CHAPTER - VI

SUMMARY
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Education is very essential for human beings as it is a means by which a person is able to develop properly. In its broad sense, education continues from cradle to the grave, but actually the meaning of the word education is dependent upon the social situations prevalent at the time. Since vedic time to the present times this word has stood for different meanings and there have been different expectations too, depending upon the social demands.

Likewise in today's social milieu, the demands made on education are very complex. As our cherished goal, we expect it to fulfill the goal prescribed to education by Mahatma Gandhi, that it should be able to draw out all the potentialities and inner characteristics of a person so that he is able to realize his self, and alongside, we also expect it to ensure a person's economic security.

All the jobs available in today's society, require a certain minimum qualification. Today's schools are expected to fulfill this requirement and make the students well equipped to face the challenges of life, first and foremost of which is to earn a livelihood.

Today's schools are competing with each other claiming that they provide better education and better experiences to children, ensuring their all-round development, and parents
are competing with each other to secure a seat for their children in these, so called 'good schools' in the hope that this might help their children in landing good jobs, giving them prestige and money, both. This competition has resulted in many undesirable practices like, the selective admission policy of schools which has an inherent bias towards high achievers where as each individual should have equal opportunity without any discrimination on any grounds. Donations are also something which make good schooling totally biased towards the rich, and the bias towards English language is all too evident in our society, putting English medium educated students at an advantage, irrespective of other aspects of education, again resulting in a mad-rush for English medium schools.

The underlying purpose is only one that one may be able to enter a prestigious vocation. So, by this study, we will try to find out whether really all this clamouring for a specific type of schooling, in a specific language, is really justified or there are other influences helping a child enter a prestigious vocation.

**TOOLS USED:**

1. A questionnaire prepared by the researcher herself, to be filled in by students.
2. Interview conducted of a few students by the researcher herself.
METHOD:

Seeing the requirement of the study, the Normative survey Method was employed.

SAMPLE:

The sample consisted of a total of 294 candidates; all first-year candidates belonging to the three vocations under study: 144 were from I.M.A., 81 from the Engineering University Roorkee and 69 from the Medical College Jhansi. All the institutions selected were such which could give a fair representation of the whole country as these attract students from all over India.

All the first-year students were taken into the study, though many in the Engineering University and a few in the Medical College did not respond despite many reminders. The response from I.M.A. Dehradun though was hundred percent.

FINDINGS:

(i) Our study has revealed that the maximum contribution to the three chosen vocations has been from group 'A' schools (i.e. central schools + Public/English medium 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, not even for around development of personality.
(ii) We have found from this study that English medium education is certainly more helpful to students compared to Hindi medium or any other language education, so it seems that the demand for English medium schools and, all the efforts made by parents to ensure a seat for their wards in such schools, are not without justification.

(iii) This study has also revealed that the maximum number of students that are joining these vocations are from middle-income group families (i.e. with income between Rs. 3000 and 10,000 per month). It means that the middle-income group encourages and helps its children the maximum to work hard and study well and they have the maximum motivation to join these vocations so we require to raise the aspiration-level of the lower-income group also along with providing them with all the facilities to study and do well. For this, the standard of education in all the government schools, where free education is given, should be raised, including proper stress on co-curricular activities.

(iv) Another fact that has emerged is that high education of parents, taken as graduation-level education here, does contribute towards a student's chances of selection to a prestigious vocation. We can say that highly educated parents expect the same from their children also; their aspiration-level is high and they are very status-conscious also so they are able to guide, motivate and help their children to select the proper vocation. We should, therefore, encourage the parents also to increase their
education. For this more open universities like I.G.N.U. will be very helpful and the means of mass-communication, like Radio and T.V. should also be somehow roped in this whole programme.

(v) Though, as revealed above, the educational status of parents does influence a student’s chances of selection in a prestigious vocation, this study shows that whether the students are taught at home by their parents only or somebody else, makes no difference. The thing that makes a difference is that the students should be helped with their studies by someone, and not left on their own.

This fact also tells us that students with educated parents are at an advantage because parents are easily available to help their children and money spent on private tutors can also be saved.

Educating all the parents till graduation-level may be very difficult task at present but if we start paying better attention to the education of our present generation, the next generation will definitely reap its benefits.

(vi) Our next finding has been about the role of coaching in students’ selection. We have studied this aspect from many angles and found that -

(a) Lesser number of students from type A schools (i.e. central schools + public/English medium schools) require coaching, telling us that the type of school a
child studies in, does make a difference.

(b) Coaching is helpful to all types of students where ever only academic excellence is required but when all-round personality is to be judged for selection, like in case of I.M.A., coaching does not help much.

(c) Coaching makes a significant contribution to the selection of students even when their parents are well educated and they have had a good schooling.

(d) Whether a student has to take coaching or not is determined by the vocation he wants to join rather than any other factor.

(vii) The next finding of this study is regarding the role of self-interest and motivation of the student himself in his selection to a particular vocation.

It is revealed that the two major contributing factors in this regard 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. Many times the choice of student does not matter much as students, as we all know, try to gain entrance to many vocations simultaneously and then, are content to join whichever vocation they are selected in, as jobs are scarce in our society. We can
help the students by providing proper education facilities in schools and conducive atmosphere at home, by upgrading our existing schools so that good academic curriculum as well as co-curricular activities can be provided to them.

The country should think in terms of extending the education facilities, on easier and more efficient terms to our adults and working population and by providing proper and plentiful job opportunities so that the students and the nation, both are benefitted.

For the present, we see that, English medium schools do hold sway, as shown by our study, but, in future, it should be our endeavour to provide quality education in all the schools.

SUGGESTIONS FOR FURTHER RESEARCH:

Various areas related to the present study require more research. There areas are -

1- Whether students having somebody at home to help them with their studies do really have an edge over those who have to do self-study or there are fewer self-study students selected to prestigious vacations only because there are fewer such students in the society also.

2- Whether coaching really plays a significant role in the selection of students to prestigious vocations or is it just that students opt for coaching prior to
their competitive exams just to not let any stone unturned, or out of compulsion in such cases where the teachers do not teach properly in class-rooms but do give proper coaching in their coaching-centres leaving the students without any option but to join them if they want to study properly.

3- The role played by a student's own academic excellence in his selection to prestigious vocations. Our study has revealed that fewer high achievers opt for coaching, but our study has also revealed that whether or not a student takes coaching is decided by the vocation he is trying-for rather than any other factor, so this area requires more research.