CHAPTER-6
CASE STUDIES
This chapter presents ten case studies which would help to have a deeper insight into the lives of the respondents under study and to bring out the complexity of factors which forced women to remain in educationally disadvantaged position as compared to men. These case studies will also highlight the factors which positively affect educational status of both men and women, particularly women. The inferences drawn from these case studies will also be discussed in the next chapter.

**Case No. 1**

Nusrat, a 51 years old lady, calls herself as Pathan. Her father got secondary education and owned a large piece of land which was cultivated by a large number of agricultural labourers. Her mother never went to school but got some training of reading and writing in Urdu and Arabic. Her parents believed that knowledge of Urdu and Arabic is necessary for her not only as helpful in reading religious books but it would also help her to write letters to parents and relatives after marriage. Nusrat had five brothers and sisters. The family was very well off and it was not difficult for the parents to provide quality higher education to their children but such opportunities were not available in that small town which they belong to. Thus, after passing class 8th her brothers were sent to boarding houses to continue their studies and get quality education.

Nusrat and her sisters were denied these opportunities as they had to assist their mother in managing both household as well as agricultural activities. They were supposed to supervise maid in cleaning, drying and storing grains and other agricultural products at home. They were also involved in cooking food with the help of maids not only for their family members but also for large number of guests who visited her father regularly because serving so many guests daily was a status symbol and a reason to feel proud for his father. Rest of their time was utilized in learning other activities like sewing, embroidery, knitting etc. They enjoyed this life and considered it normal for girls without realizing any need for their formal education. They felt very happy in serving and giving special care to their brothers whenever they visited homes from hostels during their vacations.
Nusrat got married in a family of landlords with whom her father had close contacts. Her husband could study up to Middle level only as he did not have any interest and motivation for education keeping in view his family status and prosperity. Nusrat was busy in her life with domestic work and enjoying taking care of her small children but a few months after the birth of her second child i.e. her son her husband suffered cardiac arrest and died leaving her totally dependent on the mercy of her brothers-in-law. They denied her and her children any right in property and she was forced to live a miserable life. She was also not given required financial help from her parents and brothers. She received help from one of her relatives residing in Aligarh who suggested her to get some income through patch work (a type of embroidery work) Aligarh is famous for. Nusrat accepted the offer and shifted to Aligarh. She got her daughter and son to government school and worked hard to fulfill her family responsibilities. Now, she realized her own lack of education as an obstacle for her children’s overall personality development. She regrets that had she been educated she would have been in a better position to lead an economically independent and satisfied life. Her daughter Saba is pursuing M.A. as a private student because she also works in a beauty parlor to support her mother financially. Whatever time Saba gets from her work and studies she uses it to help her mother in completing customer’s orders for patch work dresses in time. Her brother is doing B.A. with full support from his mother and elder sister.

Case No. 2

Safiya, a 50 years old lady living at Jamalpur in Aligarh, was originally a resident of Amroha. The family considers itself Shaikhs. Her parental family consisted of her father, mother, three sisters and brother. Her father was a businessman. Her mother, a housewife, was an illiterate woman. She got only religious education and never went to school for formal education. On probing the reason of her mother’s illiteracy her instant response was that “unke waqt main aurtein kahan zyada padha karti thi. Izzat dar gharon ki aurtein to aur bhi kam ghar se bahar nikalti then phir chahe who padhai ke liye ho ya aur kisi wajah se. Meri ammi ne jo kuch deeni taleem payi who ghar par hi li” (It was normal for the women not to get educated during my mother’s childhood because women from respectable families were not allowed to move outside home neither for education nor for any other purpose. Whatever religious education my mother received, it was given to her
at home only). It was also disclosed by her that even her mother also never showed any desire for study may be due to the absence of school going girls in that locality who could have motivated her to follow them to be involved in educational pursuit. Safiya herself studied up to 8th class. Being a member of a large family and eldest of all the children she had to assume all the responsibilities associated with all household chores and care of siblings at a very young age as her mother needed her help due to her inability to do all household chores alone. Moreover, she also supplemented family income by sewing and doing embroidery for customers available in her neighbourhood. Her continuous involvements in such activities lead to the problem of poor eye sight that created problems for her while studying. What was more unfortunate was that instead of taking care of her problem of poor eye sight through timely treatment, her poor vision was taken as an excuse for discontinuing her education. She was withdrawn from educational pursuit and soon this young school going girl became her mother’s aid in shouldering responsibilities associated with household and childcare. Her siblings, on the other hand, got higher educational attainment in comparison to her. One of her younger sister got bachelors degree while another is well settled after doing B.U.M.S and her brother is an engineer. Unlike her mother, Safiya’s parents never put restrictions on her movement outside home frequently but reminded of protecting family honour and prestige. While acknowledging her parental love and care for both daughters and sons she felt that her parents gave a little more preferential treatment to her only brother. The reason that was explained by her is that her brother was born after her parents visited many religious places to pray for the birth of a son after the birth of three daughters. This strong wish and preference for son clearly indicates how important is a son for parents to make them feel complete and satisfied.

She got married to a shopkeeper who could pass Higher Secondary level. She wanted to get married to a more qualified person but as she herself is not highly educated she could not get a highly educated person as her husband while both her younger sisters got married to well qualified and well settled persons. ‘agar mai zyada padh likh leti to mujhe bhi mere bahnon ki tarah qabil shohar mil jate’ (Had I been highly educated, I would have got qualified husband like my educated sisters have got) she exhales.
She strongly believes that in modern time education is essential not only for mental and social development but also for getting employment and to be economically self reliant. Educated girls got suitable match and also good social status. After her marriage she expressed her desire to go for further education but her husband refused keeping in view her domestic responsibilities which might have been neglected because of her studies. So, after taking care of her siblings for a long time she devoted rest of her life to take care of her own children. Her daughter Rabiya, who was present in the house at the time of interview, is a confident and smart girl who is a student of class 12th and got religious education also. In addition to offering prayer and performing religious rituals regularly, she has a modern outlook towards life with high educational and occupational aspirations. She wants to become a doctor and getting coaching and private tuitions for qualifying entrance examinations for these courses Rabiya has been given equal opportunities like her brother but, unlike her brother, she is not allowed to move outside home alone especially at evenings. Even while going to college she is accompanied by her female classmates. This restriction placed on her is not because of some traditional beliefs, she clarifies, but because of extra care and concern for her by her parents. “In fact, I am more pampered than my brother” she says proudly.

Case No. 3

Adeeba, a 42 years old Ansari Muslim lady, resides at Jeevangarh in Aligarh. She is a native of a small town which is 25 km away from Aligarh city. Her father worked as a labour in a vegetable market and her mother was a housewife. Both her father and mother were illiterate in the modern sense of term while both of them got religious education and knew how to read religious scriptures. The main reason for their illiteracy, as revealed by Adeeba, was that modern education was not considered by them as something one must strive for. For them getting religious education was more than sufficient. But with the passage of time they started taking some interest in the education of their children specially sons. Therefore, her brothers studied upto class 12th but she and her sister studied upto class 8th only.

Adeeba wanted to study further but her father did not allow her as well as her sisters who were also interested in going for higher education. Her father tried to get them convinced by saying that “I do not have enough money to bear the burden of
education of all six children. Whatever limited resources I have are needed to be spent on your brothers because, after all, they are boys and their education is more important than yours”. Therefore, her father forced his daughters to dropout. Interestingly, her brothers were forced to continue their educational pursuit despite the fact they were least interested in education. As a result, they could hardly pass Higher Secondary School. Adeeba’s ambition to be highly educated never let her sleep comfortably. After a long struggle, she got her father convinced and got him agreed for her further studies. But, unfortunately, just after two months her father’s health deteriorated so badly that he was unable to go to his workplace. As he was the principle bread-earner of the family, the family of Adeeba started struggling hard to fulfill even basic necessities of life and all the burden of the family came on the shoulders of her brothers who were still not employed or mature enough to run the house. Thus, Adeeba who had just been able to overcome one hurdle against her educational advancement was again compelled to discontinue her studies due to the unfavorable economic condition of the family though with broken heart and discontentment.

After two years of leaving her studies she got married to a labour in a lock factory in Aligarh. After the birth of her children she decided to do her level best to get her children educated specially daughters because she did not want them to loose in life what she herself has lost. She got her children admitted in a nearby private school and encouraged them to study further but to her misfortune, her son could not go beyond Higher Secondary school due to lack of interest and poor performance in studies as he was more interested in moving around with other boys of his locality who did not have any motivation for studies. Now he works as a salesman in a showroom. Her daughter Aisha made her dream come true, to some extent, who is doing graduation as a private candidate from Aligarh Muslim University and is working as a teacher in a nearby primary school. She also helps her mother in household chores.

Adeeba realizes the importance of education and provided her children religious education too. Whatever level of formal education her children reached is only because of her own efforts and interest because her husband had never shown any interest in this regard. She also worked and somehow managed her family budget efficiently to save and spend money for children’s education on a priority basis.
“Maine apni beti ko is qabil to bana hi diya hai ki woh school mein bachchon ko padha kar aur ghar mein apni aulad ko padha kar unki zindagi bana degi” (I have made my daughter capable to ensure a bright future to her students at school and her own children at home through education) Adeeba says satisfactorily.

Case No.4

Saira, a 46 years old women basically hailed from Agra who is presently living in Aligarh. She had a nuclear family consisting father, mother, brother and six sisters. Her father was a salesman and got education till Intermediate only. Her mother did not get formal education as education of girls was very rare during her mother’s childhood in the village where she lived. Saira studied up to High school. Her brothers studied upto Higher Secondary from an English medium school and got diploma in computer. Saira and her sisters were sent to a Hindi medium government school because her father could not afford to send all his sons and daughters to an English medium private school. However, in spite of his poor financial condition he managed to provide education to all his children and this was mainly because of the influence of his locality. In their locality, it was very common for all families to send their daughters to schools and colleges. Saira and her siblings got religious education from their mother.

Saira was good at her studies but she was less satisfied with the medium of instructions at of school because she wanted to study in an English medium school like her brothers but due to the poor financial condition of the family, this privilege was given to her brothers only. She got her father convinced for getting educated in an English medium school by promising that she would be giving private tuitions to primary school children in her locality to earn some money to be spent on her education in an English medium school. So after passing 8th standard she got admission in English medium school. But it became very difficult for her to adjust in his new school because of her long stay in Hindi medium school. She needed some extra help and facilities but she was not able to get facilities for private tuition for herself. While, on the other hand, other girls of locality as well as her brothers got this opportunity. She could not achieve her desired level of education because of poor financial condition of her family. Despite her efforts and struggle to achieve higher level of education, she failed to get promoted to the next class after appearing for
class 10th exams. After repeated attempt she could hardly pass High school and dropped out of her studies.

Saira considers drastic change in the medium of instructions at secondary school, teaching small children in her locality and her involvement in household work as the main reason for her drop out because she was left with very little time to concentrate on her own studies which required more hard work than earlier. Her brother, on the other hand, did not have to face such problems. Thus, his educational pursuit had always been steady and smooth. He was given good quality of education, extra tuition and coaching facility and special training in computers. Saira’s childhood dream was to become a teacher but due to adverse circumstances she could not fulfill her ambition in life.

Saira got married to a physically challenged person. Her husband could study upto primary level and did not work due to his physical handicap. Her mother-in-law, who worked as domestic help in the neighbourhood who was the only earning member in the family. Saira again started giving tuitions to small children here also and got her son and daughter admitted to a government school. Both the children are now in the last and first year of graduation respectively. Both the children acknowledge the sacrifice and support of their family specially mother who had very high educational aspirations for her children. Whatever she could have done with limited resources, she did it by making the education of her children as a top priority for their life.

Case No. 5

Farzana was brought up in a small village. Her father and mother were illiterate with moderate knowledge of reading religious books. Her father by profession was a Tailor. Farzana’s family gave more importance to religious education and considers it as sufficient for their children. So, she and her brothers and sisters were given religious education by their mother. In her village the movement of girls outside the home was very much restricted. Girls were expected to remain inside the home to learn and perform their household duties. Her father and mother strongly believed that “betiyan parde ki cheez hai, unhe parde mai hi rehna chahiye” (Daughters are meant to be secluded, they should follow the same). Her brother had
no such restrictions on their movement outside home but their education, too, was not
given any importance by their parents. So, they also remained illiterate.

In the village where Farzana lived, it was quite common that girl were married
off at an early age after giving them proper training to perform the role of wife and
mothers. Farzana also got married at an early age to an owner of tea shop who was
also illiterate like her. Farzana was so strongly influenced by the social values that she
acquired during her childhood in a village that even after coming to Aligarh after
marriage she continued the same traditional outlook towards education. Farzana’s
daughter Sana feels bad for her parents’ lack of education and especially for her
mother and feels that had she been educated she could have achieved a better status in
society. His father also would have been in a better economic position being an
educated person. Being inspired by school going girls in their locality Sana also
expressed her desire for education but her parents did not allow her. Her mother tried
to get her daughter Sana convinced that “my mother was illiterate, your father’s
mother was illiterate and I am illiterate. It's our fate being a woman”. She strongly
believes that women have been made to remain at home and perform their household
duties. It is very disgraceful for women to go outside home to earn money. “paisa
kamana mardon ka kaam hai aur unhi par janchata hai” (Earning money is the
responsibility of men only and it suits them only) says Farzana. Thus, she does not see
any benefit in the education of girls as religious education and training for household
skills at home is sufficient for them to lead a satisfactory life. Farzana did not send her
son to school for another interesting reason. She said “Had we been in an affordable
position to send him to private school to get quality education, we would have
definitely sent him there so that he could get the benefit of good quality education in a
competitive environment. What is the use of sending him to government school where
no quality education is available? Teachers do not take interest in teaching. Most of
time students are engaged in playing and other activities and no one is there to
monitor them. The time that is wasted in government schools can better be utilized by
assisting his father and raising family income. So, it is better not to send child in
school rather than sending in a government school. Farzana’s son enjoyed maintaining
family tradition of being illiterate and started earning at a young age while Farzana’s
daughter despite her great desire to be educated has been forced to accept her fate of
being illiterate woman.
Case No. 6

Shabana, a fifty year old lady, was the youngest child of her parents. Her father was a graduate who worked in railways and her mother was a house wife who studied up to primary level. Shabana belongs to a small town where there was only one school that provided educational opportunities up to class 10th only. Due to unavailability of college in her town which is very near to Aligarh, she could not continue her education further. In the absence of opportunities for higher studies, her brothers were sent to Aligarh for accomplishing their educational goals while she, being a girl, was not allowed for the same for the sake of security and protection from anti-social elements. She tried to get her father convinced to get her admitted in college in Aligarh but her father did not agree because he did not consider it important for her to be highly educated. Her brothers got more liberty and facilities as boys. She could not fulfill her desire to be a teacher in a college but due to regular support from her mother she became an Anganbadi (Rural child and mother care centre in India – apart of the Integrated Child Development services Programme) worker. She said she achieved this position due to the support and encouragement of her parents. She got married to an inspector in U.P Roadways and came to live in Aligarh. After marriage she received religious education from a lady tutor who lived in her neighbourhood.

Shabana seems satisfied with her education and with her profession. She told that education is a luxury for girls in her town. Thus, she considered herself fortunate enough to have reached to a certain level of education because of the belief that girls are meant for household chores, sewing and embroidery etc. Therefore, only few families send their daughters to school. Shabana feels that education is very important for a woman. An educated woman can educate her children. If a mother is educated she gives her children better future but she realizes that even educated women face difficulties in their lives.

After marriage she had to devote time not only at her workplace but also to family responsibilities. Although her husband supported her but after passing High school examination she could not pursue further study. Her mother-in-law wanted her to concentrate more on household work with lesser support from her side. So, due to gradual increase in family responsibilities, it became almost impossible for her to give time for her studies. Finally, she decided not to even think of going for further studies.
and concentrated on the education of her children. Again, she had to struggle for her daughter’s education because of conservative outlook of her mother-in-law who was against modern education for girls. She believed that religious education is enough for girls and their workplace is home not offices. On the contrary, she whole heartedly supports her grandson’s education who did Post graduation. “Ladka to ghar ka chirag hai, usi ko ilm ki roshni milni chahiye, Ladkiyon ka kya hai unhe to ghar ka chulha jalana hai” (Boys are to be given knowledge and education who shape the future of family while girls are confined to homes only who do not need education) she said. With her husband’s support she could fight against the resistance of her mother-in-law towards her daughter’s education who is now doing Diploma in Engineering. “Agar mere husband ne mera saath nahi diya hota to main apni mother-in-law ke khilaf ja kar apni beti ko qabil banana ka khwab poora nahin kar pati” (I have been able to see my dream of getting my daughter educated come true with the support of my husband even against the opposition of my mother-in-law) she takes a sigh of relief.

Case No.7

Shaheen, in her late forties is Syed by caste. She was born in Aligarh. Her father got secondary education while her mother got religious education at home with little knowledge of Urdu. Her mother never went to school because she lost her mother at the time of her birth and was brought up by her step mother. Her step mother never allowed her to go to school and always got her indulged in the household chores. However, her step mother did not deny educational opportunities to her own children though they could not do well in their studies. After the death of Shaheen’s father who died at a young age, when Shaheen was just two years old, her uncle supported the family financially. Shaheen completed her school education as a regular student in the school which was established by her uncle but because of too much dependence on her uncle and economic constraints she could not continue her studies as a regular student and did her Post graduation through distance mode of education.

Shaheen was very much influenced and inspired by her uncle who was a teacher. She taught in her uncle’s school for many years. During that period only she did her Masters as a private student as she could not afford to be a regular student because she was helping her mother financially through teaching being the principal
bread winner of the family. Her mother also started sewing clothes of neighbors on remunerative basis and managed to eke out a living. Therefore, in addition to studying and teaching, Shaheen had to spare some time to share domestic responsibilities of her mother but she never gave up and continued her educational pursuit with full support from her mother who herself was not educated but due to the realization that had she been educated she would not have to depend on others for making her livelihood she supported her daughter’s educational pursuit whole heartedly. Shaheen still regrets that if she could have done any professional course then she would have helped her family in a better way.

Shaheen got married to an accountant who was principal bread winner in a large family. The family comprised of her father in law, mother in law, her husband, two children (one son and one daughter) and brothers-in-law. She continued teaching after marriage while managing her household responsibilities efficiently with the help of her mother-in-law. She got her children both son and daughter to an English medium school and ensured that they got religious education, too, at home. As an educated and employed woman she is leading a satisfied life and tries to make others realize that education is a necessity for all, especially for women, because it helps in lessening the degree of dependency of women on others. She is now a proud mother of a daughter pursuing MBBS and a son doing B. A. L. L. B.

Case No.8

Salma is a 50 years old lady who belongs to Sheikh caste. Her parental family was a large joint family that comprised of her grandparents, mother, father, uncles, three sisters and two brothers. Her father worked as daily wager in a factory and her mother was a housewife. Both of them had received religious education at home but never went to school due to lack of awareness regarding importance of modern education. It was very difficult for Salma’s father to manage the daily needs of the family members with no scope for saving for future.

When Salma was five years old her parents passed away in a road accident. Salma and her siblings were brought up by her uncle and grandfather. Her caretakers did not pay attention to their education as these children were additional economic burden on their grandfather and uncle who themselves were already very poor.
struggling hard to earn their living. They all learned reading religious scriptures in nearby mosque. Salma and her sisters gradually shouldered the responsibilities of household work and her brothers were sent to work as child labour to supplement family income.

Salma got married to a bus driver working in Aligarh Muslim University Aligarh. After marriage she found herself in a better economic condition and made it a point to get her son and daughter highly educated along with some training for reading religious books. Her husband who was not highly educated was very much impressed and inspired by university students whom he used to take from one place to another. Thus, his only dream and goal in life was to get his children to be University students. Due to his exposure in a University and interaction with female students of the University he became particularly interested in the education of his daughter to make her daughter confident and independent like them. After the admission of his children he started doing some part-time job also in order to make extra tuitions and coaching facilities available to his children at different stages of their educational pursuit. The family subscribed both English and Hindi newspaper for the children provided every possible support to their children so that they can achieve their desired level of education.

What is noteworthy here that their daughter Farah found herself more privileged in some respected than her brother. She was provided with a two wheeler (scooty) to go to coaching class and university while her brother is allowed to use the same whenever it is not being used by her otherwise he takes a lift from his friends. Farah is doing M.B.A and her brother is an undergraduate student.

**Case No. 9**

Akhtari, a 42 years old lady feels proud to be recognized herself as belonging to Syed caste. Her father was a businessman who was a graduate. Being a resident of Aligarh he was in an advantaged position to get opportunities for higher academic qualifications. But the only goal of his life was to become a successful businessman and he considered graduation as sufficient qualification to run his business efficiently.

Akhtari’s mother despite her strong desire to be highly educated could study upto 8th class as she belonged to a small town where it was considered very degrading
for the young girls from respectable families to study in a co-educational institution. She was allowed to get primary education with boys as a small child but as she grown up many restrictions were put on her as a female adolescent and even after much struggle she could not study beyond class 8th. Her favourite role she loved to perform while playing with other children was that of a doctor as to become a doctor was her childhood dream. Despite her being brilliant student with great enthusiasm and ambition to be a doctor her dream could not come true due to adverse circumstances while her brothers had been able to achieve whatever they desired due to favourable social environment. After marriage she came to Aligarh and put all energies and efforts towards her children’s education. She was particularly interested in helping her daughter Akhtari to achieve her educational and occupational goals. Therefore, her daughter Akhtari had a very happy and prosperous childhood like her brother, but unfortunately, they had to face a tough life. Her father died when she was studying in class 10th and her brother was studying in 12th class. As this small family was totally dependent on her father’s business her brother had to quit his studies to run his family business and support his family. Her mother could not help because it was against their family reputation for the women to work outside home to earn money. These circumstances forced Akhtari’s brother to give up his future plans to go for higher studies to become a class I officer. As he had a very pampered childhood and he was not mature enough to run his father’s well established business so efficiently like his father so he suffered heavy loss in business. The family had to face economic hardships. Akhtari’s mother and brother, however, continued to support her educational pursuit. She also worked hard and continued her studies by using second hand books or borrowing books from others and could managed somehow to get diploma in Nursing and got a job of a nurse in a government hospital and got married to Lab technician who is M.Sc. and working in the same hospital.

Akhtari acknowledges the sacrifices made by her mother and her brother’s support in getting an independent identity in society. She also get required support from her husband at her workplace and home and they both motivated their daughter and son to pursue higher studies. Their son is doing M.Ed and daughter is presently doing a diploma in interior designing with an ambition to pursue advanced course in interior designing to be a reputed interior designer as it was her childhood dream. Akhtari’s husband is more affectionate towards his daughter than son and does not
hesitate to spend any affordable amount of money on his education. Akhtari recalls “At the time of my daughter’s admission in this course, my husband needed a motorbike urgently but instead of purchasing a bike for himself, he preferred to pay the fees for his daughter by cutting down his own needs”. She continues “My daughter observes the kind of discrimination that her female friends suffer because of the attitudes of their parents who give preference to their sons and she, herself, feels proud to have parents like us. We firmly believe that it is necessary for girls to become independent. Future is full of risk and uncertainty. No one knows what will happen in future. Therefore, it is necessary for every girl that they get education and become independent”.

**CASE No. 10**

Fatima in her fifties is a graceful lady who is a medical practitioner. She was born in an urban area in a respectable, well educated and financially well off family. Her father was a Professor and her mother was a housewife who earlier worked as a Lecturer for sometimes but after the birth of her children she preferred to fully devote her time to the upbringing and care of her children and resigned from her job. She was a strong supporter of women’s education. Thus, she used her leisure time in giving religious as well as basic modern education at her home to the daughters of maid servants working in her locality. Needless to say, that she provided her two sons and daughter with wholehearted support and motivation for their educational pursuit along with her husband.

Most of the paternal and maternal relatives of Fatima were well educated so she was brought up in an academic environment suitable for her overall personal growth and development. Fatima and her brothers were given the best possible quality education and best coaching facilities along with continuous emotional strength and moral support to get well settled in their career and life. While one of her brothers became an engineer another one preferred to be reputed lawyer. Fatima herself saw her childhood dream of becoming a doctor came true. Being the single female child and youngest of all children she was pampered not only by her parents but by elder brothers also. She got religious education at home with her brothers and learned embroidery and cooking as a hobby as her mother got all household work done by a part-time domestic help. So, Fatima was expected to concentrate on her studies and
not help her mother in household work. Fatima with the approval of her family members got married a doctor who is well settled in Aligarh.

Unlike her mother, Fatima continued practicing as a doctor even after the birth of her son and daughter. Despite her busy schedule she placed her children’s education at the top of her priorities in her life and ensured her husband’s and her own involvement in the education of her children. Fatima and her husband wanted their children to be doctors like them but they gave more importance to their children’s choice regarding their career and respected their decisions. “We did not want to force them or impose our decisions regarding their career. After all this is their life and they must be given the freedom to choose a career which they can enjoy throughout their life” Fatima believes. She and her husband tried their level best to make all opportunities and moral support available to their children as was given to them by their own parents. Thus, as children of such parents, specially enlightened and broadminded mother like her, Fatima’s daughter and son are enjoying their educational pursuit as an M.B.A and as an engineering student respectively.