

**EMPLOYMENT PROBLEMS OF UNIVERSITY
GRADUATES**

Employment Problems of University Graduates

C. PARVATHAMMA

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Foreword

This is an original piece of work. I have dabbled in this study of India's unemployment problem but mainly as an economist and subsequently as an educationist, and a planner. In fact, I have also published a monograph on the problem of unemployment among university graduates, on the basis of a sample survey, but my work did not touch the sociological aspects of the problem nor did I think of ascertaining the views of university students, who constitute the bulk of the potential educated unemployed. The beauty of this study is that it is the first attempt I have seen to ascertain at the grass roots level the opinion of college and university students on the subject and their reactions to the problem. The author, Dr Parvathamma, Professor of Sociology in Mysore University set out the following objectives for her study, namely,

1. Student views on the role of formal education in relation to employment and unemployment.
2. Their thoughts on the causes of unemployment, and differences, if any, in response between students in professional and non-professional courses of study.
3. How graduate students are affected by unemployment in respect of their own and family status.
4. Vocational interests of students and the basis on which social preferences are made.

5. What remedies students offer for solving un-employment.

The study was based on a 3 per cent sample of undergraduate and post-graduate students in the various faculties of the Bangalore, Mysore, Karnataka and Agricultural Universities in Karnataka State, who then numbered 87263 persons. The sample selected for study thus covered 2617 students, while those selected for analysis and interpretation numbered 2530 completed answers to the ten-page structured questionnaire used by the author.

The book is divided into 8 Chapters. The first Chapter is introductory, the second deals with the demographic and social background of the sample students, the third with their views on the relationship between formal education and unemployment, the fourth with the causes for general and educated unemployment and student attitudes, the fifth with the effects of unemployment on the individual, his family and his community, the sixth with job preferences and their relationship to the courses of study pursued by the students and the seventh with the solutions offered by the students themselves in the light of the views expressed earlier. The eighth and concluding Chapter contains some suggestions by the author, taking into consideration different aspects of the problem as also the expressed opinion of the students. The author has included in her book a select bibliography, and a list of colleges, used in the investigation.

The sample of 2350 students included 1758 males and 772 females, distributed as under in different faculties and courses.

FIGURES IN PERCENTAGES

<i>Faculty</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Arts	35.8	59.7	47.7
Science	39.4	38.9	39.1
Engineering	11.4	0.3	5.8
Medical	10.4	0.9	5.7
Agriculture	1.9	NIL	1.3
Others	1.0	0.3	0.7
Total	99.9	100.1	100.3

The sample of 2350 students was of urban origin, 62.1 per cent, of rural origin, 35.1 per cent and not available 2.8 per cent. Religion-wise, Hindus accounted for 82 per cent, Christians 12 per cent, Muslims 4.6 per cent, other religions 0.7 per cent, and Not Available 0.9 per cent. Caste-wise distribution among the Hindus was Brahmins 36.2 per cent, Non-Brahmins other than Vokkaligas and Lingayats 21.3 per cent, Scheduled Castes 2.9 per cent, and Not Available 16.8 per cent. Income-wise, 67 percent of the students came from families whose annual income was below Rs. 3000/- a year. While this figure needs to be treated with caution as the author admits, nevertheless it is a pointer to the emphasis which low income groups place on higher education for their economic betterment. But as Dr Parvathamma points out on the basis of her investigations, while students seem to be well aware of the magnitude of educated unemployment, they nevertheless seek higher education, as they think that without it, they are not likely to get employment; and many of them seek to go in for post-graduate education if they do not get employment after graduation. This is one of the paradoxes of the craze for higher education in the country. While the students seem to know that unemployment probably awaits them at the close of their education, they nevertheless are compelled to go in for that as they are convinced that without it they will never get any employment.

It is interesting to note that 50 per cent of the sample students expressed their view that over-population was the main cause for unemployment, 21.1 per cent traced it to the lack of job oriented education and 10.7 per cent to over-crowding in universities, while 18.3 per cent ascribed it to lack of adequate industrialisation. Curiously enough, a majority of the students questioned seem to take a dim view of their mother-tongue both as a medium for learning and for job opportunities, which should come as a shock to educationists like myself and others holding similar views about promoting the need for mother tongue being the medium of instruction. Incidentally, a majority of the students while wanting an All India language for purposes of linkage and mobility, want it to be English and not Hindi. The views held by the majority of the sample students on the language question seem to be at variance both with professional

and political opinion on the subject and probably represent a somewhat elitist slant on the part of the students who receive higher education. In regard to their job preference, 47 per cent wanted Government jobs, while only 12 per cent wanted jobs in the private sector; as many as 40 per cent talked of self-employment though the study does not contain any account of their views as to in what fields they thought of self-employment and how they thought they would be able to achieve it. Anyway, if the finding correctly represent their opinion on the subject, the recent Government insistence on the promotion of self-employment opportunities seem to be in the right direction. Of choice of professions, while a large number included the top three identified as teacher doctor and scientist, while the last 3 were identified as lawyer, politician and artist. It is curious to find that politics is regarded as a profession. Caste-wise groups that showed their inclination for politics as a profession were found among Lingayats, Vokkaligas and the Scheduled Castes. Considerable stress is also laid in the answers on the individual and family declining status that accompanies unemployment even more than the loss of economic returns that it involves. As regards the relationship between the educational level of fathers and the choice of their sons and the professions that they wanted to follow, Dr Parvathamma has found a positive correlation using Spearman's Ranking Order and inferred that the higher the educational level of the fathers, the greater the chance of their sons choosing the profession of scientists, engineers, social scientists and artists and the lower the educational level of the fathers, the greater the chance of their sons choosing the profession of teachers, doctors and politicians. As regards the students' views on what would be the remedies for unemployment, the remedies suggested were effective control of population growth, development of industries and job-oriented education in that order. All the religious groups among the students including Christians and Muslims favoured control of population as the most important and effective measures to solve the problem. Curiously enough, students from the Scheduled Castes, who occupy the lowest position in social hierarchy, preferred control of population in larger proportions. To the extent that the findings represent the real conviction of the students, it should brighten the prospects of the success of family planning in India

at least among the groups that go in for higher education irrespective of their income levels or religious composition. It is also interesting to find that among those who believed in industrialisation as a remedy the proportion of rural students doing so was larger than those of urban origin. On the other hand, it is not surprising to find that opinion in favour of green revolution or increase in agricultural productivity was to be found more among the students of rural than of urban origin. Opinion in favour of scientific advancement was, however, to be found more among the students of urban origin than of rural origin. On the subject of reservation of jobs for Scheduled Castes, Dr Parvathamma's findings of student opinion shows a strong disinclination against the practice of reservations on the part of students not belonging to Scheduled Castes, those opposed to the constitutional provision for reservation accounting for 59 per cent of the students in non-professional courses and as much as 70 per cent of the students in professional courses. The feeling against reservation was also found in Christians as well as among Muslims among the student population. Oddly enough, her investigation showed that quite a number, though a small portion of students even among the Scheduled Castes expressed themselves against reservations. A majority of the students questioned also seem to take the view that planning has been ineffective in meeting the problem of growing unemployment.

Altogether it is an interesting study for bringing out the views held on such a crucial subject as unemployment and higher education by students who are actually undergoing higher education. The views expressed by the sample students may or may not represent their real conviction and could partly be due to what they hear from others or that they read in the media, but there is no doubt that there is substantial truth in believing that they do represent the manner in which the student community views the problem of educated unemployment and higher education. At the cost of repeating what I have said earlier, the paradoxical situation is the awareness of the non-relationship between higher education and employment and the great probability of unemployment succeeding higher education, but with all that, the insistence of receiving higher education as the only way of getting any chance of finding employment.

It is a pity that the study which was completed more than 10 years ago did not find immediate publication. Anyway, I am glad it is now being published as it opens out new fields of social investigation regarding the economic problems of unemployment and higher education by participant observation among those who are candidates for both higher education and unemployment. I would very much wish that Dr Parvathamma should continue her studies in this field and undertake another research project on similar lines to find out what is the current position among the student community undergoing higher education, how far if any, the climate of student opinion has changed since her original finding 12 years earlier contained in the study.

I congratulate Dr Parvathamma on her undertaking this pioneering work on what she calls a sociological analysis of the problems of employment of university graduates in Karnataka and would commend it as an interesting and profitable if not also possibly productive reading by all those who are interested in the subject of educated unemployment as well as of social and economic planning in general in this country.

Sd/-V K R V Rao

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Introduction

The present study was undertaken at the suggestion and generous sanction of funds by the Government of Mysore. Under developmental schemes the government is very keen on identifying and understanding the problem areas which needs rather immediate attention of the administrators. By no stretch of imagination can it be said that the present system of education is free from problems that do not confront the government and administrators.

Unemployment and under-employment have been burning problems in India causing and adding much to the human misery. It has become a malady having complex set of factors. The multiplicity of causes that lead to unemployment are difficult to differentiate from other forces of society. A scientific understanding of its nature, its causes would pave the way for devising effective measures of amelioration. Though unemployment has been considered mainly an economic problem it is a social problem as far as its effects are concerned. It is apt to quote, "while unemployment, short-term or long-term is essentially an economic proposition, threatening a loss of national income and imbalance in a country's economy, it is nevertheless true that it has some serious sociological repercussions".¹

The acuteness of the unemployment problem can be seen from the following statements in the press. *It was stated in the*

¹Hallen, G.C. Unemployment Insurance, *AICC—Economic Review*, Vol. 19, No. 2, 1967, pp. 11-16.

February issue of the *Main Stream*, "In underdeveloped, overpopulated countries the problem of unemployment is always prone to assume serious proportions. In India too, the problem is acute with a tendency to become chronic."²

The daily newspaper *Indian Express* pointed out, "the largest single factor contributing to discontent in the country is unemployment."³

The *Indian Worker* expressed that "Unemployment rather than hunger the greatest danger from population explosion. Hunger is no longer the greatest problem resulting from population explosion."⁴

The *Indian Finance* wrote, that, "the rapid population growth is now such a cause of serious concern that roughly 175 million souls will be struggling for employment by 1970-80."⁵

These views which were expressed in the national press show only a sample of public anguish and despair reflected in the journalistic writings regarding unemployment. Though some of these views might sound quite exaggerated, yet they point to the seriousness of the situation that is confronting the people and the Government in India.

Notwithstanding the reports of various commissions and committees, suggestions and advice given by man-power research institutions the figures for the unemployed swelled into alarming proportions. This is evident from Table.¹

The figures in Table 1, are of those who were on the live register of employment exchanges. The figures, however, do not indicate the total number of unemployed in the country. For, in reality there must have been tens and thousands who were unemployed and were seeking employment but did not

²*Mainstream*, 14th February 1970, pp. 27-29.

³*Indian Expresses*, 11th June 1970, p. 5 (editorial).

⁴*Indian Worker*, 16th June 1970, p. 8.

⁵*Indian Finance*, 2nd November, 1968.

TABLE 1. ALL INDIA FIGURES SHOWING THE NUMBER OF PERSONS SEEKING EMPLOYMENT THROUGH THE EMPLOYMENT EXCHANGES

Year		No. of Applicants on the live Register at the end of the year.
1949	...	274,335
1951	...	328,719
1956	...	758,503
1961	...	1832,703
1966	...	2622,460
1968	...	3011,642

Source : Directorate General of Employment and Training Ministry of Labour and Employment.

seek the help of employment exchanges. This implies that the magnitude of the problem is much higher than the Table indicates and even this figure by itself is large enough to cause anxiety.

The five-year plans in succession have had as one of their objectives to create and provide more employment opportunities and to reduce unemployment. But to our utter dismay and disappointment the plan measures have hardly touched even the fringe of the problem.⁶ The gravity of the situation can be judged from the following unofficial estimates.

TABLE 2 : NUMBER OF UNEMPLOYED PERSONS IN INDIA

Year		Number of unemployed in India (in lakhs)
1960-61	...	90
1966-67	...	220
1968-69	...	230

⁶Gunnar Myrdal writes, " 'fuller' employment figures less prominently, for example in the third and fourth Plan than in the first Indian Plan. This shift is not unrelated to the point mentioned above—that, though employment targets have been low, performance has failed to live upto expectation." *Asian Drama : An Inquiry into the Poverty of Nations*, Vol. II, N.Y. : Pantheon, 1968, Allen Lane, the Penguin Press, p. 964.

That the number of unemployed persons are increasing almost every day has caught the imagination of all. Everybody in the country feels the brunt of the burden in terms of increasing unemployment. The frustration and unrest bordering on revolutionary activities stemming from the unemployment situation in the country is driving every one to realise the seriousness of the problem. The potential danger of a bloody revolution being thrust into our country is now realised by all sections of the population. It has become *a'la mode* for any politician now-a-days to talk about unemployment, its causes and cures, but hardly taking any steps to solve it.

Employment determines one's chances for living a full, rich and meaningful life. It influences and shapes the individual's thoughts, feeling and actions. Employment enables one to meet and satisfy the different demands in one's life. A person's status in the family and the community directly or indirectly are a reflection of the employment, he holds.

Unemployment as it has already been pointed out, causes frustration in one's life which may lead to undesirable consequences. The economic problems arising out of unemployment affect a person's social and personal standing both within and outside the family. If the situation persists any length of time it might even lead to increased anti-social and criminal activities. These pathological conditions over a period of time might bring about a violent revolution thus uprooting peace and order in society.

Educated Unemployment

Unemployment is variously distributed among different segments of our society. Thus magnitude and the degree or the level at which it prevails among different sections is of paramount importance. This apart how different sections of society view it, perceive it, relate its causes, consequences and think of solutions is of great significance worth investigating and analysing.

Employment problem among the emerging graduates of our

Indian Universities have become a cause of concern to everyone drawing nationwide attention. Every year thousands of graduates are coming out of our universities but mostly remain jobless. This implies an enormous waste of material and human resources in the country.

“Education explosion” as it is identified, has been diagnosed as one of the causes for unemployment among the educated and it is very acute among certain categories of educated people.

The problem of numbers in excess of demand has been explained as one of the main causes of unemployment in economic terms. At present our colleges and universities have become more or less huge factories producing graduates with no opportunities for training in work situations. Also individual idiosyncracies play a part and thus enhance the problems of unemployment.

Another important feature which has affected the employment opportunities especially in the Southern States is directly connected with the frequent change in the language policies of the concerned State Government and the Centre.

Economic recession, faulty planning and defective educational system in addition to other causes have all been contributing for the growth of unemployment to monstrous proportions.

If the increasing number of educated elites are forced to remain idle, the consequent frustration would result in chaos. It is quite in place to quote Naval H. Tata, “It is an undisputed fact that in utter frustration these educated unemployed have turned rebels and have developed revolutionary instinct in order to bring about transformation of existing order. . . .”⁷.

Though the problem is of national importance it has become necessary to know its regional variations. However,

⁷Naval H. Tata, “A Plan to Solve Unemployment Problem,” *Indian Finance*, 2nd November, 1968.

the basic causes will be more or less similar in all the States. And so also the consequences are of similar pattern. But any measures to be evolved to solve the problem have to take into consideration the socio-cultural factors of different regions for suggesting effective solution of unemployment. Because the nature and quality of labour force and its attitude towards jobs and job opportunities in different geographical areas can always upset plans of amelioration. Further the staggering figures of unemployment in the State as is given below has caught the attention of the Government.

While the unemployment among the matriculates over a period of ten years has increased three times, it rose to nearly four-times for graduates and post-graduates. It was considered in the early stages of planning that producing more professional graduates would help to meet the shortage of technical manpower. As such initially unemployment among them was never anticipated.

**TABLE 3 : EDUCATED UNEMPLOYED IN MYSORE
STATE 1961-70**
(as on the live register of employment exchanges in the State.)

Year	<i>Number of Applicants on the live Register</i>		
	<i>Matrics</i>	<i>Graduates and Post-graduates</i>	<i>Total</i>
1961	31,788	3,874	35,662
1962	37,033	4,027	41,060
1963	39,266	3,369	42,635
1964	45,133	3,622	48,755
1965	45,390	3,815	49,205
1966	52,914	5,634	58,548
1967	65,808	6,733	72,631
1968	85,264	8,876	94,140
1969	107,000	10,760	117,760
1970	108,792*	11,203*	119,995*

*As on 30th June, 1970.

Source : Directorate of Employment and Training, Government of Mysore, Bangalore.

But since 1967, the number of technical graduates increased by leaps and bounds. For instance, the number of engineering

graduates who sought employment opportunities through the employment exchanges was 970 in 1967. But it rose to 2510 in 1970, registering more than two-and-a-half times increase. Similarly among the medical doctors the figure was 107 in 1967 and rose to 374 by 1969. The number of agricultural graduates without jobs were 161 in 1967, by 1969 this figure rose to 289.

The Government of Mysore, therefore felt the need for a sociological study of the problem from the point of view of devising programmes at the State level to stem down and contain the problem of students who are on the throes of facing it soon. Since the Government did not suggest any specific terms of reference for the study of this problem we have set the following objectives before us.

- (a) What are the views of the students on the role of formal education in relation to employment and unemployment?
- (b) What do they think are the causes of unemployment in India ? Is there any difference in response between the professional and nonprofessional students?
- (c) How the graduate students are affected by unemployment? Does it affect their status in the home as also the status of their family in the community?
- (d) What are the vocational interests of the students? and on what basis job preferences are made?
- (e) What remedies the students offer for solving unemployment?

Methodological Note

Having decided on these five objectives, the size of the sample was put down at 3 per cent, as the study was intended to cover the entire State, this would provide a probability sample of variable size for analysis. In order to provide equal probability, students from all faculties and at different levels of the courses pursued were included in the sample. The investigators were asked to adopt stratified random sample procedure so that 3 per cent sample will include all major subjects and different years of study.

For purposes of this study the pre-university students are omitted. It is assumed that they are not likely to have sufficient knowledge about employment opportunities and unemployment problems as they have just entered the college. Further, the course is not a terminal one and most of them are likely to continue their studies in different branches. Inclusion of pre-university students would have increased our sample size considerably and perhaps made it unwieldy.

The respondents in the sample thus consist of under-graduate and post-graduate students of Arts, Science, Engineering, Medicine and Agricultural faculties of the Bangalore, Mysore, Karnataka and Agricultural Universities of the State. The following Table shows the total number of students drawn from the different universities at the graduate and post-graduate levels and the size of the sample selected from each university.

TABLE 4 : TABLE SHOWING THE SIZE OF THE SAMPLE
DRAWN FROM DIFFERENT UNIVERSITIES.

<i>Name of the University</i>		<i>Total Student Strength</i>	<i>Sample selected for study.</i>
Agricultural University	..	1079	32
Bangalore University	..	17534	526
Karnataka University	..	31410	942
Mysore University	..	37240	1117
Total	..	87263	2617

It was decided to use a questionnaire to collect the data. Within the time and money we had at our disposal this was considered to be more practicable and at the same time a reliable method. As already indicated the study covers the entire State. The several colleges affiliated to different universities are scattered all over the State. The investigators had to chalk out a programme on the basis of the convenience of individual colleges to permit them to carry out investigations and to collect the data. Though the administration of schedule and interviewing would have brought much more information for a depth analysis, in the present study only questionnaire method

was adopted. However, the quantitative and qualitative standards in this study have been secured through the stratified random sampling method.

A 10-page questionnaire was drawn to be administered to the students for collection of data. Wherever necessary open-ended questions were put with a view to provide the students a choice and freedom to express his/her thoughts without any fear or hindrance. In a sense this enabled us to know much about the way the students' thought of the problem. All the questionnaires were filled by the individual respondents themselves. The investigators were instructed to see that each respondent gave his/her own reactions without resorting to consultation among themselves. This was further ensured as most of the questionnaires were filled up in class rooms under the supervision of research investigators.

In all 2617 questionnaires were filled and collected, of which 87 were incomplete and therefore, rejected. Finally we were left with 2530 questionnaires for analysis and interpretation. Questionnaire items were coded and transferred to punch cards for mechanical tabulation. The data was mechanically tabulated using ICL 904 tabulators. This made our job easy and ensured the accuracy of our tabulation and also saved considerable time. The tabulated data is statistically interpreted wherever necessary.

Plan of the Book

Chapter II of the book deals with the general characteristics of demographic and social background of the students. The relationship between formal education and employment as expressed by the students are discussed in Chapter III, the causes for general and educated unemployment and students attitude are covered in Chapter IV.

Chapter V deals with the effects of unemployment on the individual, his family and community. The frustration, unrest and other repercussions, their causes on the campus as also political forces are analysed.

Job preferences, reasons for such preferences, their relationship to the courses of study pursued are covered in Chapter VI. Chapter VII deals with the solutions offered by the students themselves in the light of the views expressed earlier. In the concluding Chapter, taking into consideration different aspects of the problem, as also the expressed opinion of the students, some suggestions are offered. These should serve as guidelines to tackle the problem and they are by no means final solutions.

CHAPTER II

General Characteristics

In this Chapter the general background of the students will be discussed. To begin with it was decided to include the undergraduate and post-graduate students studying in several colleges within the State. A study of university graduates who had completed their studies and registered their names in several employment exchanges within the State is, therefore, not within the purview of the present study. A study of the unemployed graduates was not contemplated precisely because of certain difficulties involved in locating them. Several of them register their names but might not stay in one place. They are usually mobile in search of job, often going for job interviews even in other States.

With a limited time at our disposal and also with a view to explore the considered opinion of the students studying in the four different universities within the State, the study was designed. While within the State regional variations are apparent. For instance old Mysore State or princely State as it was upto 1956, it is generally said catered to the educational needs of the people including higher education for more than half a century. Mysore University, located at Mysore under the direct patronage of the Maharaja provided higher education in arts, humanities and medicine while science and engineering subjects were taught in Bangalore but came under Mysore University.

In contrast to old Mysore area, new Mysore areas, which constitute areas demarcated but merged in 1956 with old Mysore, such as Bombay, Hyderabad-Karnataka and areas of Madras show considerable variation and were marked by the absence of a place of learning within the easy reach for Kannada-speaking people. Also language problem might have deterred quite a few. Karnataka University located at Dharwar, has made rapid strides in a very short period. It started as a private institution at the initiative of a few far sighted individuals. Karnataka University serves the new Mysore areas, which perhaps culturally and linguistically are much more diversified than old Mysore area.

While old Mysore area includes predominantly Kannada-speaking people, and therefore is culturally and linguistically homogeneous. As a result of the States Reorganization Committee Act, predominantly Kannada-speaking areas from former Bombay, Madras and Hyderabad areas were merged with Mysore. Cultural as well as linguistic heterogeneity may be said to have marked these areas. Coming as they do from fringe areas of Bombay and Madras Presidencies under British rule, the border areas were generally neglected educationally. Marathi and Tamil dominated officially at the cost of the mother tongue of the local people. Likewise Urdu and Telugu had an upper hand in Hyderabad-Karnataka areas. Catering to a heterogeneous population drawn into one unit after 1956, however, do not make the task of University education an easy going one.

Bangalore University came into existence as late as 1964. Mushroom growth of institutions of higher learning especially after independence has lead to the creation of many new universities. Confined to the precincts of the city, Bangalore has two universities, namely Bangalore University and Agricultural University, Bangalore has otherwise been a seat of higher learning since long. Yet under the impact of rapid urbanization, industrialization and as a Capital of the new Mysore State, the city includes slightly different shades of linguistic and cultural "minorities". Yet there is a good deal of similarity between

Mysore University and Bangalore University in terms of homogeneity of groups covered in contrast to Karnataka University.

It would be quite fascinating to make a comparative study of different sub-regions within a region. However, the present study does not contemplate to cover this aspect. The problem is spread evenly in all respects and it affects the students adversely. Also students coming for higher education do not necessarily come merely with the purpose of accumulation of knowledge. Formal education and gainful employment seem to go hand-in-hand everywhere. So it may be assumed that students who go to universities to pursue higher studies do so with the object of seeking gainful employment.

In an otherwise tradition-bound slow moving society as ours, education is the great 'mover' which accounts for people's geographical mobility and consequent social changes. Education makes people status conscious and even the kind of education that one chooses surely adds to the prestige and status. By concentrating on students generation the study attempts to throw light on a number of processes involved, such as the selection of courses of study, the medium of instruction and language problems associated with linguistic States. Also it accounts for the maladies and student unrest, if any, the present education system, the curriculum, examinations, teacher-student relationship, bureaucratic administration within the university, role of caste, political leaders, parents and so forth.

There are very few sociological studies which cover a whole range of aspects of the employment problem in relation to higher education. Studies on employment have been done mostly by economists. While it is not intended to claim any spectacular original findings, yet the study is original in so far as I have confined myself to the student population in the State Universities. There is a gap between their aspirations and achievements. The generation gap which obtains in the academic world between the teachers and students in an otherwise rapidly changing world till recently did not bother the teachers. Also politico-historical events absorbed the student interests on a large scale in pre-independence India.

The situation has changed in post-independence period with rapid multiplication of centres of higher learning and swelling of the number of graduates in relation to job opportunities. The State and central governments are the main sources providing employment. While employment opportunities in private organizations, institutions is limited and generally less secure than Government employment. A student who spends so much money and time in getting formally qualified naturally expects to be gainfully employed to be able to earn his livelihood.

To turn to the analysis of data, it can be said that the socio-economic background of the student in fact influences the students a good deal. For instance his views regarding the causes and consequences of unemployment partly stem from his economic, and socio-cultural background. One's attitude towards life is shaped if not conditioned by the above factors. The student, apart from being a student, is a member of family, caste-group, and profess a particular religion. Also economic levels in which he is placed are equally important in the formation of his life views and personality. The chapter, therefore, deals with the socio-economic background of students, which have a close bearing on problems connected with education and employment.

The distribution of total sample students population on the basis of University is given in the table below. The sample gives a male-female ratio of roughly 2.3 : 1.

TABLE 5 : SAMPLE STUDENT POPULATION ON THE BASIS OF UNIVERSITY

<i>University</i>		<i>Male</i>	<i>Female</i>	<i>Total</i>
Mysore University	...	730	329	1059
Karnataka University	...	658	216	874
Bangalore University	...	337	227	564
Agricultural Science	...	33	—	33
Total	...	1758	772	2530

Out of 2530 students, 1091 belong to the Arts faculty, 993 to Science faculty, 202 to Engineering, 33 to Agriculture and 20

TABLE 6 : SEX-WISE DISTRIBUTION OF STUDENTS IN RELATION TO SUBJECTS OF STUDY

	<i>Arts</i>	<i>Science</i>	<i>Engineering</i>	<i>Medical</i>	<i>Agriculture</i>	<i>Other</i>	<i>Total</i>
Male	633	693	200	184	33	18	1758
%	(35.8)	(39.4)	(11.4)	(10.4)	(1.9)	(1.0)	(100.0)
Female	461	300	2	7	—	2	772
%	(59.7)	(38.9)	(0.3)	(0.9)		(0.3)	(100.2)
Total	1091	933	202	191	33	20	2530
%	(47.7)	(39.1)	(5.8)	(5.7)	(1.3)	(0.7)	(100.1)

miscellaneous. Sex-wise distribution of students in different branches of study appear in Table 6.

From the Table it is quite clear that relatively more men students are found in Science although they are equally well represented in Arts, Engineering, Medicine and Agriculture. Out of 1758, as many as 1323 men, *i.e.*, nearly 75 per cent of the sample are to be found studying general Arts and Science subjects. A large number of students conventionally enroll in these two general branches of study.

Girls are preponderantly found in Arts. Yet even among them, a considerable number are found studying Science. In fact, out of total 772 girls in the sample 761 or nearly 98 per cent of them are represented in Arts, and Science subjects. Hardly 2 per cent are found studying other subjects. As far as the figures indicate more girls are in Arts and more men in Science. Since the total number of males in the sample are slightly more than double the number of girls, it holds good that comparatively less number of girls go to university for higher education. Women's education is still very backward especially those in rural areas. Further, many girls drop out after school education to get married and settle in life. Parents in rural areas are eager to get their daughters married as early as they could and consider it a liability to spend on their formal education, while a son is an asset. Hence, he will be preferred for purposes of giving formal education.

Men students are equally well represented in professional courses like medicine and engineering. Comparatively negligible number of women students are found in professional courses. These courses of study are generally lengthy and expensive. Also number of professional colleges are very few compared to colleges giving B.A., B.Sc., courses. Women students in professional courses often have to go to distant places, which is not readily liked and supported by parents. Naturally more and more girls take to such courses in higher education which are generally easily available locally.

There are only 2 women in Engineering course while none

at all in Agriculture. This is perhaps due to the fact that women generally are not preferred for admission to Engineering courses except in certain branches. The same holds good for agricultural courses of study too.

Indian students enter universities comparatively at a younger age than their counterparts in the west. Table 7 deals with the different age-groups in arts science and professional courses as represented by both the sexes.

Out of 2530 students 67 have not stated their age at all. From the Table it is clear that 1825 out of 2463 or 74 per cent fall within the age-group of 18-22 years and those below 18 years constitute 19 per cent of the population. The remaining 7 per cent is represented by higher age groups ranging between 23-27 years. The age and sex in both arts and science do not show any marked differences.

In professional courses nearly $\frac{3}{4}$ of men are in the age group of 18-22 years and the remaining are distributed in the age-group ranging from 23-27 years. Among women the trend is just the reverse. Nearly $\frac{2}{3}$ of women are in the age-group of 18-22 years while the remaining $\frac{1}{3}$ are below 18 years. The median age for men in professional courses exceeds the median for the whole sample, while for women students it is on par with the group median. Why the median age for men in professional courses is higher than it is for Arts, Science and women, can be probably explained in terms of the length of the course, failures, joining courses after obtaining a first degree and so forth.

Nearly 82 per cent of the total students population are Hindus. Christians with 12 per cent come next and Muslims constitute 4.6 per cent. Thus the three major religious groups account for 98.4 per cent of the population, while 0.7 per cent profess other religions and 0.9 per cent have not responded. In terms of the social background of the students, in the Indian context, it is not so much religion as much as it is membership in caste-group which is a status determining factor. Religion cuts across all castes or *vice-versa* caste-group affiliation cut

TABLE 7 : AGE AND SEX-WISE DISTRIBUTION OF STUDENTS

N 2463

Age	Arts				Science			
	Male	%	Female	%	Male	%	Female	%
Below 18	44	7.2	139	31.0	137	20.2	125	43.3
18-22	526	85.8	305	68.1	517	76.5	164	56.7
23-27	31	5.0	4	0.9	20	2.9	—	—
28-32	5	0.8	—	—	2	0.3	—	—
33-37	3	0.5	—	—	—	—	—	—
above 37	4	0.6	—	—	—	—	—	—
TOTAL	613	99.9	468	100.0	676	99.0	289	100.0
Median Age		19.9		19.2		19.6		18.4

Age	Professional				Total				Grand	
	Male	%	Female	%	Male	%	Female	%	Total	%
Below 18	17	3.9	3	27.3	198	11.5	267	35.7	465	18.9
18-22	306	71.8	7	63.6	1349	78.7	467	63.6	1825	74.1
23-27	92	21.6	1	9.1	143	8.3	5	0.6	148	6.0
28-32	9	2.1	—	—	16	0.9	—	—	16	0.6
33-37	2	0.5	—	—	5	0.3	—	—	5	0.2
above 37	—	—	—	—	4	0.2	—	—	4	0.1
TOTAL	426	99.9	11	100.0	1715	99.9	748	99.0	2463	99.9
Median										
Age		20.4		19.6		20.0		18.04		19.6

*No answer = 67—

across all religious groups including Muslims and Christians. After all Indian Muslims and Christians are converts from one or the other Hindu castes.

Turning our attention from religious to caste composition, which in fact affects the students while seeking admission to courses as well as entry into services, the largest single group still consists of Brahmins only. While 16.8 per cent has not stated their caste, the remaining is represented by 36.2 per cent Brahmins, 21.3 per cent by non-Brahmins (sudras) other than Lingayats and Vokkaligas. The Lingayats, Vokkaligas and Scheduled Castes which preponderate in this order in the State constitute 14.5 per cent, 8.2 per cent and 2.9 per cent respectively.

In post-independence India, theoretically caste is of no significance. This is supposed to be very true of educational institutions. But experience belie this. The Scheduled Castes and Scheduled Tribes are not the only category of people who get preferential treatment and other concessions. Economically and educationally backward groups among whom the Lingayats and Vokkaligas are also included, swell the number who get preferential treatment. Yet both of them put together constitute only about 2/3 of the total Brahmin population. Although Lingayats and Vokkaligas, the two dominant castes, constitute the 'ruling class' in the State, educationally, they still remain backward.

Scheduled Castes and Tribes are constitutionally protected and 18 per cent of seats for purposes of admission and employment are reserved in their favour. But the 2.9 per cent which is represented here drives home how theory and practice disagree. Despite Government encouragement for education of these people by providing scholarships, fee concessions and hostel facilities there is such slow progress among them in higher education. The same is true of job opportunities also, there are many handicaps which a Scheduled Caste student faces because of the socio-economic conditions. Likewise, the government programmes and policies are not fully implemented to the benefit of these people. The results are stifling and stagnant

and by no means bright for the amount and time that is spent in the name of these people.

Brahmins who hardly constitute about 4 per cent of the State's population are represented by 36.2 per cent. This is something noteworthy, especially in the light of the fact that there is "progressive discrimination" against the Brahmins in the State, since the beginning of 20th century. Does this figure indicate the love of learning and knowledge on the part of Brahmins or practical wisdom in taking to formal education and reaping the rewards or do they still constitute the cream of Indian society in terms of learning as has been traditionally attributed to them? The only probable answer is that formal education and gainful employment have long been taken advantage of by Brahmins. Their socio-economic background provides an incentive to this. If majority get berths in education and employment, at least part of this is on the basis of merit and perseverance.

Although centres of higher learning are found concentrated in urban and semi-urban places, in the light of the fact that bulk of Indian people live in rural areas, it is of interest to know the area from which students come for higher education. In the present sample about 62.1 per cent of the students are of urban origin, while only 35.1 per cent hail from rural parts and the remaining 2.8 per cent have not indicated.

Sex-wise representation of urban-rural origin show a marked difference especially for girls coming from rural areas. The number of men students are at least five times more than women students. This confirms the earlier observation that parents in rural India are much less inclined to give higher education to their daughters. They, however, seem to prefer educating boys. In a patrilineal society a girl upon marriage leaves her natal home and stays with her husband and his kin. Money invested in a girl's education from the point of view of the parents is a waste. Also lack of institutions of higher learning in the vicinity, problem of going to distant places and living in hostels are all contributory factors to hinder girl's higher education in general and rural girls in particular.

The fact that as many as 95.1 per cent of the total sample are single in contrast to 1.7 per cent married people indicates that higher education is an effective barrier to early marriage even among women, which many rural parents do not relish. Family life and active student life do not run concurrently. Stated in terms of age-groups, it indicates that even the age of marriage for girls is considerably higher than the average when 736 girls are single.

It may be noted here that more than half the population in the sample have Kannada as their mother tongue. This implies that they are "natives" of the State. This is natural enough. But it is equally important to note that the sample also consists of students having other South Indian languages like Tamil, Telugu, Malayalam and dialects like, Tulu, Konkani, Kodagi and in addition there are significant number of students having other Indian languages as their mother tongue. While only 0.4 per cent have not responded and another 0.4 per cent have English as their mother tongue, 59.5 per cent have Kannada as their mother tongue; nearly 39.7 per cent are represented by other South India, North Indian languages and dialects.

While the question of mother tongue, medium of instruction would be discussed later it suffices here to point out that there is a micro student population which is partly drawn from outside the State and the language group. This gives a cosmopolitan shade to the sample. Also till now that most of the higher education is through the English language. This enables students to be drawn from different language groups but who will receive their instructions in one medium namely English whether this will have adverse effects when the medium of instruction in the colleges is increasingly biased towards Kannada is anybody's guess. We shall postpone discussing it, particularly in view of the fact, the students themselves have considered the issue.

The ability to send a son or a daughter to college for higher education is as much an economic proposition as anything else. Considering the economic background of the

TABLE 8: TABLE SHOWING THE ECONOMIC BACKGROUND OF THE STUDENTS

N=2372

	<i>Income per Annum (in rupees)</i>	<i>Male</i>	<i>%</i>	<i>Female</i>	<i>%</i>	<i>Total</i>	<i>Percentage</i>
Lower Class	1000-3000	1174	70.0	413	59.3	1587	67.0
Lower-Middle	3001-7000	267	16.0	137	19.7	404	17.0
Middle	7001-10000	137	8.0	90	12.9	227	10.0
Upper	10001 & above	98	6.0	56	8.1	154	6.0
Total		1676	100.0	696	100.0	2372	100.0

No response : 158.

students about 158 have not responded. A total of 2372 out of 2530 can be categorised into the following income groups. However, the facts in this connection needs to be treated with caution as they are likely to be less objective and often not very reliable also.

From the table it is clear that majority of the students fall within the income bracket of Rs. 1000-3000 per annum which makes a meagre living. There are more men students coming from poor families than women students. Thirty-three per cent of the total respondents constitute the remaining three classes. Although the median income of the girls is much more than the boys (Rs. 2,570/- : Rs. 1,490/-), no valid generalizations can be drawn on this basis. Since more girl students hail from towns and cities, where there is greater scope for occupational diversity and gainful employment of members. It follows that girls from better economic family background seek higher education more often than girls coming from poorer families. In the case of boys formal education and gainful employment are closely correlated. Even poor parents would like to invest in higher education of their sons. The overall picture, however, does not present striking contrast between men and women as much as it does in terms of the poor, middle and rich classes.

The educational background of the fathers of the respondents is useful in so far as it throws light on how it influences and shapes the future of children. About 26.5 per cent of the fathers are literate and 5.1 per cent illiterate, 33.7 per cent of fathers have had secondary education, while another 32.6 per cent have had higher education. About 3.1 per cent of the respondents have not mentioned the educational qualification of their fathers. The literacy background of the students under study can be said to be fairly satisfactory. Parents who have had some schooling, seem to be out to give higher education to their children. Thus levels of education of the fathers does not indicate any significant difference as far as providing education to the children is concerned.

Like the educational background occupational background of the student's family is important. Family or one's father's

TABLE 9 : TABLE SHOWING THE STUDENTS' FATHERS OCCUPATION

	<i>Male</i>	<i>%</i>	<i>Female</i>	<i>%</i>	<i>Total</i>	<i>%</i>
White Collar Higher Professional	547	31.1	363	47.0	910	35.9
White Collar Lower Professional	425	24.2	192	24.9	617	24.4
Blue Collar	42	2.4	45	5.8	87	3.4
Agriculture	632	35.9	110	14.2	742	29.3
No Response	112	6.4	62	8.0	174	6.9
Total	1758	100.0	772	99.9	2530	99.9

occupation provides the earliest incentives to children to aspire to acquire the same skill to profess the occupation. It is quite common for the children of doctors, engineers, lawyers, teachers to imbibe fairly early a taste for qualifying themselves as doctors, engineers and so forth. There is some kind of ready background within the family. Table 9 gives the occupational background of the students.

The above table shows the broad categories of occupations of the student's fathers. It shows that nearly 36 per cent of the students came from families of white collar professional group such as doctors, engineers, university and college teachers, administrators, business executives and so forth. The next largest group of students, *i.e.*, about 29.3 per cent came from agricultural families. This can be correlated with the increasing number of students from rural areas coming for higher education. The value of formal education is being increasingly realised in rural India. Whenever and wherever it is possible, a farmer would like at least one of his sons acquiring modern knowledge to help and enhance the prestige of family. Students coming from white collar lower professional groups constitute 24.4 per cent of the population. They come from such professional groups as nurses, school teachers, pharmacists and the like. While only 3.4 per cent come from families of blue collar workers such as agricultural labourers, workers in factories and mills. This implies, low level of education or no education coupled with very low levels of economic background of the family such as the blue collar workers, one could anticipate, very little encouragement and investment in children's education from such families. Majority of the Scheduled Castes and Scheduled Tribes, in this context constitute only unskilled and semi-skilled manual workers. Despite government help it is difficult to put children in schools for people of those categories.

The occupational background of the student's household is only a plausible explanation as to how choice of higher education can be influenced by it. Sex-wise consideration of the table however, reveals how roughly about 2/3 belong to agricultural and white collar lower professional groups. The single

largest group is drawn from the agricultural families. While as many as 47.0 per cent among girls come from white collar higher professional groups and naturally from cities and towns. This again indicates how in a developing society which is predominantly rural, greater emphasis is put and attention paid for educating boys in preference to girls.

Occupational background and employment situation among the household members along with the levels of education of the fathers was considered quite significant, so the study also attempted to gather data relevant to these points. Table 10 shows pattern of employment of members of student's households according to father's education level.

From Table 10, it is clear that 26.6 per cent of the students have said that all their eligible brothers are employed and about 8.2 per cent stated that some of their eligible brothers are employed. As many as 27.4 per cent of students have said that none of their brothers are employed while 19.1 per cent stated that none of the brothers are eligible for employment. Another 18.6 per cent have not responded to the question. The proportion of brothers who are all employed and those who are unemployed is almost equal. This probably is an indication as to how the younger generation of students coming from families where all eligible brothers remain unemployed would be concerned and affected by the prospects of unemployment. It also indicates the growing unemployment among the otherwise qualified people. The figures, however, do not show any significant difference between the sexes.

Keeping father's education at each level constant, the Table reveals that unemployment is more at the level of university education less than a degree followed by primary and secondary education levels. But if we look at the full employment column only at the 'less than a degree' university education level there is significant disparity. While at other levels there is a good deal of consistency. Among the former category only 19 per cent of the students have said that all are employed, while in all other categories except illiterates there obtains certain amount

TABLE 10 : EMPLOYMENT POSITION OF BROTHERS BASED ON FATHER'S EDUCATIONAL LEVEL

	<i>All are Employed</i>	<i>Some are employed</i>	<i>None is Employed</i>	<i>No one is eligible for Emp- loyment</i>	<i>No res- ponse</i>	<i>Total</i>
Illiterate	28	3	27	22	13	93
%	30.1	3.2	29.0	23.7	13.9	
Primary	80	21	105	54	45	306
%	26.1	6.9	34.3	17.6	15.0	
Middle	47	23	43	49	23	185
%	25.4	12.4	23.2	26.5	12.4	
Secondary	174	52	208	117	84	635
%	27.4	8.2	32.8	18.4	13.2	
University less than degree	31	15	64	36	17	163
%	19.6	9.2	39.3	22.1	10.4	
University Degree Non-professional	69	25	90	71	40	295
%	23.4	8.5	30.5	24.1	13.6	
University Degree Professional	30	12	39	40	27	148
%	20.3	8.1	26.4	27.0	18.2	
No Response	215	57	118	94	221	705
%	30.5	8.1	16.7	13.3	31.3	
R = .77						2530

of consistency. If we rank the proportions of these two categories from illiterate to university degree and more professional it shows a positive correlation ($r=0.81$). This means whenever there is more unemployment there is corresponding decrease in full employment.

Based on father's income if we analyse the context of unemployment among brothers we do not find any consistent pattern though there is relatively more unemployment in the groups with annual income levels from Rs. 3001-7000. The next two income groups reveal that unemployment is slightly higher among them than full employment. It is also pertinent to point out here that the upper class income group has proportionately large percentage of employed brothers. The lowest income group falling within Rs. 1000-3000 range show quite an interesting serendipity finding. For in this category we find a higher proportion of full employment and consequently low percentage of unemployment.

The correlation between brother's employment position and father's occupation highlights that there is more unemployment in the white collar higher professional category followed by the agricultural group. While white collar lower professional group and blue collar category take third and fourth places. This belies the popular belief that candidates from higher professional groups have better chances to secure employment. However, we need to draw a line to the effect that lower professional and blue collar category might seek jobs of similar 'low status' and manual labour, which at any given time are proportionately much larger than white collar high professional jobs. Why agricultural group also has proportionately large number of brothers unemployed is somewhat difficult to explain. One possible explanation is perhaps many of them continue to live in rural parts as such gainful employment opportunities are limited.

The financial background of the students' family is very pertinent in terms of the ability to send and support higher education. But where the conditions are not very favourable, we still come across people making frantic efforts and finding

TABLE 11 : NUMBER OF STUDENT RECEIPIENTS OF FEE AND SCHOLARSHIP

		<i>Male</i>	<i>%</i>	<i>Female</i>	<i>%</i>	<i>Total</i>	<i>%</i>
Yes	:	942	53.6	325	42.1	1267	50.1
No	:	757	43.1	420	54.4	1177	46.5
No response	:	59	3.4	27	3.5	86	3.4
Total	:	1758	100.1	772	100.0	2530	100.0

out some means to send their children for higher education. Also there are a number of schemes which provide partial relief and some economic incentives to 'deserving' students. In this context, merit, economic and social backwardness, caste and so forth are taken note of by the institutions of higher learning to award fee concessions and scholarships.

Table 11 shows the number of students thus benefited.

To the question "Are you/were you getting any financial assistance in the course of your study?" about 50.1 per cent of the students have stated in the positive. They are/were getting some kind of financial assistance from government or philanthropic organizations. From these 1.9 per cent were getting assistance from religious or caste organizations, while about 5.8 per cent did borrow money from relatives, friends and money lenders to prosecute higher studies.

A total of 46.5 per cent of the students did not receive any financial assistance from outside agencies. This suggests that they come from families which are financially in a viable position to send their children for higher education. It is not such an interesting point to compare those who received or did not receive financial help as it is between the sexes. While 53.6 per cent of men students in the sample are recipients of some financial assistance, 54.4 per cent of girl students did not receive any. This again supports the viewpoint that majority of girl students pursuing higher education came from well-to-do and affluent families and quite the contrary is the case with men students.

The preliminary consideration of the general characteristics of the sample shows that there are more men students than women students. Science and technical courses had preponderance of men while arts subjects seem to be the favourite of women students. The sample is predominantly Hindu, urban background, Kannada speaking and single. Despite continued discrimination against Brahmins, Brahmins are the largest single group followed by Lingayats and Vokkaligas, the two dominant

caste-groups in the State. With these salient features let us now turn to consider the relevance or otherwise of formal education to employment. How far perception of this relationship is rooted in the social background of the students, who are the students who take to professional courses of study and how do they differ from students pursuing non-professional courses? These and other considerations are of vital importance.

CHAPTER III

Formal Education And Employment

Gainful employment and several general and specialist services as required by society these days put an increasing emphasis on formal educational qualifications. Formal education and knowledge is conceived to give scientific orientation so that even such traditional occupations as agriculture in recent years derives several new principles from systematic study.

The function of education in the broadest sense of the term is to help advancement of knowledge and promote understanding. Both the individual as well as the community life may be said to be enriched by the degree to which educational facilities are available. As indicated above acquisition of knowledge and skills through learning is not an end in itself. It is a means whereby the tangible social and economic conditions of the given society are affected by the degree of education available to the people. Thus education generates conditions on which the social and economic factors take shape which in turn envisage the advancement of society. The social and economic progress is only a by-product of learning and formal education. Yet no society can claim any kind of progress keeping the masses of its people illiterate.

In the Indian context formal education of the masses was conceived of utmost importance for the growth of democracy.

Thus free, compulsory and universal education was incorporated as one of the Directive principles of State policy in the constitution of India. Although free and compulsory education upto the age of 14 years was enumerated as early as 1949, even to this day the achievements in this direction are far from being satisfactory. There are several reasons for this. As an infant democracy over burdened with problems of population, food, defence and other necessities, the government was hard put to find enough resources to concentrate on this. Further, given the fact that majority of our people live in rural areas, there are formidable, social, economic and religious values which arrest the pace of formal education.

There is, however, an ever increasing number of boys and girls knocking at the doors of our schools and colleges throughout the country seeking education of one kind or the other. To meet these demands many new centres of learning have been established and older ones are expanded. This unprecedented expansion has brought in its wake problems of providing employment to these '*neo-literati*'. Also our economic plans and programmes did not respond favourably and to the expectations of our planners. After three Five-Year Plans, the number of educated unemployed has increased enormously and beyond the capacity of the economy. Similar conditions prevailed in Germany and Italy after the first World War.¹ These countries managed to tide over the situation as political and ideological changes overtook them.

In India, on the other hand, there has been unprecedented expansion of formal education. Economic growth is slow and poor. Traditional values persist among people, so that notions of high and low, ritually pure and impure and lack of sense of dignity of labour pose a real threat to the emergence of new economic, political and social systems. An understanding at this

¹A reference to this and similar conditions in other countries is well brought out in KOTSCHING WALTER, M. *Unemployment in the Learned Professions; An Inter-National Study of Occupational and Educational Planning*; London : Oxford University Press 1937. Much of what is said in this book still holds good to many developing nations including India.

TABLE 12 : DETAILS REGARDING RATE OF UNEMPLOYMENT

<i>Total</i>		<i>Engineering</i>	<i>Medicine</i>	<i>Science</i>	<i>Agriculture</i>	<i>Arts</i>	<i>No response</i>
1049 B.A		691	11	37	103	201	6
100.1%	%	65.9	1.1	3.5	9.8	19.2	0.6
972 B. Sc.,		718	10	84	49	93	18
100.0%	%	73.9	1.9	8.6	5.0	9.6	1.9
42 M.A.		26	2	1	—	13	—
100.0%	%	61.9	4.8	2.4	—	30.9	—
21 M.Sc.,		16	—	2	—	3	—
100.0%	%	76.2	—	9.5	—	14.3	—
8 Research		1	—	1	—	6	—
100.0%	%	12.5	—	12.5	—	75.0	—
91 Pre-clinical		64	—	9	3	15	—
100.0%	%	70.3	—	9.9	3.3	16.5	—
100 Clinical		61	5	3	3	26	—
	%	61.0	5.0	3.0	3.0	26.0	2.0
*51 Lower Engi- neering 99.8%		34	1	2	1	12	1
		66.7	1.9	3.9	1.9	23.5	1.9
*151 Higher Engi- neering 100.0%		113	1	15	—	21	1
		74.8	0.7	9.9	—	13.9	0.7
45 Other Profe- ssional 100.0%		28	—	3	1	13	—
		62.2	—	6.7	2.2	28.9	—
*2530		1752	30	157	160	403	28
99.9%		69.2	1.2	6.2	6.3	15.9	1.1

*Lower Engineering includes I and II Year B.E. Students and Higher Engineering includes III and IV and Final B.E. Students.

juncture of the students perception of the place of formal education in relation to opportunities for employment or otherwise would help us to unearth certain clues which will enable us to diagnose and suggest suitable therapy if need be. In this Chapter the views of the students on formal education, employment and problems of unemployment are analysed. The student's ability to perceive these and similar problems highlights the awakening that has come about.

In order to find out the student's perception of unemployment as a problem the question, "Is getting employment a problem" was asked. The answers show that more than 4/5 of both the professional as well as the non-professional students responded positively, by saying 'yes'. A negligible number, a little more than 1/5 among non-professional and less than 1/20 among the professional students have said 'no'. The responses clearly point to the fact that majority of the students feel how getting an employment these days is a problem. In this the students of professional courses are more vocal than the students of non-professional courses.

Table 12 gives details of responses of students belonging to different courses of study. It also highlights the differences between the professional and non-Professional students. Engineering, Medicine, Science, Agriculture (graduates) and Arts constituted the five categories to explore the relative and high incidence of unemployment.

Only 1.1 per cent *i.e.*, 1/20 of professional and 1/10th of non-professional students did not respond. Thus it becomes very clear that all the students are aware of the problems. The differences in perceiving the rate of unemployment in different areas are marginal and has to be treated as relative.

A close look at the pattern of answers reveal that more than 60 per cent of students of all courses except research students have stated that unemployment is comparatively higher among the engineering graduates. This is rather contrary to normal expectations. By and large students in a particular branch of study usually imagine and conceive that unemploy-

ment is more among graduates of their own branch of study or by extension they might generalise it for Arts graduates. The present pattern of answers regarding engineering courses may be put down to much publicity in the press given to engineering graduates facing unemployment rather than to the knowledge of facts.

A comparison of the responses of the undergraduates and post-graduates in arts and science shows that higher percentage of post-graduates than graduates have stated that unemployment is more in their respective branches of study. (compare 19.2 per cent in science). Similar trend is seen between research students on the one hand and arts and science students on the other. The same trend prevails among preclinical and clinical students as well as among lower engineering and higher engineering students. This trend can be explained in terms of experience. The senior students by virtue of having spent more time, and gaining more experience and knowledge of lack of actual employment opportunities in the immediate future are more aware and sensitive to the problem than are the junior students.

Before considering the problems of unemployment and underemployment in different branches of study, a much more fundamental question could be raised. This relates to the bearing of formal education on employment. To the question whether education is necessary for employment nearly 81 per cent drawn from all the major categories like arts, medicine, of the sample has stated that it is necessary. As against this only 18 per cent has replied in the negative. An interesting fact here is that majority of girls in contrast to boys have stated that education is necessary for employment. This trend indicates the growing importance of girls education and career woman in the country.

The students are aware of the problem of educated unemployed and underemployed at all levels. Yet they do not think for a moment that formal education can be divorced from employment opportunities. When this kind of thinking exists, perisits and perculates at all levels of society, there will be even more greater demand for higher education than today.

The following Table shows the student responses in relation to education and employment as well as the areas where unemployment is most acute.

The relationship between formal education and employment is further validated by the students, responses to the areas where unemployment is more acute. About 20 per cent of the students said it is acute among the uneducated.

TABLE 13 : FORMAL EDUCATION, EMPLOYMENT AND UNEMPLOYMENT PROBLEMS

<i>Education is necessary for employment</i>				<i>N = 2039</i>
Uneducated Unemployment is more	Educated Unemployment is more	Highly edu- cated un- employment is more	No Response	Total
416 (20.4%)	1421 (69.7%)	196 (9.6%)	7 (0.3%)	2039 (100.9%)

Nearly 70 per cent stated that it is acute among the educated, while 10 per cent said that it is the highly educated who face the problems. Nearly 4/5 of the sample thus is of the opinion that unemployment is more among the educated. Also in equal proportion they hold the view that formal education is the means for employment.

It can be further gleaned from the Table that even among those who said that education is necessary for employment nearly 80 per cent felt that unemployment is more among the educated. If we take into consideration the religious background of these respondents, majority of students belonging to different religious groups felt that unemployment is more among the educated. The Table below shows the religious affiliation and the student responses to education and employment.

To consider religion as one of the variables to account for lack or promotion of education may hold good under certain circumstances. But religion in relation to employment opportunities do not seem to make much difference, although in the sample here larger number of Christians felt that unemployment

TABLE 14 : RELIGIOUS STRATIFICATION IN RELATION TO EDUCATION AND EMPLOYMENT

	<i>Hindu</i>	<i>Christian</i>	<i>Muslim</i>	<i>Other Religions</i>	<i>No Responses</i>	<i>Total</i>
Unemployment more among educated and highly educated	1379 70.3	139 84.2	71 74.7	12 80.0	16 84.2	1617
Unemployment is more among uneducated.	367 20.7	26 15.8	24 25.3	3 20.0	3 15.8	416

is more among the educated. Students who have not stated their religious affiliations and also students belonging to "other religions" have equally stated that unemployment is more among the educated. The largest religious group; the Hindu, about 79.3 per cent have stated that unemployment is more among the educated than among the uneducated. The last to come are the Muslim. It can be said that the degree of perception is highest among Christians followed by the Hindus and Muslims. This may be due to the better educational background of the Christians. Traditionally the Christians took advantage of education than Hindus, and Hindus in contrast to Muslims. Perhaps increasing number of Christians may be facing unemployment problems. There may be equally weighty reasons such as the neglect of minority communities, the power and influence which accrue from democratic leadership is visibly absent in this community.

A consideration of the caste background of these students suggest that majority of students drawn from all caste groups felt that unemployment is more among the educated though they equally link that education is necessary for employment. However, the relative percentage for different caste-groups as revealed in Table 15 show that larger percentage of Brahmin students feel that unemployment is more among the educated. This is followed by Lingayat, Scheduled Caste and Lokkaliga students. The other non-Brahmin caste students come in the end.

In India, traditionally Brahmins were associated with learning and scholarship. Historically they were the first to take to western education because of the advantageous position held by them in the Hindu caste hierarchy. By virtue of their high position the Brahmins dominated in all walks of life where learning and scholarship were required. Till recently they were dominating the political and administrative set up of the State as it was in other parts of India. Since independence, due to the progressive dissemination and impact of democratic values, ideas of equality, adult franchise and policy of the government, the position of the Brahmins is being weakened both politically and in administration. Large number of educated Brahmins thus remain unemployed. This perhaps is one of the important reasons, why

TABLE 15: CASTEWISE STUDENTS RESPONSE ON EDUCATION AND EMPLOYMENT

	<i>Brahmin</i>	<i>Lingayat</i>	<i>Okkaliga</i>	<i>Scheduled Caste</i>	<i>Other Non- Brahmin Castes</i>	<i>No Response</i>	<i>Total</i>
Unemployment more among educated & highly educated	641 80.8	232 78.9	120 78.4	45 78.9	287 76.3	292 81.1	1617
Unemployment is more among uneducated	152 19.2	62 21.1	33 21.6	12 21.1	89 23.7	68 18.9	416
Total	793	294	154	57	376	360	2033

the largest number of Brahmin students in the sample have responded in this way. Education and gainful employment now is no longer the monopoly of Brahmins.

The Lingayats are numerically preponderant and they constitute a dominant caste in the State. For purposes of ritual and social status, they are a contending caste-group to Brahmanical castes. In recent years, since the formation of New Mysore State in 1956, the Lingayats have emerged as a major political power and provide political leadership at the State level. The Vokkaligas as another numerically preponderant group compete for economic and political status with both though not ritually.

The Brahmins now are practically relieved of political leadership. Instead it is between the Lingayats and the Vokkaligas that much of political power is shared today.

The Scheduled Castes are today politically more awakened than in the past. The constitutional guarantees, other incentives and encouragement given by the Government to the traditionally downtrodden group has led them to assert and claim equal shares in different walks of life. Thus the Lingayats, Vokkaligas and Scheduled Castes may be said to have internalized the values that only through education they have better chances of asserting their chances for equality with one another. The students of all these categories are found in increasing number in institutions of higher learning these days. However, the overall job opportunities for the educated drawn from this group is also limited like that of Brahmins. So these non-Brahmin students are equally aware of the unemployment problems.

A further analysis of the groups' response on the basis of brother's employment status, of father's education, however, do not show any significant difference. Concentrating on the level of education of fathers, for the moment the students, express the same view. This is reflected in Table 16.

The Table is significant in so far as it shows different trends. Nearly a quarter of the sons of illiterate fathers and more than 1/3 of the sons of primary and middle school fathers felt that

TABLE 16: VIEWS ON EDUCATION AND EMPLOYMENT IN RELATION TO PARENTAL EDUCATION.

<i>Father's Education</i>	<i>Unemployment is more among the educated and highly educated</i>			<i>Unemployment is more among uneducated.</i>			<i>Total</i>	
Illiterate	78	4.8	(76.5)	24	5.8	(23.5)	102	(100.0)
Primary	217	13.4	(62.4)	131	31.5	(37.6)	348	(100.0)
Middle	139	8.6	(64.4)	77	8.5	(35.6)	216	(100.0)
Secondary	579	35.8	(87.7)	81	19.5	(12.3)	660	(100.0)
University less than a degree	146	9.0	(87.7)	26	6.3	(15.1)	172	(100.0)
University Degree & more non Professional	285	17.6	(89.3)	34	8.2	(10.7)	319	(100.0)
University Degree and more Pro- fessional	126	7.8	(80.8)	30	7.2	(19.2)	156	(100.0)
No Response	47	2.9	(78.3)	13	3.1	(21.7)	60	(100.0)
Total	1617	100.0%		416	100.0%		2033	

TABLE 17 : FATHER'S OCCUPATION : EDUCATION IN RELATION TO EMPLOYMENT

Father's Occupation	Education is necessary for employment							Total
	Unemployment is more among Educated & highly educated			Unemployment is more among uneducated				
	%		%					
White Collar Higher Professional	(34.1)	551	78.6	(36.0)	150	21.4	701	100.0
White collar lower Professional	(28.6)	462	83.4	(22.1)	92	16.6	554	100.0
Blue Collar	(2.7)	43	76.8	(3.1)	13	23.2	56	100.0
Agriculturist	(32.5)	525	82.0	(27.6)	115	18.0	640	100.0
No Response	(2.2)	36	43.9	(11.0)	46	56.1	82	100.0
Total	(100.1)	1617		(99.8)	416		2033	

unemployment is more among the uneducated. This is probably the reason why they have taken to higher education.

An analysis of fathers educational level, as it becomes clear from the Table, that the single largest group in terms of percentages which says unemployment is more among educated is the sons of non-professional university degree holding fathers. The next largest in percentage and the single largest in absolute number who hold this view are the sons of secondary school educated fathers.

The above educational levels are two distinct stages in one's educational career. Hence it is important that we consider the views of these groups seriously. A student leaving the school, it may be said will have two choices before him. Firstly, he might be inclined to enter into an occupation or if the socio-economic factors are favourable and if he is inclined perhaps he will take to higher education. The urge for higher education may become irresistible particularly if a student feels that he would be better in life by possessing higher academic qualifications. If on the contrary he feels that mere possession of a higher degree would not provide him better opportunities and therefore, is disillusioned, it is a problem to society. If his parent is educated but is not able to find a placement to educated son, the situation aggravates. This trend such as frustration, brain drain and similar negative manifestations of the problem should be taken note of in any attempt to solve employment problems.

Table 17 gives details of students response on the basis of father's occupation, education and employment.

As the Table indicates, even a consideration of students on the basis of their father's occupation, it becomes clear that majority in each occupational category state how unemployment rate is preponderant among the educated. Yet they say that education is necessary for employment. It is the sons of white collar lower professional fathers then sons of other category who feel that unemployment is more among educated than among uneducated. These are followed by students hailing from families of

agricultural background. Next come the sons of white collar higher professional fathers.

It is important to point out here that if the white collar lower professionals can be construed as constituting middle class intellectuals and agriculturists as peasants, together the group is vulnerable for new ideas and drastic actions, bordering on revolution. It can be also visualised how blue collar workers can be led into action by them. As the views of the higher professional group are also similar, they can extend moral support to the cause. The net result would be that an alarming situation can easily develop if proper note is not made early and steps not taken to curb the same by providing adequate opportunities.

A higher percentage of students of professional courses have stated that unemployment is more among the educated than the uneducated. Unemployment among professional graduates is of recent origin and it is possible that the professional students are aware of their seniors finding it difficult to get jobs. The expression and feeling of unemployment among the educated by students of professional courses may be due to the fact of much publicity given in the press regarding qualified engineers and agricultural graduates being unemployed. This kind of publicity has affected even the student in non-professional courses.

About 78 per cent of the non-professional students and 86 per cent of the professional students said that unemployment is more among the educated and the highly educated. In the light of this, it becomes very important to know the plans of students and graduates who fail to get a job placement. To the question "will you plan for higher studies if you fail to get to a good job?" Nearly 90 per cent of the non-professional students replied in the affirmative. These responses once again confirm the original view expressed by the students that education is necessary for employment.

Table 18 gives details of information with regard to plans for higher studies.

Large number of boys than girls in this sample stated that

TABLE 18: PLAN HIGHER STUDIES IN THE ABSENCE OF GOOD JOB

	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Total</i>
Non Professional	1011	625	1636	217	124	401	35	12	47	2084
%	76.4	82.1	78.5	20.9	16.3	19.2	2.6	2.3	2.3	100.0
Professional	358	10	368	76	—	76	1	1	2	446
%	82.3	90.9	92.5	17.5	—	17.0	0.2	9.1	0.5	100.0
Total	2004			477			49			2530

they will plan for higher studies if they do not get good job. This imply that students and graduates omehow want to prolong their studies if they fail to secure a job of their liking. This is one of the important reasons why more and more students seek higher education in spite of them being aware of widespread unemployment.

It may not be out of place at this juncture to point out how the frustrated middle class intellectuals, peasants and labourers were crucial in bringing about a bloody revolution in France, Russia and other East European countries and even in China. Similarly the German masses in despair supported Hitler irrespective of the means he evolved for solving the pressing problems. These precedents should act as eye openers to all those who are interested in peaceful solution of problems. Early and earnest steps are necessary to counteract the kind of frustration and disillusionment that is spreading among the educated.

In summary, it can be said that student perception of unemployment problem is quite revealing and they have also indicated the place of formal education in relation to employment. Religion, caste, occupational differences and even different courses of study hardly affect the opinion of the sample. They are all emphatic that unemployment is more among the educated, but education is very necessary for employment. In the next Chapter the causes of unemployment as viewed by the students will be analysed.

CHAPTER IV

Students' Views on Causes of Unemployment

Unemployment is explained conventionally in terms of supply of labour far in excess of demand. To explain unemployment in terms of demand and supply, though is a major condition which operates in the economic sphere, by itself is not the end product. It is pertinent to quote that "economists have realised that to operate with purely economic categories in a field of human behaviour which is substantially influenced by non-economic motives and considerations is an undertaking which may easily lead to erroneous conclusions. Both the supply of intellectual work and the demand for professional services are profoundly influenced by questions of social prestige and political convenience, by a desire for quality rather than quantity, by the extent of literacy and the general cultural level, by the degree of technological development attained, and by many similar elements. These elements can only be partially defined in economics, let alone quantitative, terms which would allow for a clear definition of the existing, demand for or the supply of intellectual work at any time."¹

In this Chapter attention will be concentrated and social causes of unemployment will be considered. This in turn, it is

¹Kotsching, Walter M. 1937, *Unemployment in the Learned Professions*, p. 158, OUP.

TABLE 19 : STUDENTS ON CAUSES OF UNEMPLOYMENT

<i>Causes for Unemployment</i>	<i>Professional Students</i>				<i>Non-Professional Students</i>				<i>Grand Total</i>	
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>%</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>%</i>		
Over Population	645	386	1031	49.8	183	3	186	42.1	1217	48.5
Overcrowding of Universities	165	53	218	10.5	50	1	51	11.6	269	10.7
Lack of job oriented education	272	158	430	20.8	97	4	101	22.9	531	21.1
Industrial employment	211	154	365	17.6	93	3	96	21.8	461	18.3
Other reasons	21	7	28	1.2	7	0	7	1.6	35	1.4
Total	1314	758	2072	100.0	430	11	441	100.0	2513	100.0

hoped will throw light on the economic causes. Although the causes as explained by the students may directly be economic in nature, but the student's social background exerts a good deal of influence and has a bearing on such views. This becomes clear from what follows below.

Causes for unemployment can be broadly grouped into two. Firstly there are causes that are external to the individual. These cannot be controlled by the individual affected by unemployment. These causes could be economic, political and social. Secondly there are causes that pertain to the individual and therefore, they can be described as personal and internal to the individual. Internal causes are those which can be controlled by the individual as it is rooted in his own individual preferences, prejudices, likes and dislikes, his geographical immobility and so forth. These causes are predominantly social and psychological which are further aggravated by economic and political causes. Below an analysis of the external causes of unemployment will be followed by the internal causes.

External Factors

The students were asked to rank in order the causes of unemployment of the following: (a) Over-population; (b) Overcrowding in universities; (c) Lack of job-oriented education; (d) Industrial under-development. In addition there was an open ended question, the responses to this alone after classification formed five more major categories. However, the distribution of responses was small and thus no useful generalizations could be drawn. So far purposes of this study the open ended question was assumed to deal with "other factors than considerations of merit."

Nearly 50 per cent of the sample in this study feel that over population is one of the important causes of unemployment. Less than a quarter *i.e.*, about 21.1 per cent states that lack of job-oriented education as the cause for unemployment. About one-tenth or 10.7 per cent say that overcrowding in universities is responsible for unemployment.

TABLE 20 : STUDENT RESPONSES ON LEAST IMPORTANT CAUSES OF UNEMPLOYMENT

<i>Cause for Unemployment</i>	<i>Professional</i>			<i>%</i>	<i>Non-Professional</i>			<i>%</i>	<i>Grand Total</i>	
	<i>Male</i>	<i>Female</i>	<i>Total</i>		<i>Male</i>	<i>Female</i>	<i>Total</i>			
Over Population	108	50	158	8.3	42	2	44	11.9	202	8.9
Over Crowding of Universities	443	218	656	35.1	120	4	124	33.4	790	34.7
Lack of job oriented education	322	196	518	27.3	94	2	96	25.0	614	27.0
Industrial under development	291	166	457	24.1	81	1	82	22.1	539	23.1
Consideration of other factors than merit	51	16	67	3.5	19	—	19	5.1	86	3.8
Other reasons	19	14	33	1.7	6	—	6	1.6	39	1.7
Total	1239	660	1899	100.0	362	9	371	100.0	2270	100.0

This imply production of graduates is far in excess of the demand. The last category includes such diverse factors as aspiration for particular type of jobs, people are less mobile, lack of vocational guidance, dearth of career courses and so forth. A few students, however, chose to put it down to increasing employment of girls, also "the inability of the dirty non-Brahmin Government." The above Table gives the details in this regard.

From the Table it becomes clear that there is not much difference in response between the professional and non-professional students. This means irrespective of the branch of study the students have realised the dangers of population explosion and its bearing on unemployment. Two other important causes for unemployment are industrial underdevelopment and improper educational policies. These three are considered as the most important causes of unemployment than others. Why the students consider them as important is a different matter and it does not come under the purview of this study. The only point of interest is to examine whether the students throw the blame on the government or other factors. A glance at the causes of unemployment as indicated above, it can be said that the responsibility of the Government is relegated to the third place in so far as they say industrial underdevelopment as the third important cause.

Likewise, a glance at the responses ranked last *i.e.*, least important ones there is a consistency in the answers. Only 9 per cent of the students say that over population is the least important cause of unemployment. Whereas 34 per cent of the students say that overcrowding in the universities is not a very important cause, 27 per cent state that lack of job-oriented education as not a vital cause of unemployment. About 24 per cent of the sample say that industrial underdevelopment is not a very important cause of unemployment. Finally consideration of other factors than merit follow in that order.

A comparison of these two pairs of answers shows that students are inclined to single out two causes, which in thier opinion are not responsible for increasing unemployment.

Therefore any suggestions which are put forward should take into consideration these factors.

The government is already aware of the dangers of population explosion and has been making efforts to check it. But sadly enough in the field of education no proper planning seems to have been attempted specially based on the requirements of the State in terms of manpower resources and needs. For a variety of reasons which seldom have a bearing on education, educational institutions have sprang up in the absence of proper equipment and adequate number of well trained teachers. The teacher pupil ratio is not congenial for the students to learn, nor comfortable for the teachers to teach.

One of the important consequences of over-crowding in institutions of higher learning has led to mass production of not well trained youths who could hardly fit in with the outside world they have to live in. When the opportunities for employment are limited, naturally many of them will be unable to secure jobs. Such of the youths who fail to find jobs and are not trained in other ways to earn a living by themselves are forced to keep idle at home. This is a very unsatisfactory state of affairs. For, quite often the young and energetic but idle youth are exploited by the anti-social elements. This poses a serious threat to democracy and peaceful life. Thus any government which plans and aims at solving these and similar problems should take these factors into consideration.

The above general discussion holds good for any kind of unemployment including the educated unemployed. Over population, in the absence of adequate resources and planning could lead to all types of unemployment. Likewise overcrowding of universities and institutions of higher learning could be a cause of educated being unemployed. Since the study is concerned with the employment problems of the university educated, we shall now turn to analyse the important external causes that plague the present educational system.

One of the most important reasons that strikes any one at the outset which has aggravated the situation because of

artificial barriers, is the language policy of the government and the medium of instruction at higher levels of education. The language policy pursued by the Governments has created a good deal of confusion bordering on chaos in many institutions of learning. Since education is a State subject, although there is a Ministry of Education at the Centre, it cannot function effectively without the co-operation of the States. In some cases the policies of the State and the Centre are at variance on language issue and medium of instruction. Tamil Nadu Government for instance is a case in point, whereby it refused to have Hindi as the national language and dispensed with its teaching in schools and colleges.

The trend, however, continues that it is the politicians rather than the people, academicians and students who earlier decided on the formation of linguistic States, continue to take decision on the language of administration and the language that one has to learn. In this the politicians have been encouraged by the apathy of the educated elite. The educated elite has till now showed very little interest on the question of language and especially the medium of instruction at higher levels of education.

The present study was, therefore, also interested in knowing what the students of Mysore State thought about the language policy of the Governments and whether they thought that the present policy would affect their employment opportunities negatively or positively. Three questions relating to the common official language for India and two questions relating to the medium of instruction in the regional language were asked. The students responses to these questions, whose analysis follow below throw some light on the lines of thought of the students in the matter.

To the question, "Do you feel the need for a common official language for our country", the responses show what this sample of students has unequivocally felt the need for a common official language. More than four-fifths of the sample has stated "yes" and only less than one-tenth has said 'no'. Between the professional and non-professional students, the

TABLE 21 : STUDENT RESPONSES ON COMMON OFFICIAL LANGUAGE

Major Courses of Study	Yes			No			No Responses			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Non—												
Professional	114	668	1812	97	52	149	82	41	123	1323	761	2084
%	(86.1)	(87.8)	(86.9)	(7.3)	(6.8)	(7.1)	(6.2)	(5.4)	(5.0)	(100.0)	(100.0)	(99.9)
Professional	390	9	339	34	2	36	11	—	11	435	11	446
%	(89.7)	(8.8)	(89.5)	(7.8)	(18.2)	(8.1)	(2.5)		(2.5)	(100.0)	(100.0)	(100.0)
Total			2211			185			134			2530
%			(87.4)			(7.3)			(0.3)			(100.0)

Note : Figures in parentheses are percentages.

professional students are more emphatic than the non-professional students. Table 21 deals with these details.

Having ascertained the views on common or national language, a question was put to specify the language itself which could serve this purpose. It was asked whether Hindi or English could serve the cause of National language. From among the students who have given positive opinion about the desirability for a common language, further responses bring in new information which is perhaps contrary to the expectations of many of our politicians. That is about 14 per cent of those who said the need for a common official language stated that it should be Hindi. More than three fourth of the sample, *i.e.*, about 78 per cent want English as the common official language. Hardly one-tenth of the sample; about 8 per cent could not say for either. This clearly shows the trend in favour of continuing English. Majority of students in the State as is indicated in the Table prefer English as the common official language to Hindi.

A further probing question was based immediately on the common official language in relation to job opportunities. So the question, "which of the two (Hindi or English) language as a common official language will provide more job opportunities" was asked. Here also the student responses confirm the earlier opinion. The responses are more or less on the same pattern as the previous question. More than three fourths of the sample has stated that "English" will provide more job opportunities than "Hindi". The details in the Table substantiate this.

If the responses for Hindi are compared from both the Tables, it becomes clear that a lesser number of professional students prefer Hindi than non-professional students. Correspondingly there is greater preference for English among the professional students than among the non-Professional. This drives home the fact that professional students are more aware of the dangers of losing English as the common official language. In fact they want it to be continued precisely because it offers them better job opportunities and ensures mobility.

TABLE 22 : STUDENT RESPONSES ON 'HINDI', 'ENGLISH' AS COMMON OFFICIAL LANGUAGE

Major Courses of study	Hindi			English			No Response			Total
	M	F	T	M	F	T	M	F	T	
Non Professional	198	74	272	867	533	1400	79	61	140	1812
%			(41.9)			(77.3)			(7.7)	(99.9)
Professional	39	—	39	312	8	320	39	1	40	399
%			(9.8)			(80.2)			(10.0)	(100.0)
Total	237	74	311	1179	541	1720	118	62	18	2211
%			(14.1)			(77.8)			(8.1)	(100.0)

Note : M=Male; F=Female; T=Total

Figures in parentheses are percentages.

TABLE 23 : JOB OPPORTUNITIES AND COMMON OFFICIAL LANGUAGE

Major areas of Study	Hindi			English			No Response			TOTAL
	M	F	T	M	F	T	M	F	T	
Non Professional	198	74	272	867	533	1400	79	61	140	1812
%			(14.9)			(77.3)			(7.7)	(99.9)
Professional	39	—	39	312	8	320	39	1	40	399
%	(8.8)					(80.2)			(10.0)	(100.0)
Total	237	74	311	1179	541	1720	118	62	180	2911
%			(14.1)			(77.8)			(8.1)	100.0

Note: M=Male; F=Female; T=Total
 Figures in parentheses are percentages.

The sample was further categorized on the basis of mother-tongue, *i.e.*, students whose mother-tongue, was Kannada as distinct from non-Kannada or those who had other languages for their mother-tongue. This was aimed to check the student response for Hindi or continuation of English, and to see whether speaking a particular language made any difference in their responses. Further it was also intended, if these responses could lead themselves to arrive at some kind of generalizations. The distribution is shown below.

TABLE 24 : MOTHER TONGUE IN RELATION TO HINDI/ENGLISH CHOICE

<i>Mother Tongue</i>	<i>Males</i>		<i>Females</i>		<i>Total</i>
	<i>Hindi</i>	<i>English</i>	<i>Hindi</i>	<i>English</i>	
Kannada	170	719	42	278	1209
Other Languages	67	460	34	263	824
Total	237	1179	76	541	2233

From the Table it becomes clear that speaking or having a particular language as mother tongue in fact has very little or no bearing on the students' choice for Hindi or English as common official language. This in a nutshell means that the students in the State, irrespective of their mother tongue prefer English to Hindi as the common official language. They have a conviction that knowledge of English throws open to them greater and better job opportunities than any other Indian language.

Next important aspect which is in some ways crucial for this study and which will be of interest and somewhat surprising to the administrators of the State is concerned with the medium of instruction in the educational institutions in the State. To the question "Do you want that Regional language (Kannada) to be the medium of instruction at all levels of education," the students responses clearly indicate that the sample is against Kannada as the medium of instruction at all levels of education. The following Table gives details of responses in this regard.

TABLE 25 : RESPONSES ON REGIONAL LANGUAGE AS MEDIUM OF INSTRUCTION

Major Areas of study	Yes			No			No Response			Total
	M	F	T	M	F	T	M	F	T	
Non Professional	437	275	712	862	465	1329	33	21	43	2084
%	(33.0)	(36.1)	(24.2)	(65.3)	(61.0)	(63.8)	(1.7)	(2.8)	(2.1)	(100.1)
Professionals	65	4	69	362	7	369	8	—	8	446
%	(14.9)	(36.4)	(15.5)	(83.2)	(63.6)	(82.7)	(1.8)	—	(1.8)	(100.1)
Total	502	279	781	1226	476	1688	30	21	51	2530

Note : M=Male; F=Female; T=Total
 Figures in parentheses indicate percentages

From the Table it becomes clear that professional students are more vocal and declare that they are not in favour of regional language, *i.e.*, Kannada, as the medium of instruction at all levels. Only one third of the non-professional students and less than one fifth of the professional students want Kannada to be the medium. This may perhaps be due to the fact that Arts and Science subjects can be easily taught and grasped in Kannada and certain amount of propaganda and determined efforts made by the State Education Department to promote regional languages as medium of instruction. In spite of decades of concerted attempts the students response is not very encouraging as far as the medium of instruction is concerned.

The next question of importance was designed to link job opportunities and medium of instruction. Thus the question, "will regional language as medium of instruction promote employment opportunities," was put. The responses were on a similar pattern as those for the previous question. Majority of the students were sceptical and replied in the negative. The analysis of these responses were further correlated with the responses of the students who had earlier stated in favour of Kannada as the medium of instruction at all levels of education. It was intended to find out the extent of thought continuity from ability to learn and ability to acquire or avail better job opportunities. About 40 per cent of the students in non-professional courses and 19 per cent professional students feel that regional language as medium will not promote employment opportunities. It is further interesting to observe that only half of the students who wanted Kannada medium could say that it would provide job opportunities. These are the students who are "committed" to Kannada medium. If we consider their number in absolute terms they constitute only 16.8 per cent of the entire sample. Thus it can be said that on the whole majority of students rejected Kannada as the medium of instruction in terms of learning and more so in relation to job opportunities.

Another important fact which might be considered as causing difficult employment opportunities is the employment of

married women. There might be a case for those who hold the view that if an educated woman is married to an employed person and if she is also employed she is thereby causing the denial of opportunity for a deserving and qualified male the chances of getting employment. This is based on the assumption that an educated married working woman only adds to the family income and often may not be the sole contributor to the family maintenance funds. In a situation when young males who are in need of employment to support their families, if remain unemployed perhaps there is some validity in this kind of argument.

Given the fact, that the above assumption holds valid, in other situations also similar arguments can be advanced. For instance if the father or the head of the family is an earning member how far it is correct to provide other members of the same family with gainful employment. No decisive answer could be given to this, since the relative size of the family is one of the important variables which should be taken into consideration. By and large these are problems concerned with relative justice as to who should be given priority for jobs. In a country like India, which is still tradition-oriented, even when the proportion of relative priority is accepted, it is rendered difficult in actual practice.

To ascertain the opinion of the students on the problem it would create if both husband and wife are employed, the question was asked whether in such situations, the job opportunities are limited. About 49 per cent replied positively while 46 per cent said 'no'. There was no significant difference in the responses of the professional and non-professional students. Sex-wise analysis, however, show a significant difference. More girls than boys said 'no' and in turn more boys than girls said 'yes'. Thus there is disagreement between the sexes. This seems to be natural because traditionally women have been confined to kitchen and home and had very little chance to seek gainful employment outside the home even in the West.

In India women had very little scope outside the home. Though the first emancipation came from the reforms enunciated from the times, of Raja Ram Mohan Roy, it is only

after independence that equal rights for men and women are constitutionally guaranteed. Male domination has come as the legacy of traditional Indian Society. But from the responses it is difficult to make out how much of it is due to the legacy of male dominance and how much is due to objective criteria. However, the fact remains that majority in the sample say that employment of both husband and wife limits job opportunities for others.

Till now some of the external factors as probable causes of unemployment are analysed. What follows below will now deal with the personal or internal causes that brings about employment problems.

Internal Causes

As is already stated, the internal causes are personal in nature, although it is a truism to say that most of one's activities are controlled by the social environment in which one lives. It can be presumed that a kind of socialization plays a major part in job selection. This can be often linked with the prevailing views current in a community or group. For example, some years back if one were to ask a matriculate as to his preferences, perhaps he would have indicated the railways, posts and telegraphs. This was partly because pay scales in these departments for matriculates were attractive enough and central government service had a lure. Even now one can see the prestigious position that one is considered as occupying if he is in a Government of India office. Similarly the current trend is that it is prestigious to be a Bank Employee. This is because pay scales and service conditions are better in the banks. The favourable position obtaining in bank jobs and the difficulty in securing such jobs are common knowledge.

Children brought up in certain families, naturally imbibe certain ideas and values from the beginning. They develop likes and dislikes, prefer certain jobs and reject certain others. That is how there is certain amount of "self-recruitment" in the professions, railways, bank and private firms. Also individual

choice of places can cause unemployment. Although quite well paid and highly prestigious jobs may be available in distant places many people do not want to avail them for one or the other reasons. Under such circumstances they may remain underemployed or even unemployed.

There are many persons who prefer to stay in their own home town or village with less pay and low paid jobs than going to a far off city. They would take to gainful employment only as a subsidiary occupation and may be really interested in agriculture or business. Likewise persons trained in certain occupations would like to serve in a town or city where certain facilities and comforts he likes would be readily available than going to villages or small towns. Such idiosyncratic choices will adversely affect the situation and lead to an imbalance between the demand and supply of labour. For instance, although there is some amount of unemployment among doctors, not many of our qualified doctors are ready to go to the village hospitals nor are they willing to take up appointment in distant places like Uttar Pradesh or Rajasthan. Thus a discussion of certain personal factors of individuals highlight the extent to which idiosyncracies will contribute to the creation of imbalance in the employment market.

In recent years, it is no longer the government alone which is the source of employment, although a few decades back, it was almost the only agency. Growth of private enterprises, industries and so forth to-day employ a number of people. Better salaries, service conditions, job security provided by labour enactment and labour union activities have in fact brought about a change in outlook, so that individuals no longer hesitate to accept jobs in private concerns if they get a chance. The students were asked to indicate their preference for employment in different sectors.

It is our guess that large percentage of people would still like to serve in government departments as conditions here also have changed. One of the important factors which in fact induces people to go in for government jobs is greater job security, and perhaps less discipline and maximum remuneration.

Nearly 47 per cent of the sample stated that they would like to work in government departments, while only 12 per cent favoured private concerns. The remaining 41 per cent preferred 'independent profession'. Though our prior guess is substantiated in so far as majority want to be employed in government departments and only a negligible number say that they wish to be employed in the private sector. This suggests that there are serious limitations which do not encourage people to work in private sectors. The most surprising and interesting fact is that nearly two-fifths of the sample wish to be self-employed.

The differential responses are marked between the professional and non-professional students. Whereas only 39 per cent of the non-professional students have stated in favour of pursuing independent professions, 51.6 per cent of the professional students have preferred independent professions. This is possible and natural as for instance an engineer or a doctor, given certain things, can easily establish an independent workshop or a clinic and earn a living. While a non-professional student, more an arts graduate than a science graduate cannot think of establishing himself professionally except starting a business if he has resources. Since majority of the sample here are drawn from lower income groups, the idea and chances of setting up a business remain somewhat remote.

Those professional students and non-professional students who were willing to work in private sector, perhaps do so because of greater confidence they have. They are probably given to think that they can do well in the private establishments, get better remuneration, quicker chances for promotion and other facilities. Although there is less job security, after some experience, these people can afford to start their own business or employ themselves in some ways. Since such alternatives are extremely limited and in most cases are not available to students of arts and science courses in general majority of them, *i.e.*, about 49 per cent want to be employed by the government. This is partly due to the type of education that is imparted in our universities. The courses that are taught by and large do not prepare a student for a vocation. Most of the students are "generalists" and do not acquire the necessary skill and

knowledge to adopt themselves to different contingent situations in life.

To the question "Do you like to work outside the State", a majority of them, about 65 per cent answered in the positive, while 30 per cent were not willing and the remaining did not respond. This suggests that majority of them have realised that unless they are prepared to move out of the State, their chances of getting employment, leave alone better jobs, are bleak. In spite of this more than a quarter of the sample did not want to go out. These students perhaps have their own idiosyncracies and sentiments that bind them to the State. Here also the difference in the response between the professional and non-professional students are marked. Comparatively larger percentage of professional than non-professional students are willing to go out of the State in search of employment. The main reason for this move by the students seem to be based on the assumption that there will be more job opportunities outside.

Even among the non-professional students, it was consideration of more job opportunities and better salaries that prompted them to think in terms of getting jobs outside the State. Only a fragment of the sample stated in terms of attractions of city life, or to learn and understand other languages and cultures and future prosperity. From this it becomes clear that given the job opportunities, both the professional and non-professional students would be willing to move out of the State for employment. Thus the factor, internal geographical immobility within the sub-continent do not hold valid as a cause of unemployment for this group.

However, it is far from truth to say or expect that similar attitudes should prevail in the area of international geographical mobility. To the question "Are you willing to go out of the country in search of a job", the responses were quite different. Nearly 60 per cent of the sample replied in the negative and only 37 per cent stated positively. Here again a large number of professional students rather than others who have expressed their willingness to go out of the country in search of a job.

This is perhaps because the professional students think that there are better opportunities for placement in foreign countries. Secondly it may be due to better "adult socialization" process that equip these students to face realities of life, better than the non-professional students. Also it may be due to the fact of internalizing the values that foreign education system and service experience in the fields of their specialization would provide them later on, in addition to prestige, with better chances of securing jobs if they returned home.

Dignity of labour is an of discussed subject and remain essentially a concept. It is much talked about in colleges, universities, at higher levels of administration and of course, by political leaders. But it seems to have made no impact. The youth of our country and among the educated people as such the general attitude towards manual job is one of withdrawing and shunning. Even people coming from families of agricultural background feel that it is below their dignity to do any kind of manual labour after receiving university education. Hence an attempt was made to ascertain the student attitude towards manual labour in this sample. The findings are, however, quite encouraging. For 57 per cent of the non-professional and 64 per cent of the professional students have stated that they would be willing to take up manual jobs. This change of attitude is a welcome sign though it is not certain how many of them will actually do manual jobs if offered. Anyway it is an indicator of the trend that when circumstances warrant they would not hesitate to take up manual jobs. Nevertheless, it is pertinent to point out here students unwillingness to take up manual jobs. Implicit in this is that still a large number of our young men and women are averse to manual labour and there is need to change their attitude.

At the moment, there is both large scale under-employment and unemployment of different kinds in the country. Quite often persons are compelled to take up jobs which in terms of salary and status are not commensurate with qualifications, training and experience. This may be due to various external and internal factors which in fact necessitate the individual accepting such jobs. The attitude of students in this sample was

drawn to such hypothetical state, and they were asked whether they would be willing to take up jobs contrary to their qualifications and expectations. The students are not very willing to do this. About 47 per cent stated in the positive, while remaining responded negatively.

The negative and positive attitude as regards taking up jobs considered below their qualifications and expectations is more or less equally divided *i.e.*, there is not much difference in the responses between the professional and non-professional students in this regard. On the contrary three-fifths of the professional students have expressed that they would not accept such jobs. This is not surprising if we recall, how professional students are in favour of self-employment. Still at another level and in a different sense they may not be willing to degrade the prestige and honour of the profession by accepting sub-standard posts.

Although the above factors generally obtain and are applicable to all professional students the attitude of engineering students, is worth noting. As unemployment among the engineering graduates is rampant, it would be anybody's guess to assume that engineers might be willing to take up lower jobs. But the views of the engineering students in this sample is contrary to expectations. They are at par with other students in this respect. About 56 per cent of the engineering students replied that they would not accept lower jobs. Only 42 per cent were somewhat willing. Given certain conditions, if the present trend continues, the attitude of the engineering graduates will change by sheer force of circumstances, when they are confronted by realities of life.

For those students who respond positively, there may be many compelling reasons to accept jobs contrary to their qualifications and expectations. To the question why one would accept such lower jobs, nearly 44 per cent of the sample stated that they would take up jobs contrary to their expectations because they do not like to remain unemployed. Another 20 per cent stated that they were willing because of the circumstances in the family, while another 20 per cent of the sample put down

to compelling economic conditions. Only one-tenth of them stated in terms of shortage of job opportunities. This clearly indicates that to remain unemployed is undesirable and its consequences are unbearable. More details regarding this will follow in the next Chapter. However, one thing is clear *i.e.*, these students are willing to be under-employed not because they view the employment situation objectively but because of external forces like poor economic conditions of the family and so forth. Perhaps left to themselves most of them would not like to be under-employed.

One of the major employers in the public sector is the Indian Army. It is in the armed forces generally one finds a place as sepoy or its equivalent rank in the Navy or Airforce on the basis of certain criteria of selection. Generally during peace periods it has been difficult for the armed forces to find men for their services. But during periods of acute unemployment and national emergency we find more men finding placements in the army. With a few exceptions, people from the South traditionally have preferred army services less than people from the North. It is common knowledge that many a parents were hesitant to give their daughters in marriage to prospective bridegrooms employed in the army. Although this attitude is slowly changing still old prejudices against army services prevail. In the background of this knowledge it was intended to ascertain the views of the students regarding their willingness or otherwise to serve in the Defence Forces of the country. The answers show that majority of both men and women students are willing to serve in the Defence Forces. The responses carry a positive attitude although in actual situation it is not certain whether all of them would take to such services.

To summarise, the causes of unemployment can be broadly categorised into external and internal. The external causes are effectively outside the individual and they cannot be controlled by his efforts. While internal causes often pertain to and emanate from the individual over which a person can always have certain amount of control. These categories are relevant and applicable to both the educated and uneducated but unemployed.

The study also points to certain welcome and encouraging trends in the right direction to tide over the situation. They are in a nutshell; (a) a good percentage of students are willing to make arrangements for self-employment; (b) also they are willing to undertake manual jobs if necessary; (c) majority of professional students and a good proportion of non-professional students are prepared to seek jobs outside the country; (d) while 50 per cent of the non-professional students do not mind being underemployed and finally; (e) majority are willing to serve in Defence Forces. With these considerations, we shall now turn our attention in the next Chapter to the student's views on the effects of unemployment.

CHAPTER V

The Effects of Unemployment

The problems of unemployment in its several forms has different effects on different individuals and societies. Some of these effects are economic in nature, a few of them take political forms but bulk of them assume social and psychological shades. Unemployment may be a seriously disturbing and causating factor of certain types of maladies bordering on deviant behaviour.

Although unemployment effects take several forms, it is difficult to single out anyone effect as the crucial one. Economic political, social and psychological processes may be working simultaneously in a given society at a time. As a result of this a country might face serious problems which may be sometimes put down to economic factors, at other times to political or social forces. Problems which take political forms might have social and psychological under currents and *vice-versa*. Therefore, differentiating any one factor as the cause becomes extremely difficult and complicated.

In both the above situations, it is possible that the motivating factor may remain common, namely economic forces. The forms of expression it takes sometimes may be political and at other times social and psychological. For example the student disturbances in recent years may be linked with economic insecurity in the event of joblessness and its manifestation in different forms

including expression of frustration, anger and so forth. Quite often the disgruntled groups lead themselves into the hands of vested interest groups and take political forms such as agitation, demonstration, riot and so forth.

A close look at the background of the participants in the agitations and disturbances will reveal that it is often based on certain social factors such as religion, caste, occupations or all mixed, depending upon the political parties which provide leadership for such demonstrations. Middle class Hindu families for instance can be seen in Jan Sangh activities, while DMK is supported mostly by non-Brahmin lower income groups and Communists draw mostly lower castes especially Scheduled Castes in rural parts, and lower income groups like mill workers and wage earners in urban centres. These instances show that social under-currents are always at work in different situations in the Indian context and they have so far had an upper hand. The main purpose here is to show the link between social and economic factors.

An analysis of the effects of unemployment on the graduate at personal level, at the family level, on the one hand and its effects outside will form the main theme of the Chapter. The consideration of the effects of unemployment are limited to two aspects, although it can also effect and produce different effects at different levels such as economic and psychological levels while a consideration of the economic and psychological effects are outside the purview of the present study, the study concentrates its attention on two important aspects *i.e.*, the individual person and his family, as well as relationships within the community.

Effects of Unemployment at Personal and Family Levels

Unemployment can affect an individual in many ways. Most commonly described effects of unemployment are (a) poverty; (b) frustration; (c) deviant behaviour, and (d) effects on individual status.

The problem of poverty due to unemployment are the

concern of economists. Frustration though mainly a psychological phenomenon, its effects, however, would be disastrous to society. Although no conclusive evidence can be adduced, however, some studies have tried to show how during times of depression and the resultant unemployment, deviant behaviour, suicide, and crimes¹ of all types are likely to increase disproportionately in different strata of society. Some studies have also indicated how during such periods, there will be chaos and confusion everywhere and life becomes more miserable leading to an abnormal growth in the rate of mental illness.² These factors need greater attention and depth studies which, however, is not our concern at the moment.

Status is another factor which is closely associated with the individual and family positions. Status refers to a position held in a social system involving reciprocal expectation of action with respect to occupants of other positions in the same structure. A system of social roles, rights and obligations are associated with social positions which a person occupies in a social structure. Thus every one has a set of roles which carries status with it.

A university graduate as an educated person in the family occupies certain position and has certain status. Since he is educated at the cost of the family, it is expected of him to become an earning member and contribute to the maintenance of the family. In fact there is a sense of obligation which necessitates that an educated member should support other members of the family who are dependent on him.

In the past, maintenance of the family was mostly the duty and obligation of the head of the family. It may be the father

¹Paul H. Dauglas and Aaron Director refers to the relationship between unemployment and increase in crime against property from William A. Bonger, "Criminality and Economic Conditions" in their monograph *The Problem of Unemployment*, N.Y. The Macmillan & Co., 1931. Similarly references of relationship between crime and unemployment is found in Taft Donald B. *Criminology* (fourth edition 1967) N.Y. : Macmillan Company, p. 124 and John Barron Mays, *Crime and the Social Structure*, London: Faber and Faber 1963 p. 33.

²John Barron Mays, *Crime and the Social Structure*, London : Faber and Faber, 1963, p. 66.

or eldest male member in the family who shouldered this responsibility. Even women folk, with a few exceptions do contribute to the maintenance of the family often by working in the fields or being gainfully employed. The changing structure and functions of the Indian family are increasingly favourable to the positive contribution and sharing of economic activities by both the sexes. When this is the general trend, it is much more expected of an educated male member of the family to contribute towards the family income. With all the investment which a family makes in providing higher education for its members, if a person fails to get employment and becomes a dependent it creates a difficult and embarrassing situation for all concerned.

When an educated person is unemployed, he is rendered helpless and is unable to play his due roles. If one comes from a well-to-do family, perhaps the situation is not so hopeless. But should one come from a poor family and remain without employment, it is terrible burden to the family and for the person there is considerable loss of confidence, a psychological feeling that he is an economic liability.

The sense of security and status of a family where more than one member is employed is naturally higher than the families for instance where no one is employed although qualified. Prolonged period of unemployment lowers one's status and lead to the development of sense of self-defeat and frustration to the individual while others may dislike him. Even the neighbours may start looking down upon an unemployed person. All this might have serious repercussions on the individual both physically and mentally.

The students were asked to record their views whether the status in the family will be affected if one is unemployed. The responses show that majority of them, both professional and non-professional students, about 71 per cent and 77 per cent respectively have replied in the affirmative. This is particularly so for professional students. Less percentage of students of professional courses than non-professional students stated in the negative. This suggests that parents who undergo privations and sacrifice a lot to get their children educated in professional

courses will be prejudiced against education itself if their children are unemployed for a long time. This will adversely affect the other members in the family.

On the same lines the students were asked as to what would be their status if unemployed. The responses here were more sharp. The group as a whole, *i.e.*, about-four fifths of them stated that if they are unemployed their status in society will be adversely affected. Both the professional and non-professional students hold the same view, but the professional students are much more pronounced. Further about 75 per cent of the non-professional and 77 per cent of the professional students stated that unemployment will not only affect their personal status but also that of their family. Only about 20 per cent in both the groups felt that it will not affect their family status.

Implicit in these statements is the fact that for an university educated individual it is more significant how he would be evaluated in his own family and the society at large after his education. Even before he experience, the pangs of unemployment, he feels that being unemployed, his status would be lowered in his own home and in his neighbourhood. He is likely to think further that because of him, his family status would be evaluated low. Naturally all such thinking will have far reaching consequences than we might conceive of.

Thoughts of Unemployment and the Campus

Students unrest in the campus has become a common phenomenon throughout the world and India is no exception to this. Originating in France in recent years student movements have become formidable forces in almost all countries of the world. Students have taken to violence thus upsetting the normal life. This trend has spread in Indian colleges and universities in epidemic proportions in recent years. It has drawn the attention of the educators, political leaders and even the public. All their deliberations and discussions have not as yet succeeded in locating the causes and much less in finding a solution to it.

A plethora of causes have been attributed to the students unrest. This in itself suggests the complex nature of the problem. It is also true that no single cause can be attributed to this problem. It is equally true that universities and colleges face trouble for a variety of reasons and the role of the students in creating these disturbances cannot be underestimated. The disturbing factors can be grouped broadly into three major categories. They are (a) social factors; (b) political forces; (c) psychological causes. It is important to remember that these three factors are inter-related and are not watertight compartments. Whenever there is disturbance in the campus, we might reasonably expect a combination of all these forces at work.

Not long ago a university degree holder enjoyed considerable prestige and easily secured a decent job. The number of students were less and there was close contact between the teachers and the students. This kind of informal relationship gave a boost to the students and he often received personal attention from his teachers both in normal and crisis periods. For a long time, only the privileged few were able to pursue higher education.

Today the conditions are changed. Although entry into university is liberalised and anyone can seek admission, getting a job after one completes his education is not so easy as it used to be. Interplay of several factors apart from merit can be seen. This poses special problems for the 'job hunters'. The increase in the number of students has brought about an imbalance in the sense that the informal atmosphere and close personal relationships cannot be generally forged. There is increasing degree of anonymity and no liaison between the teachers and the students. These conditions in fact give a student a considerable degree of freedom, so that he can behave irresponsibly and still get away without being noticed or punished by the teachers. Seeking higher education is no longer the privileges of the few. Democratic values are put to wrong use. Academic interests are often adversely affected by the social and political forces. Most of the times it is destructive also. In a country like ours comparative prosperity and opportunities for merit and creative talents would definitely cure many of the ills of our universities.

The important point which needs to be emphasized here is threatened unemployment situation and the consequent sense of insecurity in the minds of the university graduates that seem to be one of the very important causes of student unrest. This is confirmed by the answers to the question, 'whether the present rate of unemployment leads to agitation'. As many as 80 per cent of the sample has replied in the affirmative and only 11 per cent has said 'no'. Both the professional and non-professional students; about 85 per cent and 79 per cent respectively, it can be said have felt the same way about the situation. This should serve as an eye opener to policy makers, planners and administrators. Mere expansion of education is not enough. It should be followed by fair chances for job placement based on merit and performance.

From the foregoing discussions it is clear that students feel that employment brings them prestige and status and without it they are evaluated unfavourably by their families and by the society in general. They also feel what unemployment would cause increased unrest in general and provide incentive to students unrest in particular. Having analysed the effects of unemployment on the individual, family and society we will now turn to consider the students choice of vocation and see how far the courses of study and choice of occupation tally with one another.

CHAPTER VI

A Look at the Vocational Interests

Blaug *et al.* in the study of graduate unemployment in India has remarked, "... we think, in the peculiar character of educated unemployed in India : it is not that some people are permanently unemployed and others are permanently employed, but rather that large numbers are made to wait a year or two or three before finding a first job. It is as if entry into the labour market were a slowly revolving turnstile that inevitably generates congestion and hence long queues. One moves to the head of the queue by having a first class degree ... the longer a person looks, the more likely he is to find a satisfactory job, and because some preference is given to older applicants, everyone eventually (*Italics mine*) finds a job."¹

The waiting period as the authors have put it ably is due to over supply of educated people in relation to demand. It can be added here as also due to maldistribution of the educated workers. This maldistribution is found in the overcrowding of certain professions while there is comparative dearth of hands in other professions. This is borne out by the fact that in the initial two five-year plans we had dearth of engineers while there

¹M. Blaug, P.R G. Layard and M. Woodhall, *The Causes of Graduate Unemployment in India* London. Allen Lane the Penguin Press, 1969, p. 238.

were many unemployed arts and science graduates. Although at present a good deal of unemployment among engineers obtains, here also there is certain amount of maldistribution in different branches of engineering. There is for example, relatively less unemployment in the branches of aeronautical, chemical and electronics, while there are large number of graduates in civil, electrical and mechanical branches of engineering who find it difficult to find jobs.

Likewise supply of particular type of professional workers may be *more* when there is greater demand for it. Within the country there is certain amount of unemployment in so far as waiting is involved among the medical graduates in the southern States.² But at the same time there is greater demand for doctors in Northern States and even abroad in Canada and U.S.A. Unemployment or delay in getting employment is further aggravated by spatial immobility of the qualified persons. This is much more in the case of girls than boys.

The choice of career like the selection of the courses of study is very much influenced by forces within and outside the family. Often the parents are directly connected with the prospects of their children getting employment or forced to remain unemployed. For a variety of reasons, emotional and often sentimental parents may come in the way of their children bring mobile to get jobs. Friends and relatives and even mass media like newspapers provide the students with information about job prospects in a particular course of Study. All these forces exert considerable influence on the young mind and help to develop rightly or wrongly certain attitudes towards certain jobs. Since this is a hypothetical situation one may or may not get the job of one's choice. Nevertheless, he can exercise his choice and inclination or preference for jobs. On this assumption it was intended to explore the vocational interests of the students population in this study.

² "Job Opportunities for the Outturn of Medical Professional" *Bulletin on Job Opportunities in India*, Vol. V, No. 4, January-December 1968.

This Chapter will deal with the job preferences of students. Religion, caste, father's education and occupation will be used as variables to find out how far one's preference for particular type of jobs will be influenced. In the course of analysis the difference in the job preferences in contrast to the actual courses of study will be pointed out. This in itself proves the hypothetical nature of the choices, the ideal as distinct from the real. Also a reference to certain courses of study and why they are preferred will be explained.

In the first instance it was considered desirable to know the job preferences, if any, by the students in relation to the courses of study. The views expressed by the students, however, are at variance, *i.e.*, there is a certain amount of discrepancy between the courses pursued and jobs preferred. "Given the choice which of the following professions you prefer" was the question posed. The first three choices fell on teacher, doctor and scientist respectively and the last three choices consisted of lawyer, politician and artists.

Studies made elsewhere on job prestige by Paulus³ have shown that 'doctor' always had more prestige than teacher or scientist. But the students in this sample on the other hand have preferred the job of a teacher than a doctor or a scientist. This is so because a large percentage of girls have opted for it. Further it may be also due to realistic appraisal of chances of getting different jobs of which the teachers jobs is assumed to be easier one to get.

The sample contains about 47 per cent of under-graduates who are possibly aware that to become a scientist one must have post-graduate degree. Implicit in this are the question of time and money to support post-graduate training and research. While economically it is beyond the capacity of all to enter post-graduate departments, intellectually it is still fewer who are

³C R. Paulus, 'Ranking of Occupations in Bangalore City' 1967 (unpublished), for a reference to this ranking can be seen in C.R. Paulus, "A Study of Social Stratification in Bangalore City" *Pacific Sociological Review*, Vol. II, No. 1 (Spring) 1968, pp. 49-56.

qualified and inclined to pursue higher studies. Likewise the medical and engineering professions are both expensive and time consuming and until recently entry into these courses was difficult and it is still true of medicine. The least preference is given to the engineering. This is perhaps due to the much exaggerated publicity regarding unemployment among engineers.

To become a teacher in a school or college relatively less time is involved. The number and availability of posts and the comparative ease; all these considerations seem to prompt many to opt for it. About 80 per cent of the undergraduates who are doing arts and science courses think that possibilities of getting a teacher's post soon are brighter. Not all undergraduates can afford higher education is as much true as not all would be qualified to seek admission in institutions of higher learning. Teachers posts also these days carry better salary than it was previously. In most cases the place of work can be chosen nearest to one's home town and home. These factors can be said to have encouraged the respondents to prefer teachers post than any other.

The reasons for choosing doctor's profession by the second largest number of students are not far to seek. Doctor's profession has high prestige, more remunerative and can be carried on relatively independently. The possibilities of getting a job in government or to get up a private practice is not very difficult if one is a qualified doctor.

Contrary to the doctor's position, the position of a scientist in Indian society is less prestigious as has been indicated in the studies cited above. It has been already pointed out earlier that it requires larger period of formal training and research to qualify oneself as scientist of any reputation. This might involve lot of privations. So only persons to develop a kind of "devotion" can aspire to become scientists. A consideration of all these perhaps necessitates giving the scientist a third place in order of preference.

Job preferences were correlated with the religious affiliation of the sample here just to find out whether religion has had any

influence on the choices. It was found out that a higher percentage of Hindus preferred teaching professions, while among the Muslims and Christians medical profession was preferred by the largest percentage of persons. Among students belonging to the other religions some sort of preferences are noticeable but they are not significant as the number of respondents are too small *i.e.*, $N = 17$. So far purposes of comparative analysis only three major religious groups *viz.*, Hindus, Muslims and Christians are important.

Hindus by and large prefer to be scientists and teachers, Muslims to be doctors and social scientists, and Christians preferred to be 'professional politicians' and to take up other professions. Other professions included a variety of jobs like administrative officers, police officers, business, journalism, jobs in defence services, bank employment, interior decorators and air hostesses. However, they have also indicated their preference for medical profession, scientists including social scientist, teacher and lawyer.

Table 26 shows the vocational preference of students on the basis of religion.

Caste-wise distribution of the choices of occupation in Table 27 shows that Brahmins, Lingayats and Vokkaliga students preferred the teachers job most, while Scheduled Castes and other non-Brahmin castes students preferred medical profession.

Job preferences on the basis of sex show that in all caste groups higher proportion of females than males preferred to be doctors, teachers and artists. These preferences fits in with the popular notions. For it is generally believed that these are the occupations which are more suitable to women.

With regard to other job preferences and under scientists, the males predominate over females in all caste-groups except Lingayats and Scheduled Castes. There may be several reasons for this. Long hours of work in the laboratory and perhaps moving away from home to distant places to fit in with their choice of specialization and in general a good deal of physical

TABLE 26 : STUDENTS' VOCATIONAL PREFERENCES AND RELIGIOUS BACKGROUND

<i>Religion</i>		<i>Scien- tist</i>	<i>Doctor</i>	<i>Engi- neer</i>	<i>Teacher</i>	<i>Social Scien- tist</i>	<i>Lawyer</i>	<i>Politi- cian</i>	<i>Artist</i>	<i>Others</i>	<i>Total</i>
Hinduism		359	413	217	450	175	119	97	89	244	2163
	%	(16.6)	(19.1)	(10.0)	(20.8)	(8.1)	(5.5)	(4.5)	(4.1)	(11.3)	(100.0)
Islam		6	29	11	24	16	10	2	2	15	115
	%	(5.2)	(25.2)	(9.6)	(20.9)	(13.9)	(8.7)	(1.7)	(1.7)	(13.0)	(99.9)
Christianity		17	41	9	38	16	15	9	3	37	185
	%	(9.2)	(22.2)	(4.9)	(20.5)	(8.6)	(8.1)	(4.9)	(1.6)	(20.0)	(100.0)
Other Religions		2	4	—	4	3	2	—	2	—	17
	%	(11.8)	(23.5)		(23.5)	(17.6)	(11.8)		(11.8)		(100.0)
No Response		4	2	4	3	2	—	1	1	1	18
		(22.2)	(11.1)	(22.2)	(16.7)	(11.1)		(5.6)	(5.6)	(5.6)	(100.1)
Total		388	489	241	519	212	146	109	97	297	2498

Note: Figures in parentheses indicate percentage

and mental concentration on work, perhaps discourage women from aspiring to become scientists. Among the Lingayats men and women have preferred the job of scientist in equal proportions, while among the Scheduled Caste and a large proportion of women than men preferred to be scientists. For Lingayats, on the whole doctor, teacher and social scientist are the most preferred occupations and in the remaining occupations there is no significant difference between males and females. Hence equal proportion of men and women preferring scientists job may not be rooted in sex differences as much on Veerasaiva Philosophy which upholds the equality between sexes in precept and to some extent in practice as well.

The differences in proportions of job preferences between males and females among Scheduled Castes though striking, the overwhelming female preference for scientists and teachers rather than for other occupations is perhaps due to chance variations, ($\chi^2 = < 15.5$ $P = 0.05$ $df = 8$) rather than true influence of caste and sex differences. The sample representing the females for Scheduled Castes is too small, only $N = 8$, which does not lend itself for safe generalizations.

In Engineering occupations among all caste groups males preponderate. Until recently it was exclusively a male occupation. That some variety of engineering occupations require physical efforts, of which many women are not capable is a notion which is still current. So also not many women go in for engineering courses.

Male-female differences for the social scientists job reveal that more females than males among Brahmins, Scheduled Castes and other non-Brahmin castes preferred it while in other castes it is the choice of males.

Under lawyer's profession there is no clear cut difference between male and female responses except among Brahmins and Scheduled Caste groups. Among Brahmins it is females choice and in the latter it is the other way round *i.e.*, male choice. Thus it can be said that in general both men and women in all castegroups prefer lawyers profession equally. Till recently

TABLE 27: STUDENTS VOCATIONAL PREFERENCE ON THE BASIS OF CASTE AND SEX

Caste		Scientist		Doctor		Engi- neer		Tech- nician		Social Scien- tist	
		%		%		%		%		%	
1		2	3	4	5	6	7	8	9	10	11
Brahmin	Male	151	26.3	67	11.7	99	17.2	105	18.3	31	5.4
	Female	50	12.6	92	23.1	3	0.8	117	29.4	29	7.3
	Total	201	20.7	159	16.4	102	10.5	222	22.8	60	6.2
Lingayat	Male	27	9.3	48	16.6	30	10.4	62	21.5	42	14.5
	Female	37	9.3	20	26.7	—	—	20	26.7	10	13.3
	Total	34	9.3	68	18.7	30	8.2	82	22.5	52	14.3
Vokkal'ga	Male	31	18.5	33	19.6	17	10.1	30	17.9	11	6.5
	Female	3	8.1	7	18.9	1	2.7	13	35.1	1	2.7
	Total	34	16.6	40	19.5	18	8.8	43	20.9	12	5.9
Scheduled Caste	Male	8	12.3	20	30.8	5	7.7	11	16.9	6	9.2
	Female	3	37.5	1	12.5	—	—	3	37.5	1	12.5
	Total	11	15.1	21	28.8	5	6.8	14	19.2	7	9.6
Other Non- Brahmin Castes	Male	46	13.3	70	20.2	48	13.9	56	16.2	29	8.4
	Female	14	11.7	30	25.0	—	—	28	23.3	13	10.8
	Total	60	12.9	100	21.5	48	10.3	84	18.0	42	9.0
No Response	Male	36	12.2	77	26.1	37	12.5	37	12.5	31	10.5
	Female	12	9.8	24	19.5	1	0.8	37	30.1	1	6.5
	Total	48	11.5	101	24.2	38	9.1	74	17.7	39	9.3
Total	Male	299		315		236		301		150	
	Female	89		174		5		218		62	
	Total	388		489		241		519		212	

(Contd.)

Caste		Law- yer	%	Poli- tici- an	%	Artist	%	Other	%	Total	%
		12	13	14	15	16	17	18	19	20	21
Brahmin	Male	22	3.8	12	2.1	10	1.7	77	13.4	574	99.9
	Female	25	6.3	11	2.8	40	10.1	31	7.8	393	100.2
	Total	47	4.8	23	2.4	50	5.1	108	11.1	972	100.0
Lingayat	Male	20	6.9	19	6.6	7	2.4	34	11.8	289	100.0
	Female	5	6.7	4	5.3	8	10.7	1	1.3	75	100.0
	Total	25	6.9	23	6.3	15	4.1	35	9.6	364	99.9
Vokkaliga	Male	9	5.4	11	6.5	2	1.2	24	14.3	168	100.0
	Female	2	5.4	2	5.4	1	2.7	7	18.9	37	99.9
	Total	11	5.4	13	6.3	3	1.5	31	15.1	205	100.0
Scheduled Castes	Male	6	9.2	5	7.7	2	3.1	2	3.1	65	100.0
	Female	—	—	—	—	—	—	—	—	8	100.0
	Total	6	8.2	5	6.8	2	2.7	2	2.7	73	99.9
Other Non- Brahmin Castes	Male	22	6.4	22	5.4	9	2.6	44	12.7	346	100.1
	Female	8	6.7	5	4.2	6	5.0	16	13.3	120	100.0
	Total	30	6.4	27	5.8	15	3.2	60	12.9	466	100.0
No Response	Male	18	6.1	11	3.7	3	1.0	45	15.3	295	99.9
	Female	9	7.3	7	5.7	9	7.3	16	13.0	123	100.0
	Total	27	6.5	18	4.3	12	2.9	61	14.6	418	100.1
Total	Male	97		80		33		226		1737	
	Female	49		29		64		71		761	
	Total	146		109		97		297		2498	

lawyer's profession like engineering as exclusively dominated by men. In recent years, however, certain changes are taking place, whereby increasing number of women are beginning to take to legal profession and they have made themselves felt in this line. Today, in Mysore State there are more women lawyers than there were a decade ago. In the States of Kerala and Tamil Nadu many renowned women lawyers could be found to-day. There is a welcome change in this direction now and perhaps lawyer's profession will be one of the most suitable professions even for married women as it does not bring about dislocation to normal family life. Given the common sense, average intelligence and ability to argue, women can come on a par with men lawyers and in some cases they could even excel them.

Strictly speaking politics is not an occupation or a profession. But unfortunately in post-independence India politics has become a profession or career for many. When we say career, we mean it as means of earning a living. Since no qualifications are required to enter politics and contest election it is easy for Tom, Dick and Harry to take to it easily. The mushroom growth of political parties, fluctuating party loyalty, which in recent years has led to unabated 'floor-crossings' by legislators only confirms that bargaining power, ambition for material benefits in addition to prestige and influence are important axis. Although political scientists are inclined to think floor crossing in terms of power and prestige, it is important to remember that these are associated with positions, favours which one is capable of receiving and giving.

Students in the Indian sub-continent have been active participants in politics for quite a long time. It began during early British administration but gained momentum as the freedom movement for liberation of India from British rule began. Under the influence of Gandhi students left schools and colleges and participated in ample measure at all levels of political life. The first generation of political leaders in independent India are still largely drawn from this group, although, a second and younger generation without this experience has already emerged.

In the light of the above facts, it should not be strange or

surprising phenomena if we find the present day students involving themselves in politics. Although the conditions are changed and even the causes as well as goals are different yet we find a segment of students taking active part in politics. Given the conditions, we feel that students cannot be divorced from politics even if the economic and social situations are altered. Political activities and participation of the students may be intense during periods of economic stress and political instability. When there is equilibrium in the social and economic activities of a society degree of normalcy returns and there will be less intense atmosphere. Thus we should accept students participation in politics as a fact of social life rather than as a pathological condition.

In recent years the political activities of students have become so numerous and intense that certain undesirable consequences are staring in the face of the nation. There may be many reasons why students participate in political activities more intensely than before. Our purpose here is not to find out the causes and consequences of such participation. On the other hand it is possible that such participation encouraged some of our students to decide in favour of taking to politics as a career. It is in this sense professional 'politician' was thought of and included in the list of choices. As expected there were a certain proportion some 4.3 per cent of students who decided to take to politics as a profession. Only the confident few have opted for it, since by and large politics is a gamble.

Indian political scene is still largely dominated by caste affiliations. It is common knowledge that in every linguistic region and State there is one or more dominant castes which nearly decide who should be the political leader of the State. In Mysore State it is only a Lingayat or one who secures the support of Lingayats who can hope to become the Chief Minister and not otherwise. Similarly in Tamil Nadu it is only a non-Brahmin who can be the State Chief Minister. In Andhra Pradesh it is the Reddy caste which is decisive.

Caste-group-wise distribution of preferences to be a politician show that Scheduled Castes, Lingayats and Vokkaligas students more than the Brahmins, or other non-Brahmin

caste students who have greater aspirations. Relative proportions are slightly higher for Scheduled Caste students than for Lingayats and Vokkaligas. Since the creation of new Mysore State in 1956, the Lingayats and the Vokkaligas are the two contending groups for political power and economic dominance within the State. As Lingayats are numerically preponderant, it has become rather difficult for other caste-groups especially Vokkaligas, the next largest single group to compete with the Lingayats. There is veiled animosity and fight for political leadership between these two caste groups. This political scene at the State level is perhaps responsible for a good deal of political awakening among students of these caste-groups. The sample of students belonging to both the groups have sought politics as a career can be explained only in terms of actually existing political conditions and inter-caste relationships between these two groups.

The members of Scheduled Castes who traditionally constituted the underdogs in Hindu society and were outside the pale of social participation except that was demanded of them by Hindu law codes have now, in post-independence India avenues opened to them to participate equally with all caste groups. Constitutional guarantees that provide special privileges in education, employment and political representation on the basis of reservation are intended to bring them on a par with the advanced sections of population, namely the upper castes. Much is yet to be achieved by the Scheduled Castes.

Traditional values despite changes, are still strong in Hindu Society and the traditional elements always try to block the advancement of the hitherto suppressed and depressed sections of population. It is by education, economic independence and political participation alone that the scheduled castes in India can hope to improve their position in society. Only through strong and unified political organization and efforts they can gain sufficient bargaining power. They can aspire to get adequate education and attain economic betterment. Probably the Scheduled Caste students have grasped the intricacies of the situation too well. Thus they are willing to compete with the other two dominant non-Brahmin caste-groups, namely the

Lingayats and Vokkaligas of the state for a share in the power which is legitimate enough. A word of caution is necessary; that the responses of the Scheduled Caste students cannot be generalized because numerically they are a minority in this sample just as they are in Hindu society.

The profession of artist has attracted a large proportion *i.e.* 5.1 per cent of Brahmins than any other caste in this sample. Next to Brahmins come Lingayats, other non-Brahmin Castes, Scheduled Castes and Vokkaligas. Traditionally Brahmins have been associated with learning and as bearers of knowledge. They are also talented in many fine arts like music, dance, painting and so forth. Thus it is not at all surprising when larger proportion of them than other students in this sample preferred to be artists. The other castes have imbibed the taste in fine arts after Brahmanical fashion. Thus in small measures all caste groups want to fall in line with the lead given by upper castes in fine arts.

For the sample as a whole, all the caste groups except Scheduled Castes, more girls than boys preferred the Artists profession. In many ways women excel men in fine arts and it is their profession. However, world famous artists, just as in other branches of knowledge have always been men. No Scheduled Caste girl, however, has preferred this profession. Perhaps it is very difficult for these people to gain any recognition even if they are talented. Low caste origin is always a handicap for them. The dance and music teachers are mostly drawn from upper castes who in our opinion are more tradition bound if not conservative. Hence the nature of teachers in fine arts may be said to reflect the attitude of Scheduled Caste students.

The last category is other professions and included within themselves such highly variant occupations from Ambassador to agriculturists. In this category a higher percentage of Vokkaliga students than any other caste groups showed their preference. One of the girl students wanted to be a good 'housewife.' However, under this category jobs mentioned by the students varied from highly technical ones such as I.A.F.

TABLE 28 : TABLE SHOWING FATHERS' EDUCATIONAL LEVEL AND SONS' JOB PREFERENCES

Educational level of fathers		Job preferences of sons									
		Scien- tist	Doctor	Engi- neer	Teacher	Social Scien- tist	Lawyer	Politi- cian	Artist	Others	Tot
Illiterate	...	14	13	12	30	21	8	12	2	12	124
	%	(11.3)	(10.5)	(9.7)	(24.2)	(16.9)	(6.5)	(9.7)	(1.6)	(9.7)	(100.1)
Primary	...	49	47	36	113	36	29	30	15	57	412
	%	(11.9)	(11.4)	(8.7)	(27.4)	(8.7)	(7.0)	(7.3)	(3.6)	(13.8)	(99.8)
Middle	...	32	34	12	77	22	15	21	9	31	253
	%	(12.6)	(13.4)	(4.7)	(30.4)	(8.7)	(5.5)	(8.3)	(3.6)	(12.3)	(99.9)
Secondary	...	119	166	74	171	80	55	27	32	107	831
	%	(14.3)	(19.9)	(8.9)	(20.6)	(9.6)	(6.6)	(3.2)	(3.9)	(12.9)	(99.9)
University less than degree	...	44	48	31	39	7	4	5	17	18	213
	%	(20.7)	(22.5)	(14.6)	(18.3)	(3.3)	(1.9)	(2.3)	(8.0)	(8.5)	(100.1)
University Degree	...	78	102	42	58	23	22	10	14	41	390
	%	(20.0)	(26.2)	(10.8)	(14.9)	(5.9)	(5.6)	(2.6)	(3.4)	(10.5)	(99.9)
Non-Profes- sional											
University Degree	...	38	60	25	18	17	8	2	6	22	196
	%	(19.4)	(30.6)	(12.8)	(9.2)	(8.7)	(4.1)	(1.0)	(3.1)	(11.2)	(100.1)
Professional No Response	...	14	19	9	13	6	5	2	2	9	79
	%	(17.7)	(24.1)	(11.4)	(16.5)	(7.6)	(6.3)	(2.5)	(2.5)	(11.4)	(100.0)
Total		388	489	241	519	212	146	109	97	297	2498

Note : Figures in parentheses are percentages.

pilot, Administrative Service like I.A.S., I.F.S., I.P.S., Business Executive and so forth. Some were interested in running big business. In general all the occupations either carried handsome income or high prestige or both.

When father's educational level and son's job preferences were correlated some interesting points were thrown up. If we look at the Table 28, we find that the sons of fathers educated upto the secondary school level preferred the teachers job. Sons of fathers whose educational level is above secondary school preferred the doctors profession most.

The least preferred jobs for the first three groups *i.e.*, the sons of illiterate father to middle school educated fathers was the job of an artist. Similarly for the sons of secondary school educated fathers to fathers holding university professional degrees and above the last preference was to a politician except in the case of sons of fathers holding less than a university degree, the least preferred profession was that of lawyer for this group. Thus it can be said that there is a broad relationship between the educational level of the fathers and the job aspirations by the sons.

Using spearman's rank order correlation we found that there is positive relationship in all the cases. But the correlations were significant at 5 per cent level (two tailed tests) for 'scientist', 'engineer', social scientist, 'lawyer' and 'artist' jobs. Correlation were 0.57, 0.29, 0.68, respectively for doctor, teacher and politician. These correlations as one could see are very poor and therefore, not significant at 5 per cent level. From these correlations the following inferences could be drawn.

1. Higher the educational level of fathers greater the chances of their sons to choose the profession of scientists, engineers, social scientists and Artists.

2. Lower the educational level of fathers, greater the chances for their sons to choose the profession of "teachers, doctors and politicians".

In simple terms this means that sons of poorly educated fathers would prefer the jobs of teachers, doctors and politicians as their career, while the sons of highly educated fathers would choose scientists and artists jobs.

Job preferences when classified on the basis of father's occupation in Table 29 shows that the sons of white collar higher professional fathers preferred the jobs of doctor in higher proportions, while sons of all other occupational groups except "blue collar" preferred the job of teachers. Sons of blue collar occupations preferred both doctors and teachers job in equal proportions. This brings home the point that sons of fathers holding highly prestigious occupations tend to prefer relatively highly prestigious occupations, while sons of fathers holding low prestigious occupations tend to choose relatively low prestigious occupations.

The above inference is further substantiated when we look at the job preferences of these occupational groups methodically. Under scientist the relative proportion is high for white collar lower professional group. For doctors and engineers the proportions are high for white collar higher professional group. Similarly for teachers and social scientist jobs and preference for politicians, sons of agricultural fathers are in overwhelming numbers. For the job of lawyer and artist the proportions are high for blue collar occupational groups.

To account for the reasons why some students choose some type of jobs, it can be said that a vast majority of students gave the reason 'to serve humanity'. However, the relative proportions for different jobs are above 50 per cent for the job choices of doctor, social scientist and teacher. The professions of doctor and teacher are traditionally considered to be noble. These are supposed to be practised with a sense of calling, and devotion to duty with service as the primary motive than anything else. The profession (if it can be called thus) of social scientist is relatively a new one and the utility of social sciences and the social scientists role in offering solutions to social problems has been recognized in recent years. Students as they gain knowledge in

TABLE 29 : FATHERS' OCCUPATIONAL BACKGROUND AND SONS JOB PREFERENCES

<i>Occupational Category of Father</i>	<i>Scientist</i>	<i>Doctor</i>	<i>Engineer</i>	<i>Teacher</i>	<i>Social Scientist</i>	<i>Lawyer</i>	<i>Politician</i>	<i>Artist</i>	<i>Others</i>	<i>Total</i>
White Collar Higher Profession	134	188	105	153	67	51	35	39	113	885
%	(15.1)	(21.2)	(11.9)	(17.3)	(7.6)	(5.8)	(3.9)	(4.4)	(12.8)	(100.0)
White Collar Lower Profession	106	98	56	134	52	33	20	31	74	604
%	(17.5)	(16.2)	(9.3)	(22.2)	(8.6)	(5.5)	(3.3)	(5.1)	(12.3)	(100.0)
Blue Collar	12	16	7	16	4	7	4	6	7	79
%	(15.2)	(20.3)	(8.9)	(20.3)	(5.1)	(8.9)	(5.1)	(7.6)	(8.9)	(100.3)
Agricultural	112	145	54	185	76	44	42	14	84	756
%	(14.8)	(19.2)	(7.1)	(24.4)	(10.1)	(5.8)	(5.6)	(1.9)	(11.1)	(100.1)
No Response	24	42	19	31	13	11	8	7	19	174
%	(13.8)	(21.1)	(10.1)	(17.8)	(7.5)	(6.3)	(4.6)	(4.0)	(10.0)	(99.9)
Total	388	489	241	519	212	146	109	97	297	2498

Note : Figures in parentheses indicate percentages.

TABLE 30 : RANK ORDER OF THE REASONS FOR CHOOSING DIFFERENT OCCUPATIONS

<i>Occupations</i>	<i>Scientist</i>	<i>Doctor</i>	<i>Engineer</i>	<i>Teacher</i>	<i>Social Scien- tist</i>	<i>Lawyer</i>	<i>Politi- cian</i>	<i>Artist</i>	<i>Others</i>	<i>Total Rank</i>
To serve Humanity	1	1	1	1	1	1	1	1	1	1
High Prestige in Society	6	6	7	5	4	5	5	5	6	5
It Nurtures my Creative Side	2	3	4	3	3	4	3	2	3	3
Allows me to Work with People	4	2	2	2	2	2	2	3	4	2
Fetches me a great deal of Money	7	7	6	7	7	7	6	7	7	7
Safe Future	5	4	5	6	6	6	7	6	5	6
Provides Opportunity to use my Ability and aptitude	3	5	3	4	5	3	4	4	2	4
To Spend Time	8	8	8	8	8	8	8	8	8	8

their respective fields and of other's gain theoretical knowledge about the usefulness of the knowledge of social sciences. If students in this sample have preferred to be social scientists in large numbers and with the intention of serving humanity, it can be put down to the knowledge to which social sciences are being put increasingly these days.

If we assign ranks to the reasons for each job choices on the basis of relative proportions we find that 'to serve humanity,' gets first place for all job choices (see Table 30). 'It nurtures the creative side of my nature,' gets second place from those who preferred the jobs of scientist and artist. And similarly "it allows me to work with people" gets a second place from those who preferred to be doctors, engineers, teachers, social scientists, lawyers and politicians. Third rank is taken by "it provides opportunity to use my ability and aptitude", by those who choose to be scientists, engineers and lawyers. "It nurtures the creative side of my nature" was given third place by those who chose to be doctors, teachers, social scientists and politicians. Only those who liked the job of 'artist' gave the third rank to "it allows me to work with people."

All the above choices and the reasons indicate the qualities or essential prerequisites needed to fulfil efficiently the roles expected of particular professions or occupations. It is also interesting to note that these occupations were not preferred because they bring with them high social prestige or fetch a great deal of money. This is clear from the fact that these reasons were given the second or the third ranks. Overall ranking of the reasons show, that 'to serve humanity' is the dominant motive for this sample to select any profession or occupation. The important reasons or motivating factors in order are 'it allows me to work with people,' 'it nurtures the creative side of my nature,' 'provides opportunity to use my ability and aptitude,' 'high prestige in society,' "safe future," and "fetches a great deal of money."

It would be interesting if a follow up study is undertaken to know how many of these students would take up the professions

or occupations of their choices and how many of them feel their expectations are realised in actual job situations.

One of the serious defects in Indian educational system is that there is very little scope to realise one's interest and aptitudes. This is partly due to the non-availability of (at least in the early stages of educational growth) certain courses of study and partly due to modes of selection for admission. Practically no college or university selects its students on the basis of interest and aptitude. The most common method of selection is on the basis of marks scored in the previous examination or marks plus other socio-economic factors like consideration of religion, caste, place of origin and so on. Though the examination marks can be an index of a student's ability to understand the subject he wants to pursue it is not the only indicator to show if he would be successful in his courses of study. His knowledge of the subject, his ability to grasp, interest, aptitude and intelligence are other important factors for admission.

The above aspects have been marked by their absence in our educational system in spite of the fact that educationists have made available enormous amount of research findings as to their need and use. It was thought of as desirable at this stage to find out how many of the jobs choices coincided with the courses of study. We found that there is certain amount of discrepancy between the courses pursued and the choices made. For instance 8.1 per cent of the Arts students studying in B.A. and M.A. have indicated their preference to be scientists, engineers and doctors. Similarly 9.6 per cent of the science and professional students have preferred social scientist's job.

Indian educational system is compartmentalized straight jacket. There is a kind of one way mechanism operating between science and arts courses. Whereas science students can change over to arts courses, this is not possible for arts students. In the light of this, it is not so strange that science students aspire to become social scientists. But the difficulty and tragedy is for the arts and professional students who are interested in taking up science and arts courses respectively but land up in

different subjects in which they have least interest. For the rest of their lives they can never satisfy their intellectual appetite in the fields in which they are interested.

After having joined a course somehow students might develop interest. But there are many who will never apply themselves seriously to the studies which they have 'stumbled into'. Nor can it be said that all students who wanted to take jobs which are incongruent with their courses of study have the necessary intelligence and aptitude. Certainly we are not arguing for these students in this sample but there are a large number of students who are forced to be 'misfits' in their courses of study. This implies that there is a great and urgent need for the introduction of aptitude test and tests devised to measure the knowledge in the subject to which admission is sought rather than mere possession of a formal certificate or degree in particular branch of knowledge.

Selection of Courses

Motivating forces for the selection of courses of study may be many and varied. Some students fairly assess their own ability to undergo certain courses of study and attempt to study them well. There are a few who are guided by their educated parents and relatives in selecting the courses of study. In such cases it may not be always true that the elders have objectively taken into account the interests of the students, his capabilities and skills in advising and choosing a course of study. There are many whose economic and social conditions limit them to choose only particular courses of study and no choice is left for them under the circumstances. There are very many who have no guidance—parental or otherwise—in all other cases students have no vocational goals. This is clear from the fact that only 25.2 per cent of the students stated that they have chosen a particular course of study to get better jobs.

Largest proportion of students, *i.e.*, about 30 per cent gave the reason for the courses of study in favour of acquisition of knowledge. Only 2.1 per cent of males and 3.8 per cent of females said that they have taken up the courses of study due

TABLE 31 . REASONS FOR SELECTION OF A PARTICULAR COURSE OF STUDY

<i>Course of Study</i>	<i>Male</i>	<i>%</i>	<i>Female</i>	<i>%</i>	<i>Total</i>	<i>%</i>
To secure a job ..	476	27.1	162	20.9	638	25.2
To Acquire Knowledge ..	501	28.5	257	33.3	758	29.0
It is Useful for Life ..	107	6.1	58	7.5	165	6.5
To Spread Knowledge to Others ..	51	5.9	18	2.3	69	2.7
Did not get an Admission into the Subject in which I was Interested ..	14	0.8	15	1.9	29	1.1
I am Best Suited to This Course ..	3	0.2	2	0.3	5	0.2
Compulsion of Parents ..	18	1.0	12	1.6	30	1.2
Due to Financial and Other Reasons Choose a Course Nearer to my Place ..	5	0.3	2	0.3	7	0.2
Others ..	432	24.6	169	21.9	601	23.8
No Response ..	151	8.6	77	9.9	228	9.0
Total	1758	100.1	772	99.9	2330	99.8

either to "financial and other reasons or not being able to secure a seat in the subject in which they are interested or due to parental compulsion. None of the students said that they have taken up the course of study on the basis of guidance of parents or teachers or others.⁴ This gives us the impression that our students have become self-determining agents for their course and career. This may be far from the truth. But as it is we have no evidence to disprove the same.

When we classified the reasons for choosing the courses of study into three main categories: (a) knowledge oriented choice (b) job-oriented choice; (c) other-orientations or influences, we found the choice of students pursuing arts courses to be predominantly knowledge oriented, while science and professional student's choices were predominantly other oriented. It was neither for knowledge nor for job. Other reasons given by them were mostly humane in nature such as to serve humanity, help the poor, treat the sick, improve India's villages, serve the toiling people and so forth. Some of the reasons were technologically oriented in the sense, to increase and improve production, to contribute in finding the new processes and products, and to improve the economy of the country. Other statements were personal reasons, such as the subject is interesting, life ambition to be a doctor, to learn minimum knowledge in science as to specialise in medicine, to start one's own business, to serve people because of one's experience as patient, to start business and to help the country to produce new type of bambs.

The above value laden statements are typical of the effect of adult socialization process of new entrants to professions and occupations. What happens to these ideals when they pass out and take up respective professions would be very interesting to know. Because more often than not in practical situations their ideas seem to be utopias and many intellectuals get disillusioned. Resulting despair and frustration sometimes expresses itself in deviant behaviour and his activities become dysfunctional to

⁴Simliar findings were noted in "Delhi Alumni Study" quoted in Blaug et al. *op. cit.*, p. 138.

society. This despair and disillusionment is one of the main reasons for the so called 'brain drain' from our country. There should be mechanisms by which this incongruity between the ideal and the real can be bridged and minimized, so that the organizations in which they work can run smoothly and not become dysfunctional to society.

Having analysed the vocational interests of the students and pointing the relevant and irrelevant thinking of students in this sphere we shall in next Chapter turn to find an answer to these problems. The solutions to relieve unemployment as visualized by the students reveal further interesting points.

CHAPTER VII

The Solutions

All problems which are recognized and singled out for analysis call for a study of causes and consequences. When the causes of a problem are identified and consequences known or at least imagined, it is also possible to seek solutions. It is always possible to find out ways and means of tackling certain problems of removing the causes and creating new avenues.

Like organic diseases which lead to the disorganization resulting in pathological conditions of the organism, there are social problems which bear the symptoms of pathological conditions and therefore, lead to social disorganization if unchecked for a long time. Poverty, unemployment, beggary, crime, delinquency are only few instances of pathological conditions. To remove these conditions it is necessary to explore the reasons and suggest measures of combating them.

In the case of organic diseases, for instance, a patient approaches a doctor or physician with some ailment. The physician takes down the medical history of the patient, observes the symptoms, examines the patient and diagnose the nature of the disease with its etiology. This is only the first step of a doctor who has to treat the patient and cure the disease. He reasons out the possible pathological changes that might occur in the patients body and thinks about the ways and means of arresting the disease conditions and curing it. Thus he suggests

and tries the possible lines of treatment which will eventually relieve the patient of his disease.

In the same way with social problems it is not enough if simply a problem is identified and its etiologies are recognized and its pathological inroads are known. A solution or therapy is more important than understanding its elaborate manifestations. Unfortunately in social sciences clear cut and guaranteed solution of a particular kind are seldom possible. Social conditions, like human nature are subjected to constant changes from within and without. By the time one type of solution is tried unforeseen social factors may come up and adversely affect the effects or even complicate the issue. For instance the abolition of untouchability, will the economic improvement and education of the Scheduled Castes redeem them of the stigma? Will political representation, reservation of jobs bring about social equality? Or are there other forces which are operating in the traditional idiom? Voluntary social reformist movements from ages and the directed efforts of the government in independent India, perhaps have not succeeded as yet in locating the exact causes and therefore devising means to relieve Hindu society from this degrading practice. Although there might be some improvement in the living conditions of untouchables, untouchability is manifesting itself in newer forms.

Likewise is the impact of Five-year plans. With the advent of planning some progress has been achieved. But it is common knowledge that planning is lop-sided and it has not made its impact in all the sectors to the desired extent. The results are not commensurate with the resources invested. This is due to population explosion. But there are also equally weighty causes such as maldistribution of resources, putting wrong emphasis on public sector undertakings and so forth. The net result, however, is that it has swelled the number of unemployed, both educated and uneducated in the country. Of course, this should not deter us from attempting to find solutions and take remedial measures to bring down unemployment. Before we give our suggestion which we shall do in the concluding Chapter, let us have a look at first to the kind of remedies which the graduate students of this study are suggesting. The analysis will also disclose how

different social groups approach this problem, their reactions and solutions to the problems.

The question which of the following steps are helpful in solving the unemployment problem contained seven alternatives from "scientific advancement" to "agricultural revolution" (see appendix), from which the students could choose to offer specific solutions. Large proportion of students from professional and non-professional courses of study stated that effective control of population growth would solve the problem. The next important solution suggested by them referred to development of industries. The third important solution consisted of job-oriented education. Other solutions offered seem to be relatively unimportant to them especially 'green revolution and scientific advancement' which have parallel importance with industrial growth and population control. In the opinion of the students the above three factors are crucial in curbing the rate and effects of unemployment. So let us see how far these three solutions are shared by different social groups and categories in this sample. The Table 32 gives details in this regard.

All religious groups favour control of population as the most important and effective measure to solve the problem. But within the three major religious groups higher proportion of Hindus than others as is revealed by Table 33 choose this as the most important solution followed by Christians and Muslims.

The second important reasons regarding development of industry higher proportion of Christians than other religious groups choose this as one of the very important solutions.

A higher proportion of Hindus than the other religious groups choose job-oriented education as the third important solution.

Though relative proportions of these three religious groups show some variation in their responses, on the whole students of all these religions give first preference to the control of population, second place to the development of industries and

TABLE 32: STEPS HELPFUL IN SOLVING THE UNEMPLOYMENT PROBLEM

	<i>Scientific Advance- ment</i>	<i>Develop- ment of Industry</i>	<i>Control of Popula- tion</i>	<i>Job Ori- ented Education.</i>	<i>Long Range Social Planning</i>	<i>Job Ope- ning in Private Sector</i>	<i>Agricul- tural Revolu- tion</i>	<i>No Response</i>	<i>Total</i>
Non- Professional	189	462	774	302	60	66	216	15	2084
%	(9.1)	(33.2)	(37.1)	(14.5)	(2.9)	(3.2)	(10.4)	(0.7)	(101.1)
Professional	41	105	147	79	19	13	38	4	446
%	(9.2)	(23.5)	(33.0)	(17.7)	(4.3)	(2.9)	(8.5)	(0.9)	(100.0)
Total	430	567	921	381	79	79	254	19	2530.

Note : Figures in parentheses are percentages.

TABLE 33 : SOLUTIONS AND RELIGIOUS BACKGROUND

<i>Religion</i>		<i>Scientific Advance- ment</i>	<i>Development of Industry</i>	<i>Control of Popu- lation</i>	<i>Job Ori- ented Educa- tion</i>	<i>Long Range Social Plann- ing</i>	<i>Jobope- ning in Private Sector</i>	<i>Agri- culta- ral Re- volution</i>	<i>No Res- ponse</i>	<i>Total</i>
Hinduism	:	187	447	754	325	66	56	219	17	2069
	%	(9.0)	(21.5)	(36.4)	(15.7)	(3.2)	(2.7)	(10.6)	(0.8)	(99.9)
Islam	:	14	32	38	12	4	5	11	1	117
	%	(12.0)	(27.4)	(32.5)	(10.3)	(3.4)	(4.3)	(9.4)	(0.9)	(100.2)
Christianity	:	21	92	104	43	11	20	12	1	304
	%	(6.9)	(30.3)	(34.2)	(14.1)	(3.6)	(6.6)	(3.9)	(0.3)	(99.9)
Other Religions	:	1	4	6	4	—	1	2	—	18
	%	(5.6)	(22.9)	(33.3)	(22.2)		(5.6)	(11.1)		(100.0)
No Answer	:	4	6	8	1	—	2	1	—	22
	%	(18.2)	(27.3)	(36.4)	(4.5)		(9.0)	(4.5)		(99.9)
Total		227	579	910	385	81	84	245	19	2530

Note : Figures in parentheses are percentages

TABLE 34 : SOLUTIONS AND CASTE BACKGROUND

<i>Caste</i>	<i>Scienti- fic Ad- vancement</i>	<i>Develop- ment of Industry</i>	<i>Control of Popu- lation</i>	<i>Job ori- ented Education</i>	<i>Long Range Social Planning</i>	<i>Job open- ing in private sector</i>	<i>Agri- cultu- ral Re- volution</i>	<i>No Response</i>	<i>Total</i>
Brahmin	76 (8.3)	205 (22.4)	334 (36.4)	155 (16.9)	20 (2.2)	28 (3.1)	91 (9.9)	8 (0.9)	917 (100.1)
Lingayat	31 (8.4)	78 (21.3)	134 (36.5)	51 (15.5)	14 (3.8)	12 (3.3)	41 (11.2)	—	367 (100.0)
Vokkaliga	21 (10.1)	44 (21.2)	77 (37.0)	30 (14.4)	6 (2.9)	3 (1.4)	23 (11.1)	4 (1.9)	208 (100.0)
Scheduled Caste/Tribe	8 (10.8)	13 (17.6)	29 (39.2)	11 (14.9)	1 (1.4)	—	9 (12.2)	3 (4.1)	74 (100.2)
Other Non- Brahmin Castes	57 (10.6)	102 (18.9)	202 (37.5)	71 (13.2)	26 (4.8)	17 (3.2)	62 (11.5)	2 (0.4)	539 (100.1)
Total	193	542	776	324	67	60	226	17	2105

No Response on Caste = 425. Figures in parentheses are percentages.

third place to employment oriented education. Important and heartening point to be noted here is that narrow religious sentiments and loyalties do not come in the way of realising the dangers of population explosion. This is an example how formal education can transcend narrow religious loyalties, irrational beliefs, religious susceptibilities, and broaden the views on rational lines.

Similarly all caste-groups favoured control of population as the most effective solution. The second and third solutions being industrialization and vocationally oriented education. In Table 34 the relative proportion show that higher percentage of Scheduled Castes than any other caste group favoured population control as an effective measure. Next to them come 'other non-Brahmin castes', followed by Vokkaligas, Lingayats and Brahmins. If we bar the other non-Brahmin castes as it includes a variety of castes whose rank in the caste hierarchy is relatively difficult to ascertain, we find an indirect relationship between the position of a caste in the hierarchy and the views on control of population. That is Scheduled Castes which occupy the lowest position in the social hierarchy prefer control of population in largest proportions. While there is gradual reduction in the relative proportion as the hierarchical position of caste moves up *viz.*, the Vokkaligas, Lingayats and Brahmins.

Why this should be so with upper castes needs same explanation. This may be due to the feeling that when there is a reduction in population these caste groups probably feel that their numbers might reduce disproportionately and their numerical dominance within the State which has brought certain advantages—politico-economic—would have to be shared or given away to some other caste groups. Also why Brahmins who after all constitute a minority should respond in this way; relatively less than other cast groups? Their being a minority in itself must have been a frightful thing for the community and if the total strength of community is further reduced, they fear they will be nowhere on the scene. Also as a caste, occupying the top rank in Hinduism, they are afraid of losing that position and weakening Hindu religion by controlling Hindus population. If Hindus are reduced numerically, other religions may gain

TABLE 35 : SOLUTIONS AND RURAL URBAN BACKGROUND

	<i>Scienti- fic Advan- cement</i>	<i>Develop- ment of Industry</i>	<i>Control of Popu- lation</i>	<i>Job-ori- ented Edu- cation</i>	<i>Long Range Social Planning</i>	<i>Job-Open- ings in Private Sector</i>	<i>Agri- cultural Revolu- tion</i>	<i>No Res- ponse</i>	<i>Total</i>
Urban	153 (9.7)	332 (21.1)	582 (37.0)	250 (15.9)	51 (3.2)	53 (3.4)	139 (8.8)	12 (0.7)	1572 (99.8)
Rural	85 (9.6)	216 (24.4)	295 (33.3)	123 (13.9)	27 (3.0)	24 (2.7)	110 (12.4)	7 (0.8)	887 (100.1)
Total	238	548	877	373	78	77	249	19	2459

No Response on Rural Urban Background = 71 Figures in parentheses are percentages.

ascendancy. To maintain the *status quo*, the Hindu population according to them should remain at the present level if not more. The Hindu militant organizations as a rule are favoured more by the Brahmins since several decades than by any other caste-groups.

Rural-urban differences in Table 35, show that students belonging to both rural and urban areas generally prefer population control, industrialization and job-oriented education as the three important factors that would solve the unemployment problem of the educated.

The relative proportions are that students of urban origin favours control of population in greater number which is significant at 5 per cent level, than students of rural origin. Urban conditions set a limit to the family size and in addition family planning propaganda is more effective in urban centres. The disadvantages of larger families are easily understood in the urban setting than in the rural setting. All these have collectively influenced the students hailing from urban areas to favour control of population as a means to solve unemployment. Education, family planning and ideas about advantage of small and compact families have made inroads into the rural areas. So that students coming from rural background are realising the the need for smaller families although the values for larger families remain still strong.

Similarly relative proportions for industrialization between urban and rural students show that more rural students than students of urban origin prefer industrialization. But the difference in proportion, however, is not statistically significant at 5 per cent level.

Relative proportions for the third most important solution show that higher proportion of students of urban origin than students of rural origin favour it. Here again the difference in proportions are not significant at 5 per cent level.

Since differences between these two groups in respect of responses in relation to industrialization and job-oriented

TABLE 36 : SOLUTIONS AND EDUCATIONAL BACKGROUND OF RESPONDENTS' FATHERS

		<i>Scienti- fic Advan- cement</i>	<i>Develop- ment of Industry</i>	<i>Control of Popu- lation</i>	<i>Job Ori- ented Educa- tion</i>	<i>Long Range Social Planning</i>	<i>Job Ope- ning in Private Sector</i>	<i>Agricul- tural Revolu- tion</i>	<i>No Res- ponse</i>	<i>Total</i>
Illiterate	:	14	24	38	20	5	4	22	1	128
	%	(10.9)	(18.8)	(29.7)	(15.6)	(3.9)	(3.1)	(17.2)	(0.8)	(100.0)
Primary	:	38	95	143	61	14	14	54	2	421
	%	(9.0)	(22.6)	(34.0)	(14.5)	(3.3)	(3.3)	(12.8)	(0.5)	(100.0)
Middle	:	18	56	103	32	9	2	31	—	251
	%	(7.2)	(22.3)	(41.0)	(12.7)	(3.4)	(0.8)	(12.4)		(99.8)
Secondary	:	69	216	302	133	27	26	76	4	853
	%	(8.1)	(25.3)	(35.4)	(15.6)	(3.2)	(3.0)	(8.9)	(0.5)	(100.0)
University less than Degree	:	21	52	75	32	9	7	18	3	217
	%	(9.7)	(24.0)	(34.6)	(14.7)	(4.1)	(3.2)	(8.3)	(1.4)	(100.0)
University Degree Non Professional	:	44	85	141	44	14	13	37	7	385
	%	(11.4)	(22.1)	(36.6)	(11.4)	(3.6)	(3.4)	(9.6)	(1.8)	(99.9)
University Degree Professional	:	14	36	86	28	8	6	17	1	196
		(7.1)	(18.4)	(43.8)	(14.3)	(4.1)	(3.1)	(8.7)	(0.5)	(100.1)
Total		218	504	888	350	86	72	255	18	2451

Notes : Response on Fathers Educational Background=79. Figures in parentheses are percentages.

TABLE 37 : SOLUTIONS AND FATHER'S OCCUPATIONAL STATUS

<i>Occupations</i>	<i>Scien- tific Advan- cement</i>	<i>Develop- ment of Industry</i>	<i>Control of Popu- lation</i>	<i>Job. Ori- ented Education</i>	<i>Long Range Social Planning</i>	<i>Job. Open- ing in Private Sector</i>	<i>Agricul- tural Revolution</i>	<i>No Res- ponse</i>	<i>Total</i>
White Collar Higher Profession	72 % (7.9)	219 (24.1)	342 (37.6)	122 (13.4)	24 (2.6)	35 (3.8)	92 (10.1)	4 (0.4)	910 (99.9)
White Collar Lower Profession	60 % (9.7)	143 (23.2)	237 (38.4)	94 (15.2)	21 (3.4)	11 (1.8)	45 (7.3)	6 (1.0)	617 (100.0)
Blue Collar Occupations	9 % (10.3)	16 (18.4)	29 (33.3)	15 (17.2)	6 (6.9)	4 (4.6)	6 (6.9)	2 (2.3)	87 (99.9)
Agriculture	69 % (9.3)	157 (21.2)	254 (34.2)	116 (15.6)	29 (3.9)	19 (2.6)	95 (12.8)	3 (0.4)	742 (100.0)
Total	210	535	862	347	80	69	238	15	2356

Notes: No Response on Caste = 174

Figures in parentheses are percentages.

education are not statistically significant no valid generalizations can be drawn.

Another solution which is more important from the point of view of rural-urban differences is the choice of 'green revolution' (Agriculture) as one of the measures for solving unemployment. Here we find significant difference, at 5 per cent level between students of urban and rural origins. The former is less in favour of agricultural revolution than the latter. This is understandable because rural people are directly dependent on land for good or bad. In fact land and its produce constitutes the wealth for them. Everything else directly or indirectly is related to agriculture and can be obtained if only agricultural operations are successful. For them bumper crops and good harvests mean surplus income with which they can buy all other goods and services.

Further if farming is well developed and flourishing even educated people of rural origin can take to cultivation and thereby lessen the competition in urban-based jobs. Farming if it has to be prosperous needs to be revolutionized. Land reforms of all kinds and not only ceiling, improved agricultural practices, and greater incentives to farmers would tend to revolutionize production and there would be no need to import or dependence on foreign countries for food supplies. Importance of such a change could be visualised by people of rural background much easily than others. Because these people know the actual conditions better than urban based people and arm-chair reformers. Hence the difference in responses.

Educational background of respondents' fathers has some bearing and influence on the choice of solutions. Here again the same three factors; population control, industrial advancement and job-oriented education are favoured by sons of illiterate fathers to university educated professional fathers. In all these three aspects we found a high positive correlation by using Spearman's rank correlation method, between educational level and proportion of choices for each solution. All the correlations are significant at 5 per cent level. This shows that higher the educational level of fathers, greater the importance

given to population control, industrial advancement and job-oriented education. The Table 36 gives details in this regard.

Similarly the occupational background of fathers seem to have some bearing and influence on the choices of solutions. The Table 37 highlights this.

Sons of all occupational fathers favoured control of population as the first measure, industrialization as the second choice and job oriented education as the third solution. The choice of a fourth criterion as a measure, there are some differences. Sons of agricultural fathers and sons of white collar higher professional fathers preferred revolutionizing agriculture, while sons of blue collar workers and white collar lower professional fathers chose scientific advancement as the fourth measure.

The coincidence is glaring. The strange fact is that the two groups which otherwise fall as polar opposites in occupational ranking preferred agricultural revolution while group which fall in between attach more importance to science than to agriculture. This might be due to the fact of having acquired the value of importance of science as a result of their occupational experience. The groups which are in the middle might have been exposed to scientific values relatively recently and they attach more importance to it. While the white collar higher professional group after having experienced onesided development has realised the importance of improving agriculture as a measure of permanent solution to the problem. India being a predominantly agricultural country, stabilising agricultural production and supply in relation to demand is an essential prerequisite before we may embark upon large scale industrialization. Sons of white collar high professional fathers have been able, as the responses here show, to realise this better because their fathers are more exposed to first hand information on differential effects of agricultural development and industrial advancement.

It is quite natural that the sons of agriculturists favoured green revolution as the fourth measure or factor. It is land which provides them a sense of security at all times; job or no job. If they do not like a job or if it is not an economic proposition,

TABLE 38 : SOLUTIONS AND INCOME OF FATHERS

<i>Economic Category</i>	<i>Scientific Advancement</i>	<i>Development of Industry</i>	<i>Control of Population</i>	<i>Job Oriented Education</i>	<i>Long Range Social Planning</i>	<i>Job Opening in Private Sector</i>	<i>Agricultural Revolution</i>	<i>No Response</i>	<i>Total</i>
Lower-Lower (Less than 2000/- p.a.)	112 (9.1)	256 (20.9)	440 (35.9)	189 (15.4)	40 (3.3)	36 (2.9)	142 (11.6)	10 (0.8)	1225 (99.9)
Upper-Lower (2000-4000)	44 (8.5)	127 (24.4)	184 (35.4)	81 (15.6)	17 (3.3)	15 (2.9)	47 (9.0)	5 (0.9)	520 (100.0)
Lower-Middle (4000-6000)	25 (10.2)	53 (21.5)	96 (39.0)	36 (14.6)	15 (6.1)	5 (2.0)	15 (6.1)	1 (0.4)	246 (99.9)
Upper-Middle (6000-8000)	12 (11.1)	29 (26.9)	43 (39.8)	7 (6.5)	1 (0.9)	3 (2.8)	13 (12.0)	—	108 (100.0)
Lower-Upper (8000-10000)	5 (4.2)	28 (23.5)	45 (37.8)	20 (16.8)	2 (1.7)	7 (5.9)	12 (10.0)	—	119 (99.9)
Upper-Upper (10000 & above)	13 (8.4)	40 (26.0)	58 (37.7)	22 (14.3)	3 (1.9)	3 (1.9)	15 (9.7)	—	154 (99.9)
Total	211	533	866	355	78	69	244	16	2372

Notes : No Response = 158.

Figures in brackets indicate percentages.

they could always return to land and depend on it to sustain themselves. Further, if agriculture is more profitable they can always go back to land even while staying in a job or when they are out of job.

Relative proportions for the first two choices show that among sons of fathers of urban occupations the difference is marked between blue collar and white collar occupations. That is sons of white collar fathers chose "population control" and "industrial advancement" in greater proportions than sons of blue collar workers. But this difference is not statistically significant at 5 per cent level. However, the differences cannot be overlooked. Perhaps blue collar workers are less exposed to the importance and effects of population control and industrial advancement. But their exposure to the need for population control is all the more important because it is in these groups population increase is significant than the affluent groups. So it is necessary that little more intensive propaganda on family welfare and family planning is carried on among these groups.

Sons of agricultural fathers come in between blue collar and other white collar groups. From the point of view of population control this group also needs to be oriented about the need for the importance of family welfare and family planning, though this group's attitude seems to be better than sons of blue collar occupational fathers.

Analysis based on income in Table 38 also shows similar results. The first three choices fall on population control, industrialization and job-oriented education. When the income groups were classified into six economic categories of lower-lower, upper-lower, lower-middle, upper-middle, lower-upper and upper-upper (income range below Rs. 2000/-per annum, between Rs. 2,000-4,000, 4,000-6,000, 6,000-8,000, 8,000-10,000, and above Rs. 10,000 respectively). We found certain differences in responses between these categories. The two middle categories namely the lower-middle and upper-middle showed a strong preference for population control than the two lower and two upper categories, although the differences are not statistically significant.

We should remember the fact that any economic imbalance affects the middle classes worse than the other two classes. The middle class people cannot readily adopt the standards of people lower in status to them nor can they completely assimilate the standards and values of upper class people. It is in the nature of things that middle class people always try to move up after the fashion of the people occupying higher status, than those who are lower in status. Once they are nearer to the upper strata they always try to find out quicker-means of reaching the target. Control of population enables them to reduce the size of the family which will increase the assets and reduce the liabilities. This means a boost to move up the economic ladder. While this feature is less pronounced among the upper and lower classes.

The upper class has already achieved a higher status and their problem now is to retain it. To retain that position they too have to limit the size of their families. That is how we find that large percentage among them also prefer population control. But the relative proportions between the two classes show that the upper classes prefer this solution much less than the middle classes. Their economic position permits this and immediately they need not bother a little increase in the family members.

Lower class people usually make a hand-to-mouth existence. They are not so enlightened as the other two classes are. They are yet to learn and imbibe the values of small family norms and its benefits in the long run for their betterment. That is how a lower proportion of these people chose population control. It is to be remembered, however, that the preferences for measures among all the sons of different economic classes who are exposed to the values of classes above them and not merely their fathers' education has broadened their outlook, to look more objectively the situation than perhaps their fathers did.

This is how we find in all economic categories students strongly prefer population control. The difference in proportions we found are the effects of family influence and their immediate social environment, which still have a stronghold on the individual's attitudes.

For the second choice some differences in proportions are discernible between the lower income and the middle income groups but there is not much difference between middle income and upper income groups. However, the differences are not statistically significant. This means that the preference for this measure is almost equally distributed among all groups though a slightly higher proportion of students in "upper-middle" category and upper caste category chose this solution.

For job-oriented education as the third important solution we find higher proportion in the lower and upper income groups than in the middle income groups. This is due to more unemployment among the members of the family in these two groups (vide Chapter II). This might be an indication that even if there is job-oriented education unemployment cannot be solved unless population is controlled and the country makes rapid strides industrially. This is clear from the fact that these groups have strong preference than other groups for population control and equal preference for industrialization.

So far we have acquainted ourselves with some of the important measures for solving unemployment as suggested by the students and the influence their social background has on these choices. Now let us turn to consider other important aspects albeit minor ones which have a bearing on educated unemployment.

We have seen in Chapter III, that the single largest group of students in our sample wanted employment in government. To secure a job in Government one has to wait in long queues as the number of jobs are always limited though government is the largest employer. Naturally the waiting period of a graduate increases according to the type of degree he holds. Waiting time would be much less in the case of medical and technical graduate, while it may be considerably longer in other cases. If the waiting period exceeds beyond a limit say a year or more it has an adverse effect on the graduate seeking employment in government, since there is age limit to join government service.

At present the age limit to join All India Services is below

25 and for State Services it differs from State to State. In Mysore State the upper age limit is 28 years. If we assume that an average good student graduates at the age of 20 years, he should enter service, if he wishes to work in private sector before he completes 24 years because that is the limit put by private sectors. In case he chooses to serve in the government departments he must secure a job well within 8 years from the year of graduation. This period is reduced to the extent if after one or two years of waiting he chooses to obtain higher qualifications instead of waiting further. Further studies means nearing the deadline of age limit to enter services. If the period between passing out and employment is rather lengthy it is natural that anxiety increases as the person advances in age. It is our impression that very rarely a graduate has to wait such a long period. But the possibility cannot be ruled out either.

This being the case for average and normal students, the conditions of students who stay longer than required in a course is worse. The below average student who gains entry into higher classes and therefore stays longer in the courses probably have to wait longer period than students who are more intelligent and well equipped. So there is a general feeling among the public and the upper age limit of 28 years to enter State Government Service should be removed or relaxed and the limit extended is not totally scraped. How far this popular notion has influenced our students? So the question "should the employment age limit of 28 years be lifted?" The responses clearly show that as many as 61.2 per cent of the sample wants it lifted.

TABLE 39 : RELAXING THE UPPER AGE LIMIT AND UNEMPLOMENT SOLUTION

	<i>Yes</i>	<i>No</i>	<i>No Response</i>	<i>Total</i>
Non-Professional	...1256 %(60.3)	749 (35.9)	79 (3.8)	2084 (100.0)
Professional	... 293 %(65.7)	146 (32.7)	7 (1.6)	446 (100.0)
Total	...1549 %(61.2)	895 (35.4)	86 (3.4)	2530 (100.0)

As can be seen from the Table 39 the professional students

are more emphatic than the non-professional students. The difference between the proportion of professional and non-professional students are statistically significant at 5 per cent level. This suggests that some rethinking on the matter is called for on the part of the government at least as a temporary measure to curb the rising tide of unemployment.

The Problem of Scheduled Castes and Reservation of Jobs

Framers of the Indian Constitution have provided certain safeguards for some backward and down-trodden sections of the population to achieve progress on a par with advanced sections of Hindu Society. Anglo Indians also form a minority for whom certain safeguards are provided in the Constitution. By and large they don't face problems as others backward sections of Hindu Society. This is based on the fact that for generations a major section of the population has been subordinated and suppressed on the basis of status ascribed to them at birth. These groups which were subjected to such low type of treatment and social injustice are necessarily backward, educationally, economically, politically and socially. To compete with the better off sections of the population without safeguards, for them would imply continued subjugation, in spite of the theoretical equality and freedom guaranteed to all. It is in the light of this, safeguards to these communities were justified at the time of framing the Constitution.

In some measures, different caste groups who were classified to be economically, socially and educationally backward have taken advantage of the special privileges and incentives given to them and have come up. But it is difficult to say if these groups have come on par with the forward sections. They, however, still remain backward is evident from the Elayaperumal Committee Report.¹ But feelings are current among the traditionally forward and fortunate Hindu castes that a time has come when these special privileges should be stopped. The Central Government has removed reservations in employment

¹Government of India, Department of Social Welfare, 1949, Report of the Committee on Untouchability, Economic And Educational Development of the Scheduled Castes.

and separate scholarships for backward classes. Only reservation of certain proportion of jobs obtains to-day at the central government level.

Special scholarships for the members of Scheduled Castes and tribes, reservation of posts and relaxation of promotion rules are still maintained by the Central Government. Many people are thinking aloud that even this is not justified. The main opposition against these concessions and privileges come from the traditional upper castes. Their main arguments are three : Firstly that giving of special privileges to a section for an unduly long period make them develop a sense of dependency and all initiative for self-betterment may dwindle. Secondly, it will enable and encourage perpetuation of the caste system in a different form. Thirdly that conferring fundamental rights equally to all and providing special privileges to some is mutually incompatible. *Prima facie*, there seems to be certain truth in these arguments. But a depth analysis of the problem taking into account its dimensions and history, we feel these arguments are invalid as yet.

Conferring of special concessions and privileges have not enabled the Scheduled Castes, even after 23 years of freedom, to come any way nearer to the forward castes. A group which has been suppressed and oppressed for thousands of years and more cannot hope to come to the level of others within 23 years with all other channels for their betterment being blocked by unwilling and often antagonistic upper castes. Though in theory untouchability has been removed it is a naked truth that it still pervades in all walks of life and in some cases it is practised with all the rigours and has become worse than what it was before. So the question of dependency and lack of initiative does not arise at this stage.

In social life it is still a fact that Scheduled Caste people are discriminated and segregated at different levels on different grounds. This segregation and discrimination is upheld by the upper castes, contrary to the Constitution, and it helps to perpetuate the caste system. Members of the Scheduled Castes

themselves cannot become upper castes by using the special privileges. Hence these arguments too are untenable.

If constitutional safeguards are incompatible with the fundamental rights legally, it is equally, incompatible socially to suppress a group of people for no fault of theirs in all arenas of social life. This suppression was there yesterday and it is still there today although legally not correct.

Added to these arguments against special privileges for Scheduled Castes there is a slender argument that this kind of reservation affects the employment market for all. Supporters of this view forget that these groups of people also form part of the employment market. Simply making them to compete with all equally does not reduce the number of unemployed in the country. Further the number of unemployed in our country is many times larger than the jobs reserved for Scheduled Castes. So this argument also does not make any sense.

These pros and cons of the situation in which Scheduled Castes are placed cannot be easily understood by our students. They are likely to be prejudiced, being influenced in this by members of their family, friends and neighbours or might not have an objective view of the situation. We tried to find out the views the students have, regarding the reservation of jobs in Government for Scheduled Castes. The responses showed that a great majority of them are against the constitutional guarantees of reservation of jobs for Scheduled Castes. The details of responses are laid out in the following Table.

TABLE 40 STUDENTS VIEWS ON RESERVATION OF JOBS FOR SCHEDULED CASTES

		Yes	No	No Response	Total
Non Professional	...	846	1226	12	2084
	%	(40.6)	(58.8)	(0.6)	(100.0)
Professional	...	130	312	40	446
	%	(29.1)	(70.0)	(0.9)	(100.0)
Total	...	976	1538	56	2530
	%	(38.6)	(60.8)	(0.6)	(100.0)

$X^2 = 20.6$ Significant at 1 per cent level.

TABLE 41 : RELIGIOUS BACKGROUND AND VIEWS ON RESERVATION OF JOBS FOR SCHEDULED CASTES

	<i>Yes</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No Response</i>	<i>%</i>	<i>Total</i>	<i>%</i>
Hinduism	839	40.6	1227	59.3	3	0.1	2069	100.0
Islam	49	41.9	64	54.7	4	3.4	117	100.0
Christianity	74	24.3	225	74.0	5	1.6	304	100.0
Other Religions	6	33.3	10	55.6	2	11.1	18	100.0
No Response	8	36.4	12	54.5	2	9.1	22	100.0
Total	976		1538		16		2530	

The professional students are strongly opposed to reservation of jobs for Scheduled Castes than non-professional students. The differences are statistically significant at 1 per cent level ($\chi^2 = 20.6$). It would be interesting to know why students do not want reservation of jobs to be made to these caste groups. Is it due to prejudice or ever-internalization of graded inequality principles? Has this opinion any relationship in other attitude areas towards Scheduled Castes? It is suggested a separate study be made of the attitudes, and opinion of the non-Scheduled Caste students on Scheduled Castes and *vice-versa*.

Since we found a strong opposition to continuing Scheduled Caste privileges, we wanted to know if there is any relationship between religious and caste background of these students and the views held by them.

Religious background in Table 41 show that Christians are strongly against the reservation of jobs for Scheduled Castes than any other religious groups in this sample. Hindus come next followed by Muslims. Among the major religions, Christians seem to be more egalitarian minded than others. The christian philosophy preaches equality but caught and submerged in the curious mixture of caste in India, it is often marked by its absence in practice. Although large number of Scheduled Caste persons have converted to Christianity, for many decades there is room for ambivalence between the old and new status. To bridge the gulf it would be perfectly sound to opt for egalitarian principles in place of privileges.

Students of all religions in this sample are against continuance of reservation of jobs for Scheduled Castes. We found a significant association between religion and the attitude against Scheduled Castes in this respect at 1 per cent level ($\chi^2 = 93.3$).

The caste background of students showed (see Table 42) that majority of Brahmins were against the continuance of privileges. The Brahmins are followed by Vokkaligas and Lingayats. Although it sounds strange, but even among the Scheduled Caste students themselves a little more than one-tenth of them are against the continuance of job reservation. Students

TABLE 42 : CASTE BACKGROUND AND VIEWS ON RESERVATION OF JOBS FOR SCHEDULED CASTES

N = 2514

	<i>Yes</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>Total</i>	<i>%</i>
Brahmin	313	31.7	673	68.3	936	100.0
Lingayat	147	39.4	226	60.6	373	100.0
Vokkaliga	79	38.0	129	62.0	208	100.0
Scheduled Caste	61	84.7	11	15.3	72	100.0
Other Non-Brahmin Castes	198	43.4	258	56.6	456	100.0
No Response	178	42.5	241	57.5	419	100.0
Total	976		1538		2514	

of other non-Brahmin caste groups are more tolerant as compared to Vokkaligas and Lingayats although here also majority of them are against continuance of job reservation.

It should be mentioned here that students belonging to upper castes other than Brahmins get some kind of reservation or special provisions for job in State Services as well as student concessions like scholarships and free-studentships in schools and colleges. While they themselves are getting some kind of special treatment how these very groups would sit in judgement against another group which is far low in social hierarchy and which has been kept out of competition in politico-economic and educational spheres since times immemorial? The attitude of caste-Hindu students here is by and large marked by strong prejudice against Scheduled Castes. Given the choice they would like to eliminate them or like to continue along traditional lines.

It is pertinent to point out here that these are the castes which rank high in caste status traditionally. By virtue of holding a higher status they have been enjoying more privileges. Economic, political and social—at the cost of other lower caste groups. Now with the constitutional guarantees and political awakening among the Scheduled Castes, those groups which were enjoying a monopoly of status and power are being threatened. Sometimes, the monopoly is being questioned by the members of the lower caste-groups.

The upper caste groups now feel that they are at a loss. So at all levels and in every possible manner they want to eliminate the competition from lower castes, especially Scheduled Castes since they are still helpless. However, the constitutional guarantees prevent the upper castes to work against the lower castes directly. That is why they want the job reservations to be done away with. To rationalise their arguments they use all kinds of hair splitting logic. Nevertheless, the time has come to review the backwardness or otherwise of not only backward classes but also of Scheduled Castes to quicken the process of advancement of these groups of people who should be able to stand on par with the other communities and on their own legs rather than on legal prosthesis. This will give them a sense of

TABLE 43 : VIEWS ON RESERVATION OF JOBS FOR SCHEDULED CASTES ON THE BASIS OF FATHERS' EDUCATIONAL LEVEL

<i>Educational level</i>	<i>Yes</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>Total</i>	<i>%</i>
University Education	699	42.0	946	58.0	1645	100.0
Less than University Educated	247	31.0	549	69.0	796	100.0
Total	946		1495		2441	

Educational level not stated : 73.

self-confidence to equip themselves properly to compete on equal terms. This alone will enable to reduce intercaste prejudices and tensions gradually and that no one need to feel that the other one is exploiting them directly or indirectly.

Educational background of fathers showed that when the educational level increased there was decrease in the relative percentages of students favouring the continuance of jobs for Scheduled Castes. But this is not significant at 5 per cent level. So we reclassified the educational level into two broader categories *viz.*, the university educated and upto university educated and analysed the responses.

It shows that sons of university educated fathers are more against reservation of jobs for Scheduled Castes than sons of fathers who had no university education (significant at 1 per cent level). This shows that higher education makes people to think more in terms of equality of opportunity in the general sense of the term. This is further supported by the fact that even the sons of illiterates and less educated want the reservation to go.

This apart we have to consider the historical facts about different communities. From this it becomes imperative that all communities should be provided an opportunity for better self-expression and advancement. If we merely apply the academic principles of equality to all the communities which have been traditionally suppressed, they will never get an opportunity to climb up the social ladder. Because caste consciousness will always operate against the backward sections. It is common knowledge that even after 23 years of independence and in spite of legislation against discrimination on the basis of caste, even now we find caste discriminations in all walks of life. This is also more in rural areas than in urban centres. Grouping on ethnic lines will be more during periods of economic stress and each group naturally wants to help its own members. Naturally caste groups which are in favourable position would try to help their own caste people to go up rather than others. This is a good case to show the importance of looking at problems in a broader perspective rather than narrowly and sentimentally.

Ever since our Government proclaimed that it was wedded to establishing a socialistic pattern of society it has taken steps to control certain economic forces which either had their base in capitalistic pattern. By adopting a mixed economic policy in the initial stages certain means of production and some of the supply sources have been nationalized. Such nationalization expanded employment opportunities for many, sometimes being detrimental to the economy of such national enterprises.

Such government controlled and regulated activities have been criticised both by the radical and non-radical sections of the population. The radical elements criticise that the capitalistic forces which are encouraged under the garb of mixed economy subvert and sabotage the nationalized enterprises by fair and foul means. On the other hand the non-radicals condemn nationalization, as it has crippled the free growth of economy by curbing the initiative of the entrepreneurs. Both arguments lead to the same conclusion, namely on the whole nationalization and its complementary policies have not been useful for solving many of the economic ills, including unemployment facing the country.

To find out the impact of planning on unemployment, we asked a negative question, "Is something basically wrong in our planning for the growing unemployment?" The responses showed that more than three-fifths of the sample found the ineffectiveness of planning for the growing unemployment, while less than two-fifths did not think so. There were significant differences between the professional and non-professional students, $\chi^2 = 71.1$, significant at 1 per cent level.

TABLE 44: PLANNING AND UNEMPLOYMENT

	<i>Yes</i>	<i>No</i>	<i>No Response</i>	<i>Total</i>
Non-Professional	1270	754	60	2084
Professional	365	78	3	446
Total	1635	832	63	2530

$\chi^2 = 71.1$ significant at 1 per cent level.

This means that on the whole majority of them found that planning is defective and especially in finding a solution to the unemployment problem.

We further asked whether the State should exercise control on capitalists to provide more jobs. A positive answer to this question would indicate the number of radicals among the students who apt for immediate solution to this problem than delayed ameliorations, Swelling number of educated and uneducated unemployed persons would add to the existing problems and a solution should be necessarily thought of.

The responses show that more than three-fourths of the sample are radicals who want that capitalists should be controlled to provide more jobs. This means that majority of them want immediate solutions to unemployment rather than adopting slow paced measures. Controlling the capitalists could be done by a legislative fiat. But how far this radical view is based on sound knowledge and fair judgment is open to question. At the same time it is clear that the younger generation is impatient and against long term measures to solve the problem.

How far these radical views expressed by the students here are related to the educational, occupational and income level of fathers ? At what socio-economic levels the radical tendencies are more is crucial because if such tendencies prevail among majority of masses, it is a potential source for revolutionary activities unless early remedies are forthcoming. This is a historic fact.

From Table 45 it is clear that large proportions of sons of fathers of all educational levels are radical minded and want the capitalists to be controlled in order to provide more jobs. But at the highest educational level, namely the university degree and above professional levels, relatively less proportions of sons want the measures to be undertaken. This is because they themselves might be feeling that such tendencies if encouraged might fall on them one day. But, however, education has played a major part in bringing egalitarian ideals to

TABLE 45½ CONTROL ON CAPITALISTS TO PROVIDE MORE JOBS

<i>Educational Level of Fathers</i>	<i>Yes</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>Total</i>	<i>%</i>
Illiterate	99	78.6	27	27.4	126	100.0
Primary	355	80.3	82	19.7	417	100.0
Middle	198	81.1	46	18.9	244	100.0
Secondary	664	79.3	173	20.7	837	100.0
University, Less than a Degree	180	83.7	35	16.3	215	100.0
University, Degree and above, Non-Professional	310	81.4	71	18.6	381	100.0
University, Degree and above, Professional	141	73.2	54	26.8	195	100.0
Total	1927		488		2415	

No Response 115.

TABLE 46: CONTROL OF CAPITALISTS TO PROVIDE MORE JOBS

<i>Father's Occupational level</i>	<i>Yes</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No Response</i>	<i>%</i>	<i>Total</i>	<i>%</i>
White Collar Higher Professional	714	78.4	183	20.1	14	1.5	911	100.0
White collar Lower Professional	488	79.2	116	18.8	12	1.9	616	99.9
Blue Collar	64	73.6	22	25.3	1	1.1	87	100.0
Agriculturists	566	76.3	166	21.7	16	2.2	742	100.2
Total	1832		481		43		2356	

No Response under occupational category is 174.

TABLE 47 : CONTROL ON CAPITALISTS TO PROVIDE MORE JOBS

<i>Economic Category</i>	<i>Yes</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No Response</i>	<i>%</i>	<i>Total</i>	<i>%</i>
Lower-lower	981	80.1	221	18.0	23	1.9	1225	100.0
Lower-Middle	189	76.8	55	22.4	2	0.8	246	100.0
Lower-Upper	398	76.3	111	21.3	11	2.2	520	100.0
Upper-Lower	87	73.1	30	25.2	2	1.7	119	100.0
Upper-Middle	79	73.1	28	25.9	1	0.9	108	99.9
Upper-Upper	123	79.9	30	19.5	1	0.6	154	100.0
Total	1857		475		40		2372	

No Rseponse on Income = 158.

all though some of the parents of these students might have vested interests to retain or to introduce one or the other forms of economic system. But all the same among the younger generation the idea of socialism seems to have taken roots and if this is properly channelised and nourished to build up integrity, honesty and discipline much of the evils of society should be redressed. If left uncared for, it can equally create chaotic conditions.

When the answers to this question were redistributed on the basis of students's father's occupation, we found that sons of white collar lower and high professions are more radical minded than the agriculturists or blue collar workers. Here again the sons of middle class professionals are more radical minded and they are capable to providing leadership to other people should there be a need for revolution.

When these answers are classified on the basis of fathers' income into three major categories, namely the lower, middle and upper, with another two sub-categories *viz.*, the lower and upper for each of the categories, we find that radicals are at the top and bottom classes than in the middle. But if we look at the middle, upper, lower and lower middle, there are some similarities in the responses so also the upper middle and lower upper categories. A higher proportion of students from upper-lower and lower-middle categories than from upper middle and lower-upper categories have radical views. This means that by and large there is decrease in proportion of radicals as the income level increases. This is natural because as the income level increase they develop vested interests and acquires the value systems of class to which they have gained admission.

Nevertheless, even class position did not change the views of the students in this direction. But the extent to which the students of upper class origin will retain this idea when they actually enter life and face competition is open to question. However, our danger mark is the lower class and lower middle class people whose absolute numbers are more crucial than the relative proportions. Since radicals are more among these

economic categories it is essential that a proper solution is found out fairly early.

Unemployment Insurance

One of the important measures that could alleviate the distress of unemployment is the provision for unemployment insurance. The principle of insurance has been extended to a variety of risks. But no insurance company, private or public have touched the risk of unemployment. There has been a student agitation in Tamil Nadu demanding for the provision of unemployment allowance and not insurance. President V.V. Giri in the book *Job for Millions*, has advocated for the introduction of unemployment insurance. Such a thing is in vogue in many countries of the west.

It is only a system by which one can pay certain amount of money during relatively prosperous times to receive it back during hard times. The main reasons for the non-introduction of this scheme in India was the difficulty in determining the actual value of the risk and that workers themselves would stimulate unemployment. But when there are more people who have not even secured their first jobs, the question of simulation of unemployment does not arise. So there is a case for the consideration of unemployment insurance scheme. The Employees State Insurance Scheme protects the workers from periods of ill health. Along same lines, there could be a scheme for protecting the workers from periods of unemployment. The funds could be managed from the contributions of workers.

Similarly contributions can be collected proportionately from all types of employees in private and government for the unemployment insurance scheme. From the funds thus accrued certain amount of money commensurate with qualifications, experience and needs can be paid to all those who are unemployed except the superannuated persons. Since members of the families of all types of employees would at one time or other suffer from unemployment ordinarily there should not be any objection from any one on this policy. Such a possibility is worth experimenting. We wanted to know if the students held

TABLE 48 : UNEMPLOYMENT BENEFIT SCHEME

		<i>Yes</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No Response</i>	<i>%</i>	<i>Total</i>	<i>%</i>
Non Professional	...	1651	79.2	168	8.1	265	12.7	2084	100.0
Professional	...	343	76.9	35	7.8	68	15.2	446	99.9
Total	...	1994		203		333		2530	

any views regarding this. To the question "should there be an unemployment benefit scheme" more than three-fourths of the students responded positively and only about one-tenth of them were against it.

Relatively large number of "no responses" is perhaps due to the lack of knowledge about the scheme and what it implies. This is more pronounced among the students of professional courses than in non-professional courses. This is natural because till recently students of professional courses did not experience unemployment problem, its implications and the need for its amelioration. That is how we find a higher proportions of students of non-professional courses than professional courses wanting the introduction of unemployment benefit schemes.

Among those who wanted such a scheme great majority of them wanted it till unemployment problem is solved. Only less than one-twentieth of them wanted it permanently. This indicated that this view is held because of the worsening unemployment situation at the moment rather than by the desire to be a dependent on Government. If otherwise perhaps majority of them would have opted that the scheme be permanent.

TABLE 49 : DURATION OF UNEMPLOYMENT BENEFIT SCHEME

<i>Less than 10 years</i>	<i>More than 10 years</i>	<i>Until Employment Problem is Solved</i>	<i>Permanently</i>	<i>No Response</i>	<i>Total</i>
144 (7.2%)	16 (0.8%)	1576 (79.0%)	78 (3.9%)	180 (9.1%)	1994 (100.0%)

The next point of interest is to know if there is any difference between urban and rural origin of students in preferring unemployment benefit scheme. We in fact found significant differences in responses to this question between students of urban and rural origin. Among students of Urban origin a higher proportion of them wanted this scheme than it is true of the students of Rural origin. This again is probably due to the security gained from joint family life which is still in vogue in rural areas.

TABLE 10 URBAN RURAL ORIGIN AND VIEWS ON UNEMPLOYMENT BENEFIT SCHEME

	<i>Yes</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>Total</i>	<i>%</i>
Urban	1229	63.3	333	66.7	1562	
Rural	714	36.7	166	33.3	880	
Total	1943	100.0	499	100.0	2442	

Further urban residents are more exposed to the stresses and strains of urban living. The vicissitudes of urban dwellers, with very little or no protection from primary group ties always depend upon governmental, voluntary or philanthropic organizations for their protection. In place of these which involve a sense of obligation, unemployment benefit scheme is a welcome relief.

Majority of the students irrespective of fathers educational level wanted the introduction of unemployment benefit scheme. Thus the educational level of fathers and choice of unemployment benefit schemes by sons constitute independent variables. We shall now summarise and conclude the findings in the Chapter that follows.

CHAPTER VIII

Concluding Remarks

The problem of unemployment of the University graduates is a real one. Measures have to be taken to rescue tens of thousands of young men and women who are without work. Planning agencies in the States and in the Centre have done something to help these young people. Employment exchanges are attempting to find out right kind of work for right kind of men. New opportunities for intellectual workers are being explored.

It is all encouraging but it is not sufficient. In unemployment not only the tale of individual's is at stake but also of society. Masses hitherto who had no opportunity to taste the fruit of the 'tree of knowledge' have tasted it. To partake of it further has become for them the means to social, economic and political emancipation. They will not stop. They will slave and push to give their children the advantages, real and imaginary, which more and better education promises. If new avenues are not created for their carvings for social and economic progress they will continue to flood the institutions of learning with ever-growing masses of students or if they are frustrated in their efforts, they will revolt. So a rational approach to the problem of unemployment of the university graduates needs a dispassionate analysis of the causes and effects. A sympathetic approach in the light of what the students have expressed in the proceeding chapters in finding out cures for them is called for. This Chapter will attempt it by expressing our own views.

It is our expressed opinion that problems of life and unemployment is a part of our life processes and therefore, cannot be solved in isolation. We feel an integrated approach of control of population growth, economic development and educational planning is necessary if we are to solve the problem to any satisfactory extent. Lopsided approach to anyone aspect may relieve the problem for a short period but in the long run it would be disastrous and creating more problems. Though we hold this view we attempt in this Chapter how educational and occupational planning would go a long way to solve the problem of educated unemployed graduates. We do this not because we attach more importance to the latter than to the former but because we feel they are areas to be dealt with by scholars more competent to do it.

In Chapter IV, we have seen that students are agreed that one of the major causes for educated unemployment is overcrowding of universities. This is largely proved to be true by Blaug *et al.* in their study of causes of graduate unemployment in India. They have tried to explain that there is disequilibrium in social rates of return among primary school educated and graduates. In other words higher education is over expanded in relation to primary education. So they have suggested a diversion of funds from higher education to primary education so that the social rates of return would be equalised and there would be more people at the base of educational pyramid than at the top. This means a minimum education should be provided to the largest number thereby eradicating illiteracy, while the higher education should be selective. So what we feel is that higher education especially university education should be selective. At the same time primary and secondary education should be expanded and illiteracy to be eradicated altogether.

Instead of providing higher education to all and sundry it must be provided to those who have the ability to pursue studies in the proper perspective. Selection should not be based on examination marks alone but should be based on past performances, personal talents, principles of social justice and aptitude. If necessary, in the initial stages certain number of seats can be

reserved for socially disadvantaged caste groups. But these seats are also to be filled among themselves by adopting the same methods of selection with relaxed norms. There should be more scholarships so that poor but capable students would be able to complete their courses of study, successfully. Only by this process the problem of numbers could be solved. The present enrolment limits could be retained and only rigorous enrolment procedures to be strictly adopted.

In professional courses as far as possible accurate manpower requirements for every 5 years to be estimated and accordingly the number of seats are to be determined. Here too selection should not depend on marks in the qualifying examination alone. Other relevant factors mentioned above should be given due consideration while selecting candidates.

By this selective process we could reduce the number of university educated. But at the same time there will be large number of persons qualified at the primary and secondary education level. How to provide employment to all of them? Here the content of education should be modified so that a student knows more about his environment, about agriculture, acquire basic knowledge in languages, science, hygiene and mathematics. With this he must be able to engage in agriculture or business intelligently or to work in local small scale industries.

There should be bifurcation of courses at the end of middle school and secondary school level. Those who are capable of taking industrial occupations should be trained in those occupations and only the talented should take up a general course so that they could go for higher education.

For higher technical courses students should be selected from bifurcated technical courses who show an aptitude and possess required talents for higher studies. A small proportion can be allotted for those who excel in general course and who wish to take up technical courses and have the other necessary prerequisites.

The remaining few should be provided opportunities to start their own industries or to take up jobs in small industrial concerns. For this there should be large scale economic development.

The content of secondary school courses including the bifurcated ones should prepare the students not for specific jobs or specific occupations. These courses must prepare the students to adapt themselves to any type of mechanical or other occupations. While preparing the students there must be a kind of rural bias in the curriculum so that a student from the village does not acquire the values of urban life *to neglect* the village. Given the agricultural nature of our country, our village side needs intelligent educated men to develop the villages in all aspects. The strong village bias will motivate even the higher professionals like doctors, engineers to come back to the villages to start their own clinic or industries.

A kind of revolution is taking place in our agriculture. More and more people are taking to better methods of irrigation and improved methods of agriculture. Agriculture farms are gradually mechanised. The growing agro-industries should be encouraged and located increasingly in rural areas. As the agro-industries grow they will need more technically qualified men to do various kinds of jobs in production as well as servicing side. Matriculates who have no aspiration to go for higher studies or who do not have the necessary equipment, aptitude and so on for higher education if they are properly trained to handle mechanical devices and implements they could certainly participate in the rural life and earn a living. But the present lacunae in our technical schools is the absence of rural bias. Even a student from a village after his training or course wants a job in a town rather than doing something within his limits in the village. Similarly small scale industries are started in the urban areas rather than in villages. If an opportunity is provided to him in the village he will have second thoughts to go to the former. So a thorough overhaul of the secondary education accompanied by encouragement to agro-industries and rural based industries would absorb many of our young men who are not well equipped to go for higher education

consequently numbers coming for higher education would be far less than what it is now.

Even higher education needs some radical changes. Our colleges and universities have to produce leaders in business and public life. The interested brilliant persons will go for research. Others have to be trained as real leaders of men. They have to create 'all round' personalities. We need neither masters nor jacks of all trade but persons *who have* learnt to think synthetically, who will understand fundamental forces in modern life. So the out look and objectives of university education has to be changed according to the changing times. If this change is brought about there would be no fear of unemployment.

Occupational Planning

In a society where social change is rapid occupational planning becomes more complicated and problematic. New elements appear and change society at a given moment of history. Some of these can be foreseen while others cannot be predicted with any accuracy. Yet to certain extent changes in the occupational field can be confidently anticipated. These anticipations would lead us to plan and direct people towards those occupations which are likely to offer work.

The present day situation in India is more or less similar to the 'secondary stage' of socio-economic evolution propounded by Allan G.B. Fisher¹ where we find a predominantly agricultural society emerging as an industrial society without losing the basic agricultural characteristics. In this intermediate stage or transition period new occupations are created resulting in more job opportunities. But unfortunately this has been offset by the increase in population and inadequate educational planning. So what should be done immediately?

Short Term Measures

First solution to increase job opportunities would be to

¹ Fisher Allan G.B. *The Clash of Progress and Security*, London, 1935, p. 23 ff.

reduce the hours of work. This would call for more men to do the same work previously done by less number of workers for more hours. Concurrently this would make available more leisure and people would find means to enjoy the leisure. This would create demand for 'leisure time' products, for personal services and thus new opportunities for work will be created.

Corollary to the above all overtime work is to be discouraged except when it is inevitable. When there is constant need of overtime work more hands are to be appointed. This also helps efficient performance of the jobs.

Second there are departments and offices where the work load is more per person and thereby there is inefficiency and red-tapism. In such cases more jobs are to be created which solves twin problems of inefficiency and unemployment.

Thirdly the retiring age of all occupations is to be reduced to 50 years for a decade or so. No further extension of services after retirement should be given in any occupation. This would immediately create more opportunities without additional expenditure.

Fourth, a system of National Service Scheme should be introduced which should make all students who have passed out in 1968 and after work compulsorily in organised camps. These camps should organise works like soil reclamation, afforestation, laying new roads in remote villages. They must inculcate in them a sense of duty and devotion to the country, and discipline, and dignity of labour. All inmates are to be provided free clothing, shelter and food for the period plus a little pocket money for personal expenses. Only after one year of such service a matriculate or graduate should be made eligible to take up government jobs and jobs in large scale private and public sector industries. This would immediately help to clear up the backlog of unemployment. This scheme should be a continuous one and should be reviewed every 5 years to consider the increase or reduction in the period of work in such camps.

The above suggestions are offered with short range perspective. These should be reviewed where except stated once in every 10 years to modify them or altogether scrap them.

What should be done for a long range planning so that such acute phases of unemployment are prevented?

The problem of long term solution would be in what numerical proportions persons should be trained for different occupations. What kind of training is to be given to them?

It must be realised that progress could be achieved if obvious maladjustments between occupational needs and supplies are corrected. During the period of transition from agriculture to industrial stage emphasis should be on the training of technicians rather than producing more arts and science graduates. When the optimum stage of industrialisation is reached stress should be laid on recreating crafts. At this stage there will be demand for skilled individual work in homes, and business enterprises such as for first rate cabinet makers, interior decorators and so forth. At this stage greater attention has to be paid to the supply of this type of workers. For this type of adjustment between demand and supply of different occupations a workable estimate has to be made by careful analysis at appropriate intervals.

When our State reaches the industrial and the super-industrial stage workers need adaptability than skill. Owing to sudden and unprecedented changes in industrial processes and techniques and due to rise and fall of certain industries people have to change their jobs frequently. In such situations that are not expected to be all-round technicians but must be able to do some small function within highly differentiated processes of work. Here the role of education is more important. Education should condition them for life in an industrial society. And it should create in them the right *attitude to change*. They must be made adaptable and ready to change from one occupation to another.

The question of numbers is more important for all those occupations which require prolonged and highly specialised

training in institutions of higher learning. Professional men whose period of training ranges from 3 to 8 years cannot be expected to change easily from one occupation to another. Changes, therefore, should be avoided in order to prevent the loss of standing and loss of capital and energy spent on the preparation for work in higher institutions. Therefore, candidates should not be trained in more numbers than the approximate or actual needs. With some measures of accuracy actual number required over a period of time can be predicted. There will not be sudden fluctuation in the demand for professional men over a period of five or six years, the period required for training them. Therefore, the number required should be constantly estimated and accordingly college and university enrolments are to be controlled.

To carry out all these suggestions there is a great need for organs of planning. It is gratifying that we have a central institute to study the manpower needs and supplies. But it is not enough. Each State should have an institute to study the particular conditions that prevail in the States. These institutes should have economic experts, sociologists and statisticians. These experts must be able to separate the important from the ephemeral. These men need, vision and initiative. They also need patience since much of their work will be vitiated sometimes by forces beyond men's control. Yet, while they will not-re-create society nor usher in the millennium, their findings will facilitate the *peaceful evolution* of society. It will be the duty of government agencies, of trade unions and entrepreneurs, of parliament and educators to heeded their advice to make adjustments where adjustments are desirable.

A Note on Language Policy and Unemployment Insurance

Blaug *et al*'s statement that "The recent rioting over the Official Language Act is intimately connected with the competition among educated people for a limited number of jobs,"² is largely true. Hindi States with 40 per cent of India's population speak some form of Hindi and urge it to be the sole link language while the southern States feel this would give unfair

²M. Blaug *et al.*, *The Causes of Graduate Unemployment in India*.

advantages in the competition for central government jobs. Even if the UPSC examinations are conducted in the regional medium or mother tongue there will still be the problem of promotion within the services. Those who know Hindi will have more chances of promotion than those who do not know. Therefore, the State government should take into consideration the feelings of students expressed in an earlier Chapter and find out a suitable measure to alleviate their anxieties.

The Problem of Medium of Instruction

No doubt, it is recognised that a student learns easily in his mother tongue than in any other. We have also no reservations about the importance of developing Kannada. It has to be enriched by translating more scientific and technological works of modern times. Original work in Kannada in science and technology and social sciences are to be encouraged. At the same time we have to think also in terms of future of our young men and women who have to go out of the State in large numbers in search of jobs. Sometimes Kannada medium will not help them to move out. Nor can we offer jobs for all of them all the time within the State. So a broader outlook in language policy than now is needed. It is historic truth that only during periods of relative economic prosperity, language, culture and arts of a society have developed and attained higher forms. The civilizations of Indus Valley, of Sumer and Euphrates all go to prove this. The period in which we are placed now is a period of relative scarcity and economic difficulties. Certainly this is not the period to experiment on language and culture. So more realistic view is called for in language policy of the State and the Centre.

The Government should consider the possibility of bringing in legislation for *unemployment insurance scheme*. All those who are employed in the organised sector should be made to contribute a portion of their salary as insurance. Also students who enter colleges should have to contribute a small sum to this scheme. A portion of the amount accrued from this source can be spent on camps organised under National Service Scheme suggested earlier. Those who are unemployed after training in the scheme should be paid according to qualifications a sum for

their maintenance as unemployment insurance. But as soon as they secure a job they also automatically contribute to the scheme. This will help even people who are thrown out of job in the middle of their employment. The amount paid should be such that it should be just sufficient to maintain themselves. Otherwise a set of lazy people will be encouraged to thrive on this scheme rather than seeking jobs.

Alternatively an unemployment loan scheme can come into force through the contributions of employed people against their unemployment. Monthly amounts should be given as loan to those new entrants to the labour market who do not secure a job. As soon as they get a job they must pay back in instalments their debt and simultaneously contribute to the unemployment scheme. Among the subscribers who are not thrown out of their job throughout their career, they have to be paid their contributions at the time of retirement with or without interest.

We feel the Government must consider these two proposals and at least as experimental measures and try them with university graduates.

While considering the proposals it should not be forgotten that, "behind the dry figures of our statistical tables, behind the dispassionate analysis of cause and effect, there lies the whole misery of a generation. . . . the utter despair of thousands of parents who saved and slaved for a life time to give their children an education only to see them in the end unemployed, very often broken in body and spirit; the impotent wrath and the slow demoralisation of promising young men and women, loaded with degrees and certificates, to whom society denies the opportunity to put to any use their gifts and their knowledge."

Checking Population Growth

In the ultimate analysis our problems boil down to over population. It is a sore fact that even the small benefits that accrued due to planned development was upset by population growth. Even when all of us become literates still millions would be left unemployed in the villages and towns. So apart

from implementing the suggestions it is imperative that simultaneously drastic measures are to be evolved to control the population growth. Otherwise future would be bleak. Our suggestions are :

1. All the children of fourth order and above born after January 1971 should not be provided with free education, medical aid, concessions in appointment and so forth.

2. A separate scheme of scholarships limited in number should be provided only to exceptionally brilliant children of the 4th order and above. They should be provided free education and immediate employment after completing education.

3. Central and State Governments should enact laws providing maternity leave to only first three children. This law should be applicable to all public and private establishments. This will encourage small family norm. This, however, will have serious limitations and cover only a fraction of women, since large number of cases do not go to maternity homes at all.

4. In rural areas family planning and family welfare programmes are to be intensively propagated. Lower income groups in rural areas are to be compulsorily sterilised after third child with the exception of conscientious objectors. This should be done irrespective of religious affiliations.

5. Small family norm should be propagated to high school boys and girls and should be continued in colleges and universities.

6. Legalization of abortions as has already been done by the Parliament.

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List of Colleges Covered

I. BANGALORE UNIVERSITY

1. Arts and Science College, Bangalore
2. Acharya Patashala, Bangalore
3. B.M.S. College for Women, Bangalore
4. B.M.S. College of Engineering, Bangalore
5. Central College, Bangalore
6. Chamarajendra Institute of Technology, Bangalore
7. Government Arts and Science College, Bangalore
8. Government Medical College, Bangalore
9. Government College of Indian Medicine, Bangalore
10. Institute of Home Science for Women, Bangalore
11. Jyothi Nivas College for Women, Bangalore
12. Jayachamarajendra College of Indian Medicine, Bangalore
13. Maharani's College, Bangalore
14. Mount Carmel College, Bangalore
15. M.E.S. College, Bangalore
16. National College, Basavanagudi, Bangalore
17. National College, Jayanagar, Bangalore
18. Nijalingappa College, Bangalore
19. Renukacharya College of Science, Bangalore
20. R.V. Engineering College, Kengeri, Bangalore
21. St. Joseph's College, Bangalore
22. St. Josephs Medical College, Bangalore
23. University Engineering College, Bangalore
24. Vijaya College, Bangalore.

II. KARNATAKA UNIVERSITY

1. Arts and Science College, Ranebennur.
2. A.V. Baliga Memorial College, Kumta (N.K.).
3. A.G.S. College, Belgaum.
4. Arts and Science College, Ramadurga.
5. Arts and Science College, Jamkandhi.
6. Basaweswara Science College, Bagalkot.
7. Basaweswara Arts College, Bagalkot.
8. Basaweswara College of Engineering, Bagalkot.
9. B.V.B. College, Beedar.
10. Government Medical College, Bellary.
11. Government College, Gulbarga.
12. Gulbarga Engineering College, Gulbarga.
13. G.I.B. College, Nippani.
14. G.C. College, Ankola (N.K.).
15. G.H. College, Haveri.
16. H.S.K. Science Institute, Hubli.
17. J.S.S. College of Science, Dharwar.
18. J.S.S. Arts College, Dharwar.
19. J.T. College, Gadag.
20. J.N. Medical College, Belgaum.
21. J.S.S. College, Gokak.
22. Karnataka Arts College, Dharwar.
23. Karnataka Science College, Dharwar.
24. Kittel College, Dharwar.
25. Kadasiddeswara Arts & Science College, Hubli.
26. K.G.S. College, Karwar (N.K.).
27. K.P.C. College, Bijapur.
28. Kottureswara College, Kottoor.
29. L.V.D. College, Raichur.
30. Lingaraja College, Belgaum.
31. M.V. Arts, Science and Home Science College, Hubli.
32. Municipal Arts and Science College, Lakshmeswar.
33. Municipal Arts College, Naragund.
34. M.E.S. College, Sirsi (N.K.).
35. M.P.E.S. Arts and Science College, Honnavara (N.K.).
36. M.S.I. Institute of Science, Gulbarga.
37. Medical College, Gulbarga.
38. Nehru Arts and Science College, Hubli.

39. Post-araduate Centre, Dharwar.
40. P.C. Jabin's College, Hubli.
41. R.V.B. College of Engineering, Hubli.
42. R.L. Science Institute, Belgaum.
43. R.P.D. College, Belgaum.
44. S.S.M. College, Shabad.
45. S.B. Arts College, Gulbarga.
46. S.B. Science College, Gulbarga.
47. S.B. Arts College, Bijapur.
48. S.D.E. Arts and Science College, Sankeswara.
49. S.S. College, Kagawada.
50. S.A. College, Naregal.
51. S.J.M. Visw Women's College, Hubli.
52. Veerashaiva College, Bellary.
53. Vijayanagara College, Hospet.
54. V.G. Women's Institute, Gulbarga.

III. MYSORE UNIVERSITY

1. A.V. Kamalamma College for Women, Davangere.
2. A.V. Kanthamma College for Women, Hassan.
3. A.E S. National College, Gowribidanoor.
4. Bhuvanendra College, Karkal (S.K.).
5. Bhuvanendra College, Coondapur (S.K.).
6. B.D.T. Engineering College, Davangere.
7. B.M.S. College, Konanoor.
8. D.R.M. College, Davangere.
9. D.V.S. College, Shimoga.
10. First Grade College, Theerthahalli.
11. Government Medical College, Mysore.
12. Government College, Mandya.
13. Gomateswara College, Sravanabelagola.
14. Government College, Hassan.
15. Government College, Mercara.
16. Government College, Tumkur.
17. Government College, Mangalore.
18. Government College, Kolar.
19. Government College, Chitradurga.
20. I.D.E.S. College, Chikkamagalur.

21. J.S.S. College, Chamarajanagar.
22. J.C.B.M. College, Shringeri.
23. J.J. Medical College, Davangere.
24. Kasturba Medical College, Manipal (S.K.).
25. Karnataka Regional Engineering College, Surathkal.
26. K.G.F. First Grade College, Oorgam.
27. Kamala Nehru College for Women, Shimoga.
28. Kalpataru College, Tiptur.
29. Lal Bahadur Shastri College, Sagar.
30. Manipal Engineering College, S.K.
31. Mahaveera College, Moodabidre.
32. Melagres College, Kaliyanpur.
33. M.G.M. College, Udipi.
34. Municipal First Grade College, Chintamani.
35. Malnad Engineering College, Hassan.
36. Mahadeswara College, Kollegal.
37. M.T.D.B. College, Mysore.
38. Maharani's College for Women, Mysore.
39. Music and Dance College, Mysore.
40. Maharaja's College, Mysore.
41. National Institute of Engineering, Mysore.
42. Post-Graduate Centre, Manasagangotri, Mysore
43. P.E.S. College, Mandya.
44. Philomena's College, Mysore.
45. Philomena's College, Puttur (S.K.).
46. Poornapragna College, Udipi.
47. Post-graduate Centre, Mangalore.
48. Roshini Nilaya, Mangalore.
49. Rural College, Kanakapura.
50. Sharada Vilas College, Mysore.
51. Siddaganga College, Tumkur.
52. Siddaganga Institute of Engineering, Tumkur.
53. Sahyadri College, Shimoga.
54. Saint Aloysius College, Mangalore.
55. Saint Agnes College, Mangalore.
56. Teresian College for Women, Mysore.
57. Vijaya College, Mulki (S.K.).
58. Vidyadayini College, Surathkal (S.K.).
59. Vivekananda College, Puttur.
60. Yuvaraja's College, Mysore.

**IV. UNIVERSITY OF AGRICULTURAL SCIENCE,
BANGALORE**

1. College of Agricultural Sciences, Bangalore.
2. College of Agricultural Sciences, Dharwar.

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