FINDINGS AND SUGGESTIONS

After subjecting the collected data to detailed analysis and, studying them from every angle, apart from subjecting them to various statistical treatments, we reach certain conclusions. We will discuss them one by one.

A. CONCLUSIONS AND IMPLICATIONS:

(1) The first and foremost concern of this study has been to find out the contribution made to the three vocations under study, by different types of schools.

While analysing the data, all the four types of schools were placed in two groups, group A containing central schools and Public/English medium schools and group B having Govt. Colleges and Private aided schools.

Our study reveals that the maximum contribution to these vocations has been from Group A schools, justifying the eagerness of parents to put their children in these schools. But another very important fact emerges and that is, that the facilities and experiences provided to students at central schools, it seems, are sufficient and any ‘extra’ experiences, which are provided by many public schools, are not really essential even for all-round development of personality. The essential facilities / experiences provided by these schools are -
(a) Teacher-pupil ratio should be proper (below 1:50)
(b) Teachers should be well qualified.
(c) Provision of proper laboratory and library
(d) Provision of adequate furniture and airy rooms.
(e) Provision of games/sports facilities.
(f) Provision of co-curricular activities like debates, dramas, elocution, N.C.C./Scouting etc.

(2) The second major concern of this study was to find out whether English medium education has any influence on a student's prospects of getting selected or not, and we find that English medium education is indeed more helpful compared to Hindi-medium or any other language education.

So, it seems that the demand for English medium schools and all-out efforts made by parents to ensure a seat for their wards in such schools, are not without justification.

We have already discussed the possible reasons responsible for this situation but the fact remains that our Govt. should try to reduce our country's dependence on English and make Hindi medium education equally popular. For this, the first step will be to arrange for high quality technical education, required for such vocations as Medical and Engineering in Hindi. This, as we are all aware, is not an easy task. Since Independence only, our Govt. has been professing the aim of replacing English with Hindi in every sphere of life, but as far as education is concerned, we see that our dependence on English has only increased. This language has become indispensable as far as advanced /
technological studies are concerned, bringing Ld 20
Macauley's prophecy true that English will open the door to
all modern knowledge for India.

Though India has benefitted from this language but
still it is a shame if a child fails to qualify for a
particular vocation on account of not being proficient in
English. The criterion should be knowledge and not the
language. So we must start imparting higher education in
Hindi and, before that, quality education in all the schools
also, in Hindi.

This study is by no means against English language,
but it is a well-known fact that a child learns better and
faster in his mother-tongue only and 'proper learning'
should be our aim, first and foremost. It is the
requirement of English in higher and technical education
which forces people to study in English medium schools so,
for the present, predominance of English-medium education,
it seems, will continue.

Apart from the above mentioned two facts, there are
many other factors also which help the students in their
selection to vocational courses.

(3) One such factor is effect of the social strata
one belongs to, revealed in his income-group. We wanted to
find out if students belonging to any particular income-
group had better chances of selection compared to other
groups or not.
Our study reveals that the middle-income stratum of the society helps the students in their selection. We have already discussed the possible reasons. The motivation and desire to reach higher standards of living are the maximum in the middle-income group.

Now, it is not possible for educationists to increase the income-level of lower-income groups but something can be done to increase the motivation level and ambition in lower income groups also and for this, our Govt. along with the educationists, will have to strive hard to implement the adult education programmes in real earnest, and also provide greater facilities to people engaged in some jobs and housewives etc. for continuing education and correspondence courses, to enhance their educational qualifications as it has been seen that the biggest factor that works in favour of students from middle-income stratum is that their parents are educated and they understand the importance of high and good education along with hard work and so they help their children in every possible way, thus facilitating their selection.

If all the people in the country understand the importance of education, their aspiration-level will automatically be raised, thus providing motivation to their children.

Another stumbling block, of finances, which stands in the way of lower-income groups, and dampens their enthusiasm
to forge ahead in life, can be countered by providing more facilities and cheaper education to poorer students.

Apart from all this, proper counselling can go a long way in dispelling any fears or hesitation in the minds of poorer students, which stops them from aspiring too high. Their self-confidence needs building up, but for this we should, first of all, have some method of finding the talent and aptitude of students, and then we should go all-out to help such students.

Very concerted effort, on All-India level, is required for this purpose.

(4) Another important factor, whose effect on a student’s selection to a vocational course we wanted to study was education of his parents (till graduation).

Our study reveals that the education of parents is indeed a contributing factor in a student’s selection.

Highly educated parents set higher and tougher goals in front of their children also and give their children all the facilities including proper study atmosphere at home and their own help. They know how much hard work is required to prepare for selection exams, something which students themselves are not experienced enough to realise, and like wise they encourage, motivate and help their children.

The rationale behind considering only graduate parents as educated in this study is that we want to see the
effect of parent’s education on grown-up students. Whose have
atleast passed their 12th class exam. Less educated parents
might not be able to understand their children’s situation
that clearly and, also, they will not be able to help their
children in senior classes.

It means that we have to encourage the parents also
to increase their academic qualifications, and for this,
again, there is a need to popularise distance education
programmes. The help of radio and T.V. can be taken for
this purpose. More universities like IGNOU should be opened
to provide more continuing education programmes, but care
should be taken that these programmes are implemented in
all seriousness so that such education does not become
worth-less. We have seen the case of B.Ed. courses through
correspondence. These courses had become so easy that they
lost their value, and so the Govt. had to discontinue this
practice. The aim should be to gain proper knowledge also,
some from getting the degree. Unless a person works hard
to get something, he/she does not understand its true worth.
So, we should popularise and make easily and cheaply
accessible the non-formal higher education so that more and
more people can be motivated to increase their
qualifications, but this education should be imparted in all
seriousness so that the students do not make light of it.

(5) One more factor whose effect we wanted to study
was, whether students taught at home by their parents
themselves have a better chance of selection compared to
Our study reveals that it makes no difference whether a child is taught at home by his parents or a tutor or someone else as long as there is somebody helping him/her with his/her studies at home. Children should not be left on their own.

This factor again brings to light the need to raise the education level of less educated parents as, though our study says that anybody can teach the children at home but we all know that a child's parents are the most easily available, most approachable for the child, and the most interested party in their child’s study.

Not only the adult education programmes but the formal school-level and college education also needs to be spread among the masses, so that we secure our future and this problem does not arise for our future generations. But this aspect requires more study.

(6) Coaching is another factor whose effect we want to study. But there are many angles from which the effect of coaching can be studied.

We see a mushrooming of various types of coaching centres, providing coaching for various selection-exams, and they all seem to be doing a good business. Our concern is to find-out whether 'Coaching' helps a student in getting selected to a vocational course or good schooling alone is
Our study reveals that lesser number of students from type A schools (i.e., Central Schools + Public/English Medium Schools) require coaching, showing us that schooling does matter.

It further reveals a few more things which are as follows:

(a) Coaching is not helpful for selection to I.M.A., but it is helpful for selection to other vocations telling us that wherever 'total personality' of a student is to be judged, it is 'good schooling' and various experiences provided therein which come in handy and not short-term coaching; but when ever only the academic excellence is judged, coaching helps the students irrespective of their schooling.

(b) Educational status of parents (i.e., whether any of the parents is a graduate or not) makes no difference on whether a student has to take coaching or not. We see that coaching is equally important to the children of less educated and more educated parents.

(c) It is also revealed that though schooling makes a difference and educated parents are also helpful but still coaching has become almost a must for entrance to certain vocations and, whether or not a student takes coaching depends more upon the vocation he wants to join, rather than any other factor including
whether he is a high achiever or not in studies. But more study is required in this area also.

We must learn from this study that, education provided in our schools should be of the standard that would reduce children’s dependence on coaching as this is a drain on the pocket of parents as well as eats up a lot of time of students also. Secondly, in all the vocations, more stress should be laid on judging the over-all personality of a child and not just his knowledge, as this phenomenon is hindering the all-round development of children. Due to it their parents also lay more stress on only their academic achievements, whereas in a progressive country, we require all-round healthy personalities.

(7) There is one more factor which may be helpful to students in selection, and that is their own interest and motivation which makes them focused and determined to achieve their cherished goal.

This study has brought to light the two major contributing factors in this regard, and these are-

(a) The student’s familiarity with the chosen vocation on account of his/her father, mother or any other family-member being in it.

(b) The opportunity to join a particular vocation presenting itself.

It happens because in today’s social situation in our country, students appear in many competitive exams at the
same time and they join whichever vocation they are selected for as the competition in every field is so severe that they feel they can not take the liberty of making choices. It is a case of being content with what one gets, instead of going after something which one is not sure of achieving.

Here once again we feel that there is a need to find the aptitude of students in various fields and then provide them all the help to join a profession of their choice.

Another implication can be to first ascertain the need of the country seeing the technological, industrial and social advancement and then divert this educated manpower towards the same field by providing more job opportunities there. Our planners can be of help here. In fact in today's circumstances, our education - planning should always be related to the national planning. Our manpower planning should not only be related to the labour-force but also to the mobilization and utilization of our highly educated technical work-force.

SUGGESTIONS FOR FURTHER RESEARCH

Our present study is by no means complete. It has revealed various areas where a lot more work is required to be done.

(1) One such area is to find whether the students who have somebody to help them with their studies at home have
an edge over the students who have only themselves to depend upon or not. Though our study has revealed that the former do have a better chance, but still, common sense tells us that this can not be the conclusive proof. May be very few children, having no body to teach them at home, have been selected because there are, indeed, fewer such children in our society also. May be our sample is only reflecting the total population. In that case it would follow that out of all the selected students, very few are those who had to do self-study not because such students are not able to cope-up with the studies on their own, but because such students, specially among those who appear in selection exams, are really very few in number and most of the students do have somebody helping them with studies at home.

This area requires looking-into in greater detail and the researcher will have to take a sample with a much wider base: all the students appearing in selection exams, for example: and not only the selected ones.

(2) Another area which requires further study, is the role ‘Coaching’ plays in a student’s selection.

Our study has revealed that even after having a good schooling and educated parents, most of the students opt for coaching. This leads us to believe that coaching does make the students better equipped for selection but, could it not be that it is nothing of the sort and that student only take coaching because they want to ensure their success and hence
In our country today, the situation is not very conducive as far as job opportunities are concerned so people want to leave no stone unturned to ensure that they get into a sufficiently good profession so that they can lead a respectful and reasonably comfortable life. One more phenomenon is visible in the society, and that is, that many teachers in schools and colleges do not take any interest in teaching their students in the classroom, but they have opened coaching centres where they do give proper and serious coaching but after charging a huge amount of money. This may also be a reason that students cannot do without coaching.

It is the researcher’s opinion that these aspects of the ‘need for coaching’ should be studied in greater detail.

(8) There is one more area which has not yielded very convincing results so more research is required, and that is, to study the relationship between coaching and academic excellence of the student himself, which is reflected in the percentage of marks obtained by him in the 12th class examination.

The present study has, of course, shown that fewer high achievers opt for coaching, but it has also come to light that to take coaching or not depends more upon the vocation one wants to join rather than anything else, as revealed by the inverse relationship of coaching and selection for
I.M.A. Hence, it is felt that more study, or more professions, is required to ascertain whether it is the chosen vocation dictating terms here or the achievement - level of students themselves is the decisive factor regarding whether or not to take coaching.