are provided by the government but it does not reach the people at the gross root level. The student who finishes school education they must facilitated to attend career guidance program. It will open their eyes and widen their knowledge.

Conclusions

People are still to be given awareness to increase higher education among the youth at Aneri community. The government needs to monitor its programme and projects about its effective implementations. The real eligible needy could be provided with good higher education which would facilitate the nation building. Education is the liberating force cutting across the inequalities existing in the society. Though the government and non-governmental organizations serve the youth through various schemes, projects, and programmes still the higher education is unreachable to the youth at gross root level.

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