CHAPTER VIII

REFORM OF THE EDUCATIONAL SYSTEM OF MADHYA PRADESH TO FIT IN THE PRESENT EMPLOYMENT STRUCTURE.

Guidance as a new function of school.
Vocational guidance.
Educational guidance.
Facilities for scientific and technological education.
Restrictions in higher education.
Education is the most important single factor in achieving rapid economic development, technological progress and in creating a social order founded on the values of freedom, social justice and equal opportunity. Programmes of education lie at the base of the effort to forge the bonds of common citizenship, to harness the energies of the people, and to develop the natural and human resources of every part of the country. Developments of the past decade have created a momentum for economic growth; yet, there are large deficiencies in the sphere of education, which must be removed if progress is to be sustained and enduring.

The present system of education, in our province, is overwhelmingly literary and academic. This may be appropriate for a section of those who go for higher education, but it does not offer enough scope to children and adolescents whose tastes and aptitudes point towards an aesthetic, technical or other practical training. While it will be unfair to say that the aim of present day education is to create only clerks, it has to be admitted that it tends to create a bias for white-collar profession and many of its products are fit for little else. It tends to create an aversion to physical labour among the educated who are often lacking in simple manual skills. The system neglects the development of the senses and the physical capacities. It is also largely indifferent to the development of character and a sense of moral values among pupils.
"The reform of the educational system should remove the present lop sided characteristic of the employment market where a large number of students come out every year for jobs with practically no special qualifications except a mere smattering of some general information." 1 It should aim at providing increasing facilities for the training up of those type of skilled personnel of which there is now considerable shortage - a shortage which is often hampering development in many directions.

Keeping in view the scope of the present thesis and the requirements of the nation, the following changes are suggested in the educational set up of Madhya Pradesh. It is hoped that with these few changes it will prove very useful both academically and from the point of view of getting employment.

GUIDANCE AS A NEW FUNCTION OF SCHOOL:

"To guide implies help of a personal nature. Guidance is a personal service which is designed to help an individual to solve problems that arise in life. The help given may consist in clarifying difficulties, securing or interpreting information about certain things or in resolving difficulties in other ways. Guidance however, does not solve problems for the individual but helps him to solve them for himself. It does not in any way restrict the freedom of the individual to decide things for himself." 2 The term guidance is frequently preceded by a qualifying adjective such

as educational, vocational or social. These terms indicate the type of problem on which guidance is given. A comprehensive picture of guidance may be obtained by defining it as "the process of assisting the individual to choose, prepare for, enter upon and progress in courses of action pertaining to the educational, vocational, recreational, and community service group of human activities."¹

The standard at which a student should be offered guidance is not decided. "Some maintain that the best time is before the student leaves school, while others affirm that no choice should be made before the student graduates. Actually there can be no fixed rule. For some who want non-academic careers, the choice should be made when the student is in the penultimate class of the modern secondary school; for those who choose academic careers, advice should be offered when they are at college." But for all it is essential that while they are in school, consultation with the psychologist should give them a clear picture of different occupations.

The programme of guidance in the educational structure of Madhya Pradesh has, till now, gained very little importance. During the past years a need for introducing guidance services in the schools of the province, was never felt. But the situation today has much changed. "Not only has the home passed on to school some of its responsibilities and functions, outside home,

2. Ray, Lina, - Vocational Guidance in schools - Govt. of India., page- 14.
in labour and industry, new and complicated relationships have greatly increased the need for guidance. As the rate of production is speeded up, small business gives place to large concerns, industry is specialised and there is curtailment of the apprenticeship system. The increasing degree of specialisation is obvious in modern classification of occupations. This specialization calls for very specific and careful assistance to young people in some planned manner. Things can not be left to haphazard choice. In order to make a choice or even to begin to think of what to do after leaving school young people must have at hand certain definite facts about occupations. The kind of work done in each, the qualifications for the job and advancement prospects in it, the possibilities of getting a job in the occupation under consideration, and the best places for securing the training necessary to fit one for the job are some of the facts worth knowing.

Pupils' answers to questions about what they would like to become or do when they leave school usually reveal that large numbers of them either have no vocational plans or have plans which are quite out of line with their own demonstrated abilities and with the prevailing opportunities for employment. Young people who succeed in getting jobs are more concerned with superficial conditions of work or the satisfaction of having any kind of job than with particular opportunities which their jobs offer.

If for no other reason than because of its financial advantages to the individual, vocational guidance, in the school education of Madhya Pradesh, must be recognised as a need of great importance to every prospective entrant to employment market. It is a common observation today that many young people chance into wage earning occupations with very little consideration of their suitability. They also shift from one job to another very frequently. There is an undeniable need for planning the educational and vocational life, in the province with the individual as the focus of attention.

Financial considerations apart, there are in some respects more fundamental benefits to be derived from vocational guidance. The worker's happiness and satisfaction in his work, his present development, his value as a social participant and his contribution to human welfare, all are involved. The individual who is failing in his work because he is unsuited to it or the one who is getting on but dislikes his occupation and goes through life feeling that he has missed his calling is equally as valuable a member of the society as one who finds his work interesting, satisfying and suited to his ability. Every failure in the experience of a young worker increases the possibility of another.

Added responsibility is thus thrown upon the school in these changed conditions. The government of Madhya Pradesh must
therefore, widen schooling to include learning of experiences and new skills in different types of activities. The best agency for undertaking this function is the school.

"The focus of guidance is always on individual and not the problems. Its purpose is to develop the power of self-direction on the part of an individual. In secondary school guidance refers to that aspect of the educational programme which is concerned specifically with helping the pupil to become adjusted to his present situation." He can plan his future in keeping with his interests, abilities and social needs.

In the existing circumstances two types of guidance services are required to be introduced in the school education of Madhya Pradesh - Educational guidance and vocational guidance. With a sincere and sympathetic approach the pupil may be enabled to see the relationship between the school activities, his own ambitions and goal in life and the likelihood of achieving the same under existing circumstances.

**VOCATIONAL GUIDANCE**

In recent times vocational guidance has become a more sharply defined concept in the public mind than has any of the other kinds of guidance. "Vocational Guidance is an assistance given to an individual in solving problems related to occupational choice and

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progress with due regard for the individual's characteristics and their relation to occupational opportunity."\(^1\)

While it is based on the free and voluntary choice of the individual, its primary object is to give him full opportunity for personal development and satisfaction from work with due regard for the most effective use of national man power resources.

The focus in a guidance situation is on making plans and decisions and not on acquiring factual information as an end in itself. "If pupils have learned through the guidance programme what they should know about occupations and about themselves and how they can acquire, interpret and apply such information they will be equipped for the continuous process of career planning."\(^2\)

In spite of all its advantages the guidance programme has not yet been introduced in the educational set up of our province. The only point which needs being stressed is the introduction of guidance services in all higher secondary schools of the province. Vocational guidance, if introduced, will help the pupil to see through himself, or self-evolution and to see himself successfully through a career. There are the well known differences among individuals in physique and general intelligence, in special aptitudes, in temperament and the like. On the other hand are the varying requirements and opportunities of hundreds of occupations. . The

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vocational guidance programme will help an individual who possesses certain assets, liabilities and possibilities to select from these many occupations the one that is suited to himself.

It has to be admitted that neither occupations were designed with a view to suit individuals nor are individuals manufactured in order to fit them into some specific vocations. There is no such clearcut matching of individuals to jobs and educational careers. It is more like a slow and painful process of trial and error by which the suitability of individuals for certain types of life and work is discovered; and an adjustment is brought about between the individual and an occupation.

Broadly speaking, the process of vocational guidance includes acquainting the individual with a wide range of information concerning himself and concerning occupations. In Madhya Pradesh there is acute shortage of such type of informations for those seeking jobs. The only way to improve the situation is to introduce the programme of vocational guidance at the higher secondary stage. The students should be assisted in working out for himself a suitable vocational plan and to work in accordance with that plan. Very often assistance could be given to enable the individual to adopt himself to the requirements of his selected occupation or to find in a selected occupation conditions of work that suit him and his specific needs.
As a function of the school vocational guidance begins at that point in an individual's life when he finds it necessary to make choices that have any bearing at all upon what he would be doing after leaving school. This situation arises as soon as the child is confronted with the problem of choosing curriculum subjects. The assistance given to pupils in making such choices forms part of educational guidance.

**EDUCATIONAL GUIDANCE**

Educational guidance, in so far as it can be distinguished from other aspects of guidance, is concerned with assistance given to pupils in their choices and adjustments in relation to school curriculum, courses, and their scholastic achievements. Two sets of differences are involved in educational situations as well. It consists of the various subjects or subject groups and extracurricular activities among which the individual pupil must choose. In the secondary school he must decide which one of the various curricula he will pursue. After the junior school or higher secondary stage arises the problem of selecting and joining a particular professional, vocational or technical course.

"Every subject of the curriculum - geography, history, chemistry, Latin, algebra - can be used as a vehicle for the dissemination of vocational interest."¹ It is obvious that many of the educational choices which an individual must make are strongly influenced by his vocational courses or goal. For instance, specific group of science subjects in the Higher Secondary or

¹. Kitsan, H.D. - Vocational Guidance through school subjects.
intermediate examination is chosen because pupil wants to join medicine as a profession. It is impossible to completely separate educational guidance from its vocational implications.

Unfortunately in Madhya Pradesh, there is no arrangement of educational or curriculum guidance neither at the higher secondary stage nor at the intermediate level. A boy or girl chooses certain subjects because their friends are there or their parents want it. In the present investigation there are examples in which pupil are not able to secure a job or are not satisfied with their occupation only because they have selected a wrong line. It is a result of the lack of relationship between the different subjects in the educational institutions and the existing employment opportunities in the province.

It is very painful to find a good number of graduates and also those who have post-graduate degrees, moving without any employment or with very low paid jobs. This is all due to lack of relationship between the educational institutions and the employment market. It is, therefore, suggested that a system of educational guidance be introduced in all secondary schools and higher educational institutions of the province.

"Guidance situations are continuously arising in school; individual teachers guide individual students in different situations of life. Indeed, popular and successful teachers are often assisting their students in solving the problems facing them
whether in school or hom and neighbourhood.\textsuperscript{1} The programme of educational and vocational guidance is therefore not something entirely new and unknown to teachers.

Educational and vocational guidance in school consists of numerous and varied functions. They differ according to the stage of schooling at which they are provided and the requirements of pupils. Pupils who come to a larger secondary school from small primary schools need help in adjusting themselves to the total school programme, to a curricula and subject teachers. Guidance begins at this stage with orientation to the school environment, specific curricular guidance is usually required when pupils have to select one or more optional subjects in high school. Educational guidance is also required for solving difficult problems, just as learning a new subject, and developing efficient study habits. By the end of VIII class pupils should be planning for choosing courses in class IX. Information about occupations, what special skills they require, and the relationship of educational courses to jobs, all these are basic to the desired planning.

School programmes of curricular, co-curricular and extra-curricular activities should assist pupils in exploring their own abilities and fostering interest in knowing the relevant facts about different types of educational and vocational courses. Such exploration of self and of the educational and occupational world

\textsuperscript{1} A manual of Educational and Vocational Guidance - Ministry of Education, Govt. of India, 1957, page -4.
will enable them to adopt a realistic attitude, while drawing up their plans. Guidance service in school will coordinate the varied items of a school programme. Placement or settling down into employment and progress in the selected line will also be part of this service.

**FACILITIES FOR SCIENTIFIC AND TECHNOLOGICAL EDUCATION:**

Education is of two kinds - liberal and vocational or technical. The former is a training of the mind, the latter of the body. The one teaches how to live, the other how to make a living. One makes us gentle, the other turns us into useful bread winners.

To be idealististic one may think that any kind of education which helps in the development of man's personality is beneficial. However, with a worldly view of things every individual has to agree that education must help a man to stand on his own feet. Scientific or technical education possesses such characteristics. In the first place, it enables a man to earn his own living, which is the most important thing. The aim of the country, today, is to make advancement in science and technology. The knowledge of science will, therefore, stand the young man in a good stead in the employment market.

Scientific education has given a new status to the manual workers. By working in the laboratories for hours together, a student of science can overcome his abhorrence for physical labour. The idea that bodily labour is inferior to the intellectual work is thus completely ruled out. Science makes the young man feel that the
manual work is as important as any other type of work. Society
can not run without it. Every body has to depend upon the services
of the technicians and skilled workers. Science thus makes man
feel the importance of works in the factories and industries. It
can help in the doing away with the over-crowding for clerical and
such other easy going jobs.

Proper scientific education can equip a man with the
necessary skill to earn his living in case he does not get an
employment. Further science stands for proof, accuracy of statement,
closeness of attention and observation. The study of science gives
the scientific habit to mind. One learns to reject superstitions
and dogmas and acquires the tendency to enquire into the truth
of things.

With the expansion of educational facilities and industries
there has been a marked increase in the demand for scientific
personnel in India. The planners, accordingly are taking steps
to produce more of such technical personnel as would be demanded in
the near future for meeting the needs of the economic projects.
What is not emphasised, however, is the poor quality of science
personnel in many fields.

In the revised curricula of primary and secondary schools,
of our province, adequate emphasis has been placed on the teaching
of science. "A pilot project for the improvement of teaching
science in primary schools has been taken up under the centrally
sponsored scheme of the government of India. A science consultant, in class I of the state educational service, has been appointed and put in charge of the experiment. The experiment is being tried in a compact group of about 100 primary schools.\(^1\)

Technical education made significant progress in Madhya Pradesh during the second plan. \(^2\) There are at present 5 engineering colleges, which can admit 375 students for civil engineering, 175 each for electrical and mechanical engineering, 45 each for automobile engineering and tele-communications, and 15 each for mining and metallurgy. There are 13 polytechnics with a capacity of 1,085 besides 21 very well equipped vocational and technical schools.

Considering the size of the area of the state and its immense potential for industrial development, the figures quoted above are by no means sufficient for its needs. A fairly large programme for the development of technical education, in the province, is proposed for the third and further five year plans. The demand for technical personnel is so great that the question of any unemployment among trained technical personnel in Madhya Pradesh does not arise. A large number of trained personnel from other states, on the other hand, have found employment in the state. It will be an improvement if the demand for technical hands can be fulfilled within the state by attracting students from general education courses to technical course.

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2. Ibid, page - 375.
It is being increasingly recognised that national prosperity is primarily a function of education, specially scientific and technical. The progress of the Western countries and Russia is directly proportional to their scientific attainments. Countries which are advanced in such education are invariably prosperous while countries which are educationally backward are poor inspite of immense potential of natural resources. Every province in India should try to produce, at present, a good number of technical and scientific hands which may help in the construction of the nation.

RESTRICTIONS IN HIGHER EDUCATION:

Every boy or girl coming out from the primary school will have to take admission in the higher secondary school and after passing the higher secondary examination most of them have to be taken in the universities. This is a new trend which has started in the educational structure of Madhya Pradesh and all over India. Education, upto a certain extent is always good and should be compulsory. But higher education is not for all and it should be restricted.

There is a regular competition among students to improve their qualification. Everybody tries to get the maximum education possible for him. Thus the education, qualifications and the type of education obtained by every young man are the same. This complicates the employment market where a fixed number of vacancies are available for the university educated. At the same time there
are jobs in the technical field where very few candidates are available for a good number of post. This is one of the greatest defect of the modern system of education.

Universities have been turning out graduates of all description on mass scales and the value of graduates degree has rapidly declined. Instead of bringing enlightenment to the benighted millions of Indians, the so called 'cheap education' policy has perpetuated a fraud and an imposture in as much as it raised hopes which could not possibly have been fulfilled.

The problem of middle class unemployment is mainly one of education. As has been well put by Dr Soni, "when higher education is deplorably inefficient and cheap, it can not but attract a large number of scholars who are too incompetent to benefit from a higher standard of instruction, or are too poor to make their contribution towards the maintenance of that standard."

The excessive resort to the universities should be discouraged by a more adequate provision of technical and vocational education at lower levels, supplemented by vocational guidance and aptitude tests. Suitable tests should be held through which only such students should be selected for higher education as have a special aptitude for it.

"Admissions to the colleges and universities, particularly in the technical and professional courses, should be properly planned in accordance with the requirement of the third and subsequent plans.

The existing system of unplanned and haphazard admission to the colleges leads to considerable waste of energy and deep frustration among our young men.  

The curricula of lower classes should be redrafted in a manner likely to inculcate a labour bias in the students. Improvement of the educational standards may also lead to a change in the general outlook of the people. Instead of looking down upon manual or hard handed occupations, middle class youths may discover that their talents and energies are better suited to these, rather than to soft jobs in the offices. As a result of it the rush in the higher educational institutions will be reduced.

The basis of our educational system started by the British rulers, is much responsible for the bulk of educated unemployment in the country. The remedy lies, therefore, in so reorganising the education system as to eliminate mass production. The first and foremost task, which must need be undertaken to create employment for all, is the complete reorientation of our educational set up. It is suggested in this connection that the 'open door policy' followed so far in imparting higher education is detrimental and should be restricted. Not only Madhya Pradesh but all the provinces of India should restrict higher education and thus improve the employment position of the country.