CHAPTER - I

INTRODUCTION
CHAPTER-I
INTRODUCTION

1. ORIGIN OF THE STUDY:

The human life, as we all know, is considered to be the noblest and most virtuous of all lives, and human being the noblest of all creatures existing on the surface of earth.

This phenomenon has come about because man has in his possession that most complex of all creations of God—a highly developed brain. Today man is able to control many natural phenomenon and other living beings by virtue of the above mentioned possession of his. But it has been observed, since the time man has started traversing the face of earth, that this creature, or any other creature for that matter, can not live in isolation. He seeks society, is affected by it and also, moulds and influences it in turn. Man has also been taught by the powerful phenomenon of experience that to reap the benefits of society and become a worthy, contributing member of it, each individual requires deliberate guidance and elaborate instructions as to the proper conduct acceptable and desirable to the society and his place and role thereof. Untended, alone and left to its own resources, it has been seen that, most part of his personality develops negative traits or, what is popularly called the 'Animal nature'.

Education, deliberate and painstaking and of the proper
kind has been acknowledged as the universally accepted agency to bring out the best in man so that he can make his contribution in making this world a happier place, a process which we call ‘progress’, and making his own life a happier and more contented one.

An education properly given draws out the best in man which, otherwise, might lie hidden within him for ever, and opens up to him all the treasures that life has to offer. This is the reason it is universally accepted that every person should, by right or as compulsory factor, partake of the education including the knowledge of three R’s, and all such information in various subjects which is considered essential for proper growth of the personality and future happiness of the person concerned.

This noble task, at present, is being performed by the agencies known as schools, some of which are owned by the Govt. while others are in private hands.

Education of the masses, and that too quality education is the cry of the day. Each country’s Govt. tries its utmost to provide more and more facilities, more and more opportunities and better qualified teachers to the Schools. But still it is seen that the Govt., effort, in a country like India which is lagging behind in material progress and has an immediate and pressing requirement of well-educated people to take it on the path of progress, is falling woefully short of the requirement. The latest campaign
started by the Govt. a few years ago, to make the whole population proficient in at least basic three R’s is commendable, and will no doubt yield no mean results in the coming days, but the researcher has felt that at least for the future some policy will have to be devised and implemented so that no citizen has to go without education, specially at the school stage. Just the knowledge of three R’s, even if we are able to achieve the target of 100% literacy, is not whole some. Each human being is important and so are his personality development and character formation.

India has had a glorious past as far as education is concerned; when education was given for the exaltation of one’s personality, for attaining the highest virtues of character and for understanding one’s duty in his surroundings. We are all aware of vedic education in India when students were taught to consider truth, honour and duty above their lives and humans were taught to behave in a manner expected and worthy of a human.

Though we still strive and aim to achieve the same goals; we still consider all that an ideal situation which we should try to achieve but in today’s world the priorities of human beings have changed. Various kinds of progress has compelled man to find a slot for himself in the society, to earn money which is so important for his survival. Apart from earning money, the need to be respected by others is always present in a man. Maslow clearly states in his
hierarchy of needs that spiritual need is the uppermost in the pyramid, which a person seeks to satisfy only when his all other, more basic needs have been fulfilled and that is why today education is expected to enhance the character-
formation but also, first, to help in earning a livelihood and give status in society.

Money of course is of paramount importance, but still an illiterate person, even with money, can not command the same respect as a learned man does, so the goal of value-based education has been set-up.

In a country where illiteracy hovers between 65-70% the above mentioned task is by no means easy, rather it is staggeringly difficult and also requires stupendous amount of economic resources.

Various researchers have spent a lot of time and effort for ascertaining the factors responsible for such a huge no. of illiterate people in the country and they have succeeded in pin-pointing a few causes which are the chief contributors in this situation. One of the most important ones is the prejudice against women’s education. Since time immemorial education has been considered unnecessary for women not only in our country but in almost all parts of the world and with the sole purpose of education becoming the ability and means to earn money only, women’s education suffered a further set-back. With modernisation women’s education did get some support but it was in largely urban
areas and that too, to a limited extent only. Most of our villages still like to keep their women folk uneducated and illiterate. Other very important factor leading to illiteracy is the problem of wastage and stagnation. This phenomenon is visible in rural areas where most of the boys have to work on the farm land and other manual jobs after growing up and so the motivation to get education is very little. Another related factor, prevalent among the people of rural areas doing manual jobs, is that spending any amount of money on education is like wasting it as after getting educated all the boys start aspiring for white collar jobs and they do stop taking any interest in their family occupation, which ultimately suffers. So education is considered something which renders the boys useless.

Another factor that has come to light is that children, since very young, start helping in their parents’ work or often work as child labourers and thus, are a source of monetary benefit to parents so parents are reluctant to spare them and send them to schools. If these children have to be sent to school their parents have to be compensated monetarily; education, at least the primary education, has to be very cheap; parents have to be taught about the advantages of education, or at least literacy, and last, but not the least, parents have to be persuaded to shed their prejudices and start educating the women-folk.

It is common knowledge that it is not the ‘will to
perform the above mentioned task, not with-standing its enormity, but the financial constraint, our country and thus the Govt. being a rather poor one, which comes in the way as the biggest obstacle. There is no dearth of intellectuals in the country and no dearth of practical ideas which can really transform the educational structure. There are various ways and methods which can be adopted to provide education to people in its real sense, all aspects of their personality can be developed and they can be offered jobs suiting to their temperament and abilities. But all this at present seems like an utopia only. Individual enthusiasts are discouraged to take any initiative seeing the enormity of the task and also the incalculable amount of finances involved. It requires a concerted effort on a very-very large scale, with the help of dedicated people which can be found, I am sure. The only thing which seems impossible to find is the finance. In a country like ours where it is a constant struggle for most people to just make both ends meet and where the govt. is perpetually trying to find ways to provide the populace with basic minimum requirements of life, expenditure on education sector finds a rather low priority in the govt. budget.

Since independence, money has been the single most important factor acting as a road-block in the path of progress of education or, for that matter, in the path of all kinds of progress in the country.

It will not be true if we claim that quality education
is not provided anywhere in the country. There are many schools which can boast of the same and which are worthy of their name for the praiseworthy function they are performing. But they are too few in number to make any significant contribution.

If we take a bird’s eye view of all the schools in the country we find that the disparity regarding educational facilities provided by them is as great and glaring as is evident in the living standards of the populace.

The schools which are considered really good and contributing to the exaltation of a child’s personality seem economically out of reach of the common man and most of the ones which are within reach are lacking in basic requirements, some moderately but most of them acutely.

There are many schools in big, modern cities which provide the children with enormous amounts of co-curricular activities and games and sports facilities which may not be easily available in the society, at least Indian society, like the facility of a swimming pool to teach swimming, horse riding, going on long excursions to other countries, all modern equipments and proper play grounds for popular games, the use of audio-visual aids, even the services of counsellors to help the children in bettering their performance etc. all for a certain amount of money, making it the preserve of the affluent. On the other hand, in many of our villages and even some cities, the government-owned
schools are in such shabby state that they do not have even the basic essentials as — a proper building for the school; cheap books are nor available, cheap because the population making use of such schools is not very affluent; even proper teachers are not there for each class. Many of the schools are just single room, single teacher schools with all the classes and all the subjects taught by the same poorly-paid teacher. And those having even this much can still consider themselves lucky as there are many schools lacking one of these two most basic elements also. This sorry state of affairs had prompted the govt. to start Operation Black-board with much fan-fare, to provide all the schools with at least the minimum requirements of a building, a teacher and normal class-room equipment like black-board, chalk, text-books etc. but the movement seems to have lost its direction and its drive in the ever present political drama in the country.

In a secular, federal state aspiring to tread the socialistic path, can such glaring disparity be justified? Does not it reflect the psyche that only the children of the affluent have a right to all-round development of personality?

It can be argued that sports like riding, swimming activities like trips to other countries etc. are not really required for properly educating a person and that the same result can be produced by providing students with physical
and mental exercises at a much lesser cost. This researcher had also conducted a small survey asking parents about their views on what they considered the essentials of a good school and results revealed that education-conscious people feel that a good school must have the following requisites—

(1) Well qualified teachers.
(2) Adequate furniture and airy rooms.
(3) Co-curricular activities including N.C.C / Scouting.
(4) Games/Sports Facilities and a big playground.
(5) Teacher – pupil ratio between 1:35 – 1:50
(6) Well stocked library and laboratory.
(7) Medical Aid.

On perusing through the above you will find that the facilities at present being provided in most of the municipal or govt. run schools are far short of the requirement.

And secondly, we find that schools having English as the medium of instruction are more popular and more sought after. But children who are not well conversant with the language have to struggle far more than others and it affects their academic performance though they are not lacking in competence at all.

One may argue that when govt is providing us with the alternative of govt schools then why should children not knowing English try to study in the English medium/public schools? Reasons are many. One Reason can be the somewhat
exalted position given to English language in our society. What ever is glamorous, fashionable and expensive has English language and western culture in its background. Even the people occupying high govt offices or working with private companies and getting quite high remuneration for the same, conduct their business in English. In fact English is considered essential in getting, and then holding, such positions. A person not knowing English is some what looked down upon, even by people who themselves do not know English.

How, one may wonder, has this situation come about? Why should a nation so rich in culture and tradition and having an advanced and scientifically sound language of its own put some other, foreign language on a higher pedestal?

If we look around our selves and scrutinize our history, we may find that atleast one reason can be the deep rooted impact mode on the collective psyche of the people by our successive rulers that the rulers were almighty, always right, more knowledgeable and advanced. Therefore it was accepted, out of sheer necessity to stay alive at first, but later-on, so it seems, just as any tradition is accepted. Power is something that every individual aspires for. Power over others, power over the happenings around him, power to influence the course of events or to humble his fellow human beings has intoxicated man since time immemorial and continues to do so even today. To gain this power, people try to gain ‘position’ in society. As India remained under
foreign rule for many centuries, this could be done only by complying with the diktats of the foreign rulers, by thinking like them, acting like them, by imitating them in all spheres of life so as to convince the master of their unfailing loyalty.

During the time of Muslim rule the country had an indigenous system of education spread all over the country. May be it is true that even at that time Sanskrit and Hindi were not given much encouragement and that the education system was far less advanced on the scientific and technological fronts, but at least people were saved from the ignominy and humiliation of being illiterates. All this changed with the advent of the English rulers. Our historical accounts bear testimony that indigenous literature was held in contempt by the new rulers, local languages were declared useless and indigenous system of education was declared 'good for nothing' and systematically wiped-out, thus pushing the population into the darkness of ignorance and illiteracy.

Later on, when the English rulers felt the need for educated people; educated in their language and culture, they started establishing their own schools, colleges and Universities. Students passing out from there were quickly absorbed into govt. jobs and acquired some status vis-a-vis the rulers. Thus started the mad rush for admission into such schools, which maintained a good standard no doubt, but
were too few in number to serve the whole population.

Though India is free now since a long time, the business of govt. is continuing largely on the lines set by the British only and the exalted position allotted to English language by them has so far not been challenged. Even today, a person not knowing English is not considered educated enough and all the vocations having 'prestige' still conduct their business largely in English and so, as a logical consequence, schools thought to be fulfilling this requirement have become more sought after. Here it is only logical to clarify that the situation may not be as it actually seems. The schools of today try to cater to the psychology of the people and they try to give education on the lines demanded or expected by the people, which may not be actually required.

This situation has given rise to the phenomenon of selective admission policy in the so-called 'good schools'. It being the endeavour of every parent to provide their children with the best possible education, parents themselves undergo numerous hardships to spare the money required and also put their children under a lot of stress to do better and better in studies so as to secure a seat in these schools. The under-lying idea being that their future success depends upon today's good schooling only. Though this fact can not be disputed, but in the researcher's opinion, what can be disputed is the notion which is growing and widely taking roots that more the money required to be
spent for sending the child to a particular school (almost always an English medium school) better is the academic credibility of the school.

Schools maintain their performance charts highlighting the pass percentages in board examinations, giving credibility to their claims that they are some sorts of magic machines guaranteeing the success of students. But what is actually at work is, as mentioned earlier, the selective admission policy pursued by these schools. Students seeking admission have to undergo a written exam which is by no means easy, and often they have to face an interview also, to ascertain whether the child has the potential for success or not. Not only this, but parents are also not spared. Parents also have to undergo interviews and their educational qualifications are probed into! all this to ensure that parents are capable of teaching their children at home. Any child having even a slight weakness in studies is roundly rejected and the plea given is that ‘The school can not take the chance of spoiling its result’.

What, pray, is the role or the school then? If the student is capable of passing with his own efforts and parents are able, and willing, to provide all the help required at home, then why go to all the trouble and seek admission in such a school? Is it only for namesake? Is it only to impress others with the name of the school?

If we think with a cool mind, this really in the reason
in many cases. People are ready to pay extra money, in the form of ‘donation’ to the school, to gain admission in a school with a ‘name’, a ‘reputation’!

This, indeed, is not the case always but it is present to an alarming extent. True, schools can really influence the personality of a child and groom him on the right lines, and parents hope their child to be transformed into a person capable of looking after himself, and capable of elevating his own as well as their position and status in the society.

Though nothing can be truer than the fact that schools have to spend a lot of money to provide each student with proper and all-round development including academics, games and sports, literary and cultural activities. This money may come from the Govt. or may come from the coffers of the parents, that is besides the point. The main point under our consideration should be where do we draw the line? Is it true that more the money required, and thus, of-course, more numerous the facilities and experiences provided to students, more will be their chances of leading a successful life in future, or we can draw a line at a few basic requirements, Which, if met, can help the child’s mental and physical growth to the same extent?

The researcher is well aware and is sure that all the active members of the society also must be aware that education today has become a business enterprise, leaving aside the Govt. institutions. It is the hope of pecuniary
gains coupled with educationist temperament which attracts people, or rather 'entrepreneur,' to set up schools. So is it possible that these educationist entrepreneur are also using a few gimmicks, a few colourful and fancy wrappings to sell their product at a higher cost? or, all these things do make a contribution? Now, by contribution here, we should not understand to the personality of a person beacuase every type of experience does enrich the personality. Our concern is regarding the vocation a person chooses as education today has come to mean a means to get a suitable vocation for one's self. Hundreds of thousands of students crowding the corridors of our Institutions of higher learning are not there beacuase they really want to draw out their inner selves, their inner potentialities which is, as recognised by Mt. Gandhi, the goal of education, but just in order to equip themselves better in their search for a prestigious vocation. That is why our government is trying to open more and more vocational institutions and trying to bifurcate academic and vocational education at the +2 level so that most of the students are shunted out to vocational institutions thus reducing the burden on colleges and Universities, which are bursting at their seams and finding themselves unable to handle the huge influx of students side by side providing quality education.

But one thing is certain, every child has to undergo schooling; the bifurcation can only come after school. But in our country, many children never get a chance to see the
face of a school. Many researchers have found that this is basically so because in most rural and many not so developed urban and semiurban areas girls are considered not requiring any education at all and this because they have to look after their homes and children only and not pursue a vocation. Those boys are also not sent to school who have to learn the family profession. They are made to learn the job since their childhoods. A case in point can be the recent ban by the European Economic Community on Indian carpets because it uses child labour. In agricultural families also, education is not considered very essential on the plea that the child in question does not have to take-up a service, meaning a ‘vocation’ other than agriculture, which he can learn by working on the fields only and not by ‘wasting’ his time in school.

All this discussion only goes to prove that in our country, education is, first of all, expected to make a person capable of landing a good job, and schools are the basic prerequisite for it.

With the help of this small research project, the researcher is trying to ascertain whether these schools, which boast of a varied number of facilities to their children and provide education in English medium, do really enhance the child’s chances of future success or they do it just for the sake of their reputation of being ‘the best’ or, like any other business house, to attract the prospective customer?
The government had started the Operation Black-board some time back, with a view to provide certain minimum facilities to all the children in govt schools. Now it has to be ascertained, first of all, whether this minimum will be sufficient or we have to keep striving for more and more until we have reached the required standard? Operation Black-board is, no doubt, a step in the right direction, but how long is the way to the cherished goal, remains to be seen. Though this progress should never stop and we should keep walking ahead, setting new goals to achieve.

If we know how much dependent is a person’s success in life upon the type of schooling and the medium of instruction etc. and are able to determine how much is the minimum requirement in terms of facilities, leaving aside the unnecessary and superfluous, it is the contention of the researcher that it will be some contribution towards providing good education to children thereby securing the future of the nation also.

It should be the interest and endeavour of every educationist of the country, worth the name, to strive for equal, really equal, educational opportunities to all the children of the country. Though this enormous task can by no means be completed within the limited life-span of one generation of educationists but ‘‘If we make a start today, someday we will conclude. If we work hard today our progeny might be able to reap the benefit some day’’ as the old
Chinese saying 'goes, and very rightly said too. So, the first humble step in this direction, from the researcher's side, is to ascertain whether really the future success of a child depends upon his schooling or there are other factors at work.

Keeping in view this situation the investigator has designed the present study, and also to see that if a relationship is found to exist between the two, what is the extent of it. It is hoped that this research, however meagre it might be, will contribute something to the existing body of knowledge.

**STATEMENT OF THE PROBLEM**

This study will seek to compare the contribution made by various kinds of schools towards various vocational courses, with special reference to vocations like Engineering, Medical and Armed Forces. The areas included in this study will be the type of schooling availed of by the candidates selected for the aforementioned vocations, the help provided to them by their parents in terms of studies and the affect of any special coaching in their success.

**SIGNIFICANCE OF THE STUDY**

The basic aim of education has always been considered as the all-round development of personality of the child. Education has always been supposed to make a person aware of his own capabilities as well as make him a useful person to the society. But with the passage of time, when man was
faced with the omni-present economic problem of scarcity of means along with the very practical problem of earning a livelihood, another aim was expected to be fulfilled by education, that of making a person capable of earning a decent livelihood.

In today's world we find that this latter aim is more pronounced and it has also brought with it the commercialisation of education. Education has also become a commodity, to be sold in lieu of a certain amount of money and as happens in case of other commodities, i.e. more the money spent in purchasing the commodity, more is the satisfaction expected from that commodity, educations also is expected to generate a feeling of satisfaction in the educand commensurate with the money he has spent in acquiring it.

There are various kinds of schools in our country. Some run totally on Govt. money, some which get partial grants from the Govt. whereas there are others like, public schools and other English medium schools which do not depend on Govt. grants at all. We see that this last category of schools is the most popular today. These schools are competing with each other in providing various kinds of facilities to the students claiming the all round development of personality and asking for more and more money for the same. And people are spending that money in the hope of bagging the most prestigious jobs available in future.
But many times what 'seems' is very different from what actually 'is'. The situation actually prevailing may be far away from what is generally believed.

This present study is expected to find out whether the type of school really makes a difference to what a person becomes (professionally) later, or not.

Every body wants to take up a profession which is considered prestigious and has a high status in society. The present study has taken various institutions into consideration which are preparing people for vocations which are considered prestigious in the society and are highly sought-after as the IMA, The Engineering University Roorkee, Medical College, Jhansi etc.

By comparing the educational back-ground of the people selected in these institutions this study is trying to establish the efficacy of various kinds of educational Institutions in securing these vocations.

Apart from Schooling, a person is dependent upon various other factors also like-the study atmosphere at home; education of parents, own capability and intelligence, various kinds of coachings etc. This study will help in finding out the most important factor responsible in making a person capable vis a vis the given vocations.

In the recent years there has also been a mushrooming of various 'Coaching Centres' claiming to prepare and often
giving a guarantee to students of qualifying in the entrance exams to Armed Forces, Engineering University or Medical Colleges etc.

This study will bring to light how far these claims are true and also whether any special coaching is required at all or not.

Today adult education is the call of the day. Our Govt. is making an all-out effort to educate the adult masses including women believing that it will ameliorate their lot and also help in the education of their next generation.

This study will also throw some light on the necessity or otherwise of having educated parents.

The results obtained will also help the planners in anticipating the facilities and help needed to be given to students if the nation requires a particular kind of professionals.

It will also help in dispelling the wrong notions prevailing, if there are any, regarding the importance or necessity of English Medium Education.

OBJECTIVES OF THE STUDY

The present study aims at realizing the following objectives:

1. To find out the number of students contributed to vocational courses by different kinds of schools.
2. To find out whether the education of parents makes a contribution in a student’s selection for vocational courses or not.

3. To assess the importance of specialised coaching in getting a student selected for vocational courses.

4. To analyse the effect of the type of schooling on a person’s chances of success.

5. To find out the most important factors responsible for a person’s success, seen in terms of selection to vocational courses.

HYPOTHESES

1. Other things remaining the same school does not play a significant role in the selection of students for vocational courses.

2. Parents’ education does not contribute significantly in the selection of students for a particular vocation.

3. Specialised coaching does not play a significant role in the selection of a student for a vocational course like Engineering, Medical and Army.

4. Medium of Instruction plays no role in a student’s selection to the vocations under study.