



CHAPTER II: LITERATURE REVIEW

➤ Second chapter gives a review of related literature for the study

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LITERATURE REVIEW

The review of literature is presented below:

L.P. Agarwal (2001), states that VEP has not succeeded to the level as expected because the vocational courses introduced remain largely academic oriented and untrack because these courses could not find a popular support form students and parents. The study states reasons that the unpopularity of vocational courses is brought about by the in adequate facilities in vocational schools, stiff attitude of our universities to keep the old academic and professional courses intact and non availability of suitable employment opportunities to students of vocational courses because of undue importance given to degrees. He stresses on the need to do away with the myth of superiority of academic streams over that of the vocational ones and expresses the need to make the vocational courses more popular and attractive.

A.K. Mishra (2000), mentioned that the educational reforms in the third quarter of the century have failed to touch the fundamental issues of bringing education closer to life and work of people and creating an atmosphere of dignity towards education through work. He points out that the mad rush for higher education is due to factors which may include lack of employment opportunities after school education on one hand and the lack of employability of the product on the other, obscuring and defying the cause and effect analysis. He points out that the urgent need on the part of many states is to be wise to count and emulate the gains of other states and at the same time learn form the errors committed by them.

K.L.Dangi, and S.L.Intordia (2001), studied entrepreneurship as a way to employment generation among tribal and non tribal educated rural youth of southern Rajasthan, based on empirical evidence suggests that entrepreneurship – oriented courses like motor rewinding, electricity wiring, clock and watch repair technology, repair and maintenance of radio and T.V. receivers, garment making, embroidery, welding practices and knitting technology if incorporated in the school level syllabus, they would help in eradicating the unemployment problem among tribal and non- tribal educated youth. He is of the opinion that the problem of unemployment cannot be resolved unless the educated youth are trained and involved in entrepreneurship- oriented vocations. According to him more than 70% of the youth population of India is predominantly agricultural and lives in rural areas.

NCERT (2000), stated that vocationalisation has not come all of a sudden, but is the result of a gradual strengthening of the nexus between education and national development through productivity. He claims that Vocational education is an attempt to cover the gap. He claims that while ITI's and Polytechnics would cater generally to the organized industrial sector, the thrust of the school programme should be is expected to be in sectors not covered by them and potentially on the very much larger service sector. The success of the vocational courses, is the desired linkage that comes through the guarantee of employment by organizations for whom the pupils are being trained by the schools. As is well known, this is so far been a missing link he states.

D.K.Vaid,(1996), discussed some of the main points discussed at the meeting which was organized by a research team, PSSCIVE, Bhopal. The

main objective of conducting the meeting was to assess and analyse the present status of VEP in the area of business and commerce and to determine the line of action for further planning. Goa too had been surveyed but no in depth survey was conducted. The report only mentions funds sanctioned to Goa, number of schools offering vocational courses, no. of commerce courses offered in Goa, enrollment of students and their results till the year 1994-95.

MHRD (1996), as part of the team for conducting the survey on VEP All India report, gives a description of the study conducted. The study covered some of the talukas in Goa as well. It suggests that the goal of VE would be better served if the scheme is placed under the administrative jurisdiction of the Directorate of Technical Education and not under the Directorate of School education. He suggests that the scheme has to identify vocation 'traits' and thus be significantly different from the general streams and not subservient to it as it exists today. It should have its own examination Board. Courses belonging to the group 'Business and trade' and 'Engineering and technology' were observed to be more popular among current students but the pass outs had more scope for wage employment than self-employment. Again, pass outs from other vocational groups may be having greater potential for self employment, but it is an accepted fact that fresh pass outs always prefer to get acquainted with the vagaries of the market situation for several years before venturing on to organize their own enterprise.

MHRD & NCERT experts (1993), spoke on issues covered in National Seminars conducted in 1989 and 1991 and also on a quick appraisal of the implementation of the VEP in India in 1990 which included the state of Goa. It suggests that the Office of the Development Commissioner (SSI) has

decided that unemployed youth who have vocational training at plus +2 would be given preference under the scheme of Self-employment for Educated unemployed (SEEUY). As per this scheme it is possible for students to get bank assistance for setting up SSI's. It also suggested that a proper assessment should be made of the requirements for the services in various areas and for self-employment opportunities in the rural areas. In particular, vocational courses may be designed for women to enable them to find out opportunities for self-employment. It also suggests that the success of the programme depends on the recognition of the certificates issued to the students after they pass the course. It also suggests that the role of GFC teachers should be extended by giving guidance to vocational students in self employment and in also placement by giving the teachers rebate/incentive for teaching the curriculum.

Mark Casson (2000), in his study on firms, markets, and networks, states that small businesses account for 80% of all the construction spending and almost 70% of all the retail and wholesale spending. More than 60 million of the 105 million working Americans are directly employed by small business in USA. He states that in recent psychological studies of people who start small business give the profile that, formal academic training has not been very significant. He speaks of the increasing numbers of persons that are seeking the practical knowledge of specialized courses. The study also states that the family background and culture seem to play important roles. The nineteenth century entrepreneur often rose from an immigrant or poor rural background.

A. Palanivel & M.Sen Gupta (2001), explained the successful implementation of the VEP in the State of Chandigarh from its inception. It

speaks of the overwhelming response of students to the vocational courses in terms of its enrollment. Also speaks of the exemplary endeavors of the schools to set up industry linkage for practical training. He briefly makes a mention of 68 success stories of vocational pass outs that have been absorbed in the same organization after completion of the OJT. He claims that VEP in this state is just not a testimony of the fact that the model suggested by NCERT is not just implement able but is capable of achieving the stated objectives provided there is commitment on the part of the State.

A. Palanivel & M.Sen Gupta (2001), speaks of the adoption of rigorous planning and systematic implementation of the VEP has greatly contributed to the success of the state of Maharashtra because of which the programme is running successfully since its inception. It is one of the few States that have qualified full time teachers and instructors appointed on regular basis and offering good salary to teach the vocational courses. The success stories stated of 32 vocational pass outs that have been either absorbed in organizations or are self employed indicates the desired kind of school – industry linkage established by the institutions in the state.

A. Palanivel (2002), the study showed that the enrollment of students is not very encouraging in the state of Assam. He claims that the VEP doesn't show positive results in the State. As nearly 50% of the students claim that OJT was not conducted. Vertical mobility is also not possible for in most of the cases either due to no related courses in colleges or due to restrictions to get admission in the courses. Principals say that production cum training and apprenticeship training could not be provided to students. As a result, the teacher student ratio is almost 1:1.2.in the year 2001-02. The percentage of diversion of students to VE is less than 1%. The study also revealed that

48.9% of the vocational pass outs were unemployed, 33% go for higher education and the remaining 17.7% are either wage employed or self employed.

Sen Gupta & Dr.P.Raizada (1991), on their study conducted on VEP in the state of Karnataka , state that it was one of the pioneering state to start VEP. He brings out the kind of situation which exists in the state in terms of flexibility of courses. There exists flexibility in the introduction of new courses as per demand of the industry and discontinuation of others as the need dwindled. Here vocational courses are introduced in Govt. and private institutions in phases. The study also reveals that about 88% of students joining vocational courses in the state come from lower and middle income class families. Most of them join vocational courses because of their need to in getting jobs early or because of their interest in self employment. Some students he says join the VEP just because they have liking for the course or no interest in pursuing academic studies. He observes that commerce based students join the general stream after completion where as students of most engineering courses prefer to go in for self employment or wage employment.

Ritu Chopra (1990), stated that the Government had entrusted the responsibility of implementation of the programme to the dept of industrial training in the state of Harayana. The special feature here was that separate institutions were created for VE only. The study showed that majority of vocational student's parents educational background as illiterates or had just matriculate education. And majority of vocational students also came form lower family incomes. Majority of the students expressed interest in taking up a job after completion. However OJT is not an integral part of their

curriculum and only occasional field visits are organized to the industries or work stations. However 80% of the training for paramedical courses is carried out in the hospitals. And a major part of practical training for motor vehicle body builder and boiler attendant is also given in industry. On the whole the programme is well implemented and quality of training provided to students is good.

Dr.A.K.Sacheti & Dr. P.Raizada (1990), on their study on the VEP in Rajasthan, stated that it was still in the initial stage and has completed 3 years till date of study. There is no provision for OJT , and the curriculum used is same as designed by NCERT without much deviation. Many students are not satisfied with the practical training. More than half of the students were of the opinion that no relevant reading material was available. Majority of the students joined the general stream after completion, although many of them had joined vocational stream with the intention to get a job. It was quite clear that the VEP had been started in the state without much preparations as no availability of trained teachers in most cases and no books and no sufficient equipments, and work sheds, labs and even shortage of classrooms prevailed. Some courses were over enrolled while some were under enrolled.

J.Middleton; A.Ziderman & A.V.Adams (1993), some of the issues addressed in the book relate to the lack of justification for pre-employment training in schools, the role of private institutions and enterprise in delivering training, the cost efficiency of various modes of vocational education and training, And related issues of self employment, productive role of women, training in relation to equity , place of training in market economy and a whole range of others in systematic manner and always on

the basis of empirical evidences to the extent available. There are many worth accepting idea such as distance learning, enterprise based training, linkage with the employment sector, accent on technology education as part of the academic curricula, amongst others.

A.K.Sacheti (2001), examined the role of evaluation in providing new and more trustworthy information about VE and training and about approaches and results of evaluation of VE and training in few countries of Western Europe in general and USA in particular. The author has done a commendable job in bringing out the experiences of western Europe and USA. From the recommendations provided that have a more pragmatic approach to evaluation and useful for greater number of situations, context and purposes in countries looking ahead for evaluation of VET, the first recommendation is more relevant for the countries shifted totally to the market economy . i.e. Evaluation of VET programmes should never loose sight of labour market outcomes, but in addition they should be more concerned that they have been by the processes leading to these results.

Leonard Cantor (1989), the book includes a study on Japan as a well ordered society. Here three quarters of vocational education is provided by industry, and the remaining quarter is run by educational establishments, public or private, approved by Ministry of Education and by the Ministry of Labour. The study states that VET provided within the educational system by secondary schools show that commercial courses are dominated by girls. Vocational schools are well equipped in case of both technical and commercial subjects. For e.g. have the latest tools and equipment. These pass outs have very difficulty in obtaining suitable jobs. However, there has been a decline in the number of students due to the lack of student demand