



Wide Circulation Between Dissimilar Educational Programmes, Schools and Municipalities

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Abstract

This is investigated through an analytical focus on linguistic representations of the discursive categories that are created and re-created in interpersonal interactions. In these interactions, individuals, from one situation to another, reinterpret, negotiate, renegotiate, and use different strategies to gain primacy and influence over which interpretation applies. Through linguistic representations, morally correct or incorrect actions, norms, and values are produced and reproduced. In this way, these narratives exist as a social and pedagogical phenomenon in a state of constant linguistic flux. In the empirical material, descriptions by urban-living prospective university students of the conditions for university study, produce and reproduce in a series of significant linguistic representations.

Keywords: Analytical, Negotiate, Pedagogical, Linguistic etc.

Introduction-

Over recent years, and across many countries, there has been an impetus to expand access to higher education (Marginson 2016; Osborne 2003; van der Wende 2003). Access to higher education varies greatly by location of residence. It tends to be greater in metropolitan areas and lower in rural areas far from large cities. Rural areas not directly adjacent to metropolitan areas often offer less in the way of access to higher education, with individuals living in these areas tending to have large geographical distances to travel (Hayley 2017; Kjellström and Regnér 1999; Trahar et al. 2020). This is reported to have a negative effect on access to higher education (Agumba, Simpson, and Ndofirepi 2023; Fleming and Grace 2014; Trahar et al. 2020).

Given this context, providing access to higher education to people living in urban areas is important and timely. Research is relatively unequivocal in its assessment of higher education's importance for regional or national development (Gråsjö 2020), with the presence of highly educated individuals in a municipality considered crucial for its prosperity and development. A wide and varied body of research relating, respectively, to rural areas, business, and academia, addresses the problem of unequal access to higher education, and the benefits that country-wide higher education could provide in terms of increased skills supply, equal education, and widening participation (Bryntesson and Börjesson

2002). Karlsen Bæck and Paulgaard (2019) analyse the situation of young adults in rural areas in relation to the labour market and education in their place of residence.

The education in the region and the country. Uddbäck (2021) analyses young adults' potential to remain in rural locations. The study mainly examines young people's relationships to work and the labour market, but also shows a problematic relationship between social, educational, and geographical mobility, or lack thereof, illustrating that mobility, or immobility, is endowed with linguistic meaning in the narratives of the young adults. This study draws attention to complexity in the linguistic understanding of how young adults in rural locations form oral negotiations based on the availability of various verbal and non-verbal resources, and on the local structural conditions related to the context of the town. Rönnlund (2019) analyses rural young adults' identification with place and represented spatial futures. The study shows no significant relationship between the phenomena of identifying with one's home town and of wishing to remain or move away. Rönnlund draws attention to other dimensions that determine whether one remains or moves away from home, such as social relations, social and educational practices, and material conditions.

In India, there are three main strands of higher education (universities, colleges, and higher vocational educational programmes). Several studies have shown that participation in higher education is not growing quickly enough. Among countries within the OECD (Organisation for Economic Co-operation and Development) with comparable statistics, India has the greatest social imbalance, and over the last 20 years, the widening of participation in higher- education has largely stalled . Although the local presence of higher education has increased in all India municipalities in the past 15 years, large regional differences remain, with the geographical concentration of highly-educated people in metropolitan regions becoming further reinforced and from an international and historical perspective, a number of dimensions contribute to recruitment imbalances in higher education. These include differences in childhood conditions and the home environment, disability status, and geographical proximity to a place also emphasise the influence of socioeconomic background, gender, and ethnicity. In the Scandinavian context, a regional imbalance in recruitment is evident, based on where in the country an individual resides. Bryntesson and Börjesson (2021) explain this imbalance with reference to social differences among inhabitants of different counties and regions.

Large cities are reported to have a greater representation of highly-educated inhabitants, and rural areas are reported to have an over-representation of people with a lower level of education. The education index for India, created by the Indian Confederation of Professional Employees , depicts living in a rural location as being associated with a geographical distance from higher education, absence of an academic environment, and low or no supply of higher education. The Indian Government Official Report analyses the skills supply in urban areas of India and depicts a well-known problem. Skills-supply problems identified in the report include labour shortages, a recurring trend with a diminished supply of higher

education in Urban areas, and low skill levels among inhabitants; all of which negatively affect economic development and business the framework of a larger research project, ‘Future students’ perspectives on higher education’, conducted at University of Rajasthan , Jaipur .

The purpose of the study reported here is to contribute to the development of scientific knowledge about linguistic discursive representations of prospective university students from rural areas regarding the conditions for study at university or college. Supported by the theory of discursive linguistic representations out-lined below, the study focuses on examining in detail the narratives of prospective university students living in urban areas of India. The question posed is: How do prospective university students in urban areas describe the conditions for university study?

Methods -

Interviewees were informed about the purpose of the study, that participation was voluntary, and that all reporting would be anonymous. Interviewees were informed about the purpose of the study, that participation was voluntary, and that all reporting would be anonymous. presentations related to it. The researchers emphasized to participants that the study aimed to gather general experiences and details of social phenomenon, with no intention to report personal data. In selecting potential interviewees, a strategic approach was used (Silverman 2006, 2015) based on the study’s criteria of: living in one of the three urban municipalities; studying for, or already having access to, college or university; and in the third year of high school, municipal adult education or residential college for adult education (Folkhögskola). To spread the empirical material. Our ambition was to interview 35 individuals who were studying in their last year of high school or adult education, and the result was 34. The empirical material collected consists of 23 qualitative one-to-one interviews or group discussions with 34 potential university students in three rural municipalities in India. These individuals often had limited capacity to pass on information to students. There were also still restrictions due to the COVID-19 pandemic, and most students were learning remotely, so it proved quite difficult to contact interviewees. the schools recommending each other for further contact – an approach known as snowball selection . The remaining semi-structured interviews were conducted face-to-face, either individually, or in groups of two to five people. Each was approximately 30

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Results and Discussion-

The content of the guide was usually reviewed prior to each interview, and the interviewer attempted to address all of the topics of interest during the conversation. In other words, these were casual, semi-structured interviews, during which a number of relevant topics were discussed (Holstein and , ‘The Active Interview’). The interview guide was divided into two themes: (1) interest in further studies; and (2) prospects in further studies. Questions related to the first theme focused on interviewees’ interest in further study at university in the context of: their proximity to study; the academic environment; their range of education; and the presence of research. Questions related to the second theme focused on the interviewee’s prospects for further study at university in the context of the same range of factors: their proximity to study; the academic environment; their range of education; and the presence of research.

The interviews were conducted in a conversational style in which the importance of storytelling, openness, and follow-up questions guided the interview rather than a question – answer model . This created variations in the empirical material, which required differentiation and, in the subsequent stage, analysis, to understand how prospective higher education students from rural areas described the conditions for university study. Levi-Strauss draws attention to the fact that classification and systematisation related to individual agency, and linguistic representations in interpersonal interaction are, and have been, fundamental to all individuals in all societies throughout human history. For Levi-Strauss, the individual’s use of linguistic thinking, symbol creation, and storytelling is a fundamental prerequisite for understanding how they interpret, create, and re-create situations, contexts, and their world. Levi-Strauss’s ideas were further developed by Derrida , who focused, among other things, on written and unwritten language, the construction and deconstruction of language in linguistic presentation,

Linguistic discourse, or the meaning-making representation of a particular phenomenon, involves the analysis of oral contradictions by respondents in conversation as phenomena to be interpreted,

understood, and represented in many different ways. In a discourse analysis of linguistic representations, researchers take into account the possibility that the same phenomenon (or a series of events and situations) might be narrated in multiple ways. This multiplicity arises not only because individuals interpret and depict experiences, events, and situations differently, but also because they do so in a real-life situation where they expect something.

The environment or context, in turn, expects something from them, a dynamic that can contribute to the creation and re-creation of an interaction between individuals in the context who can adopt, produce, and reproduce different renditions of discursive forms in narratives .

Analysis of discursive linguistic representations starts from an analytical premise: namely, that the individual's reality is socially constructed and that the establishment of reality is often self-evident so that it Analysis of the collected and transcribed interview data was carried out using the methodological skills that characterise qualitative methods and using the theory of discursive linguistic representations outlined above . During processing and review, descriptions in the interviews were considered within the themes of proximity to, or distance from, higher education. By 'thematizing' the interviewees' descriptions, it was possible to create the conditions to identify problems in the linguistic sense and for in-depth analysis of representations of the problem, in keeping with the study.

The results are presented as empirical sequences, in the form of thematic summaries and quotations. Analysis of the qualitative interview data drew on the following theory-inspired concepts: linguistic behaviour; discursive dynamics; linguistic conflict; linguistic consensus; linguistic balancing act; discursive interaction; linguistic tension; linguistic doubt; linguistic contact; linguistic disconnection; and linguistic dispute. The guiding principle of the analysis was 'analytic induction', that is, a continuous back and forth between the empirical material of the study and interpretation. constructivism as well as the theory of discursive linguistic representations – are not only applied but also nuanced and challenged.

Conclusion

The research conducted here has identified a range of questions for exploration in future research. These originate in the empirical material of the study, that is, in the questions that participants found difficult to address. For example, in relation to the topic of proximity/distance, relevant questions include: (1) Is relocation always necessary? (2) What higher education is available in hometowns? (3) What are the differences between local higher education and higher education at a university/college, that is, is it always worth moving for higher education? In relation to the topic of educational offerings, an additional range of questions arise, including: (1) Does higher education need to relate to a planned future career? (2) What higher education is available? (3) What are universities and colleges? (4) Does higher education come to the individual's hometown? This study has shown that prospective university students' linguistic representations in relation to both proximity/distance to study, and education offering, can be tense, and linguistically balanced between depictions of conflict and consensus. This balancing act represents a linguistic means of creating and re-creating cohesion, involvement, integration, participation, unity, and normality, and can be interpreted as a form of social pedagogical recognition that is important for the individual's success in the context that the narratives reflect. As such, the research adds a valuable dimension to understandings of the ways in which prospective urban-located students describe the conditions for their entry into higher education.

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