CHAPTER - 5
CONCLUSIONS
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The following conclusions are drawn from the discussions made in earlier chapters.

1. It has been expected that 50% students undergoing secondary education should be diverted towards vocational education at +2 level as per the Kothari commission report and NPE 1986 and there should be introduction of courses at pre-SSC level also.

But it has been observed that at pre-SSC level enrolment of students in State, Vidarbha, Amravati and Nagpur region are 2.3, 1.9, 2.2 and 1.9 respectively which is very poor and indicates that no proper stress on introduction of vocational courses at pre-SSC level has been given. With reference to the large dropout rates at SSC level in State and allover India, this matter has to be given immediate attention by the policy makers. Amravati (2.3%) & Wardha(2.5%) districts are little bit ahead and Nagpur(1.4%), Bhandara(1.4%) & Gadchiroli(1.4%) districts are lagging behind as far as pre-SSC enrolment has been concerned.

At 10+2 level, +2 level M.C.V.C. (centrally sponsored minimum competency based vocational courses) and I.T.I.”s (Industrial Training institutes) are providing vocational education and training courses. In NPE 1985, the target of 50% diversion towards vocational stream was expected but it has been observed that it has still not been fulfilled. In Vidarbha, if both I.T.I. and M.C.V.C. intake capacity has been taken into account, about 32.8% diversification has been achieved which is not up to
the mark but quite better than State percentage of 23.8%. Amravati district which is wellknown as a educational capital of Vidarbha shares the maximum percentage of enrolment about 56.3% .Bhandara(19.5%) and Akola(26.5%) districts are still far behind the target. Surprisingly the Gadchiroli district, which is supposed to be the most backward district in Vidarbha, comes second in the intake capacity due to ITI strength. This may be due to the Government policy of providing more funds and attention to the tribal districts to bring tribal youth in the respectable position in society. But still the enrolment is a big problem for vocational education and training scheme especially for the M.C.V.C. scheme. It has also been observed that due to uneven distribution of courses and due to improper selection of courses mostly not matching with the requirements of the surrounding area, resources and industrial development, the enrolment has not found up to the mark. Poor administrative control over the institutes due to the improper management structure also hampered the main objectives of the vocational education schemes.

2. An analysis of the post completion status of pass out students has revealed the failure of the scheme to reduce the pressure on higher education and to provide opportunities for employment and self employment. Zonewise, the status of employed was poor in all except the South and West zones. In Vidarbha also the status of employed was poor about 5.3 percent as compared with the rest of Maharashtra 13 percent. The main cause is due to the industrial backwardness and the lack of cooperative sector. Hence besides the richness in natural sources, Vidarbha is still lagging behind.
3. It has been observed that 25.4% students selected the institute according to their choice of specific trade/course. However, the 73.9% students selected the institute for the better teaching facilities. This may be due to the satisfactory recruitment policy of the Department. Students have not shown much interest while selection of institute in games and sports, extra curricular activities. This may be due to the lack of interest as mostly they are from rural area, economically backward class and comparatively with low scores at SSC and other levels.

4. In Maharashtra as well as in Vidarbha, the N.C.V.T., C.I.V.E. and State Government had been very strict regarding the implementation of recruitment policy of teachers and other staff. This has been correctly reflected in the responses of the students. The curricula of the different courses under various schemes have found to be well designed by N.C.E.R.T. and N.C.V.T. Hence, 93% students have given positive response regarding teaching standards. In the vocational education more stress has been given on OJT (On the job training), PTC (Production training centres) which requires strong industry institute linkages. But many of the institutes, particularly the teachers not found more serious about these issues which give threats to the objectives ultimately.

5. It is observed from the responses that majority of the students (89%) have shown satisfaction regarding the practical training standards of the teachers, 77% for tools and equipment position and 86% satisfaction for workshop space available in the institutes. As the vocational courses are mostly skill based, the expected satisfaction was about 100%. This clearly indicates that there are still some institutes (more than 20%) which
do not have satisfactory workshop and tools & equipment facilities inspite of the grant-in-aid received by the Government.

6. 87.5% students have shown satisfaction about the attitude of the non-technical staff. It has been found that sufficient number of class-III and class-IV staff have been sanctioned to the various offices from institute the higher management level due to which the result declaration, certificate distribution and other nontechnical activities found to be performed in the proper time and no significant complaints from students.

7. A well-knit Welfare program can to a great extent restrain the students from the absenteeism and other related matters. However, welfare programs are no substitute to the training requirements like workshops, tools & equipment and others.

The educational standard of the institute is generally guessed by the Library, reading room facilities with sufficient number of books. It has been observed from the responses that 65% students have been satisfied with number of books available in Library. As compared to the total budget of an institute, hardly a 1% amount is required to maintain sufficient inventory of books. With consideration to this fact the 65% response is not up to the mark. Also Government had allotted certain amount each year regularly under plan scheme according to the strength of the students. Most of the students joining the vocational stream have found to be from the economically backward classes. Hence it is desired from the institutes to develop their libraries on priority. Regarding reading rooms only 56% students have responded positively which also not according to
the expectations. It has been pointed out that 26% institutes do not have reading room facilities at all.

The response of students for the sports facilities found to be satisfactory. From the results of the sports during last 5 years it has been understood that the tribal youth specially from the Melghat, Chikhaldara found to be very competitive in athletics and volleyball events. If a proper attention is paid to these students they may give good results at national level also.

8. It is found that only 20% students prefer private tuitions and 80% students do not prefer to it which indicates that the students entrust the teaching in the classes by their teachers. As stated earlier, in Vidarbha the most of the teachers recruited by the institutes and selection board are well qualified and experienced according to the norms. This fact has been reflected in the responses of students. But in case of use of textbooks and guides, the 51% students preferred to guides than textbooks.

9. Nearly 63% students responded positively for the extra curricular activities. But comparatively with other regions the students of Vidarbha lag behind in this area. Hence, besides the knowledge and the skills, the students of Vidarbha could not impress the employers at the time of interviews due to lack of confidence.

10. In Vidarbha the status of the hostels and canteens found to be very poor. 85% and 82% students have shown dissatisfaction against the hostel and canteen facilities respectively. The 76% students satisfied with drinking water provisions. It has seen that 72% students responded positively with the number and conditions of toilets. The 91% students
were satisfied regarding the cleanliness, ventilation and lighting arrangements. Regarding adequate and clean furniture and common room facilities 85% and 67% students reacted in satisfaction with the present situation. Students were also found satisfied with the Prizes and incentives given by the institutes and Government. The skill competition and Sports at all India level, state level and regional level held each year. The performance of students in Vidarbha in Skill competition not found up to the mark. Only 2 students after independence have scored 1st rank at all India level in the skill competition.

11. It has been observed that students have not given any clear trend towards any option before them after passing out. However 34% of students have shown preference towards the self-employment, which is a positive sign, but not up to the mark. It has been expected that about 80% students should be diverted towards the self-employment and wage employment. 23% students have preferred to go for higher education. Some universities, Open universities do have certain graduate level courses, diploma courses and sandwich courses for the students desiring to go for higher education. In practice, it was seen that about 60% to 70% students are pursuing higher education. Majority of them is taking higher education, as they do not get opportunities of self-employment, apprenticeship training and any other wage employment. In many of the Government departments and private organization still the recruitment rules have not been revised to include these vocational students at different levels in their organisations. The students have shown almost equal preference towards Government service (22%) and service in private companies (21%).
12. It is seen that the 49% of the employees are not happy with the recruitment procedures. Many situations have found to lying vacant from the years and on the contrary the deserving and unemployed candidates' number has been increasing rapidly. Generally, the recruitment of gazetted Class-I to Class-II officers which includes head of the institutions, officers, Inspectors are through Maharashtra Public Service Commission (M.P.S.C.). In vocational education and training department the teachers specifically named as Instructors, Full time teachers, Group Instructors, Training officers have found to be graded in Class-III employees. The recruitment of Class-III employees in Government organisations normally done by Regional selection Boards before 1997. Now these boards are also abolished due to delayed procedures and a committee lead by Collector has been empowered to recruit the Class-II employees. In case of Private institutions the management of institutions has full authority to appoint the staff but according to the specific norms and rules and regulations given by Government. The management of the institutions have to submit the proposals of appointments to the regional Government authority i.e. Deputy Director. Before appointment the advertisement has to be given in the leading newspapers and then the lists of the registered candidates according to the qualifications, age and other terms and condition from the employment exchange, Social welfare officer has to be obtained. Then with respect to the roaster candidates in 1:5 ratio have to be called for interview and the practical and other tests may be conducted for the proper selection of the candidates.
Nowadays, private tuitions classes have found to be in great demand. Actually this indicates the defeat of the educational pattern. But teachers and the managements do not seem to be more serious about these matters. From the responses of teachers also it is clear that 59% of the teachers indicated that they do not hesitate in coaching after duty hours for money considerations. 32% teachers accept the fact that private tuitions are good for the students. 26% teachers pointed out that they encourage the students for private tuitions. In an ideal education system there should be no need of private tuitions and coaching classes.

13. It is seen that 73% teachers have shown satisfaction regarding management of extra curricular activities. The extra curricular activities play vital role in the overall personality development of the students. However it is observed that the 49% average students have not much interest in participating in the extra curricular activities.

14. It is observed that the 60% teachers agreed to that the management involves them in the decision making process. For the effective implementation of the scheme the role of employees and their views, their suggestions have equal importance as that to the implementing authorities. The suggestions of the teachers, of course, did not impose binding to the employers. But they provide the right direction in formulating the policies. It is seen that the 70% teachers indicated that the Principal call periodical meetings to assess the progress of the students which gives the right indication regarding the proper way of implementing the scheme.
It has been observed that 30% teachers always and 42% teachers sometimes give suggestions to the management for the better working. It is clear from the responses that the 41% teachers said that the management and Principal had shown keen interest in the implementation of their suggestions always and 39% agreed for the sometimes.

15. It is seen that the 43% of the teachers suggesting their students to go for self employment; the expected target according to the NPE 1986 being 80%. However 20% and 25% teachers had suggested their students to opt for Government service and wage employment in private sector respectively. 12% teachers have guided the students to pursue higher education.

16. 71% teachers have clearly indicated that widely there is no scope for their trade in Vidarbha region for employment and self-employment. Due to lack of political enthusiasm, backwardness in education, undeveloped co-operative sector the Vidarbha is still lagging behind the other regions of Maharashtra inspite of the rich natural resources, sufficient rainfall, good location and many other positive features.

It is observed that about 65% ex-students are unemployed. Inspite of their willingness to go for self-employment and wage employment, due to industrial backwardness in Vidarbha they are still unemployed and waiting for the opportunities.

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16. The majority of the teachers (78%) have pointed out that the periodical refresher training programmes are very essential to cope with the new rapidly developing technology in corresponding trades.

17. It is seen that 70% officers have responded positively regarding the workshop space requirements. It has been seen that except Library and the play ground facilities the 100% officers have found to be satisfied with the arrangement of Classrooms and Office requirements.

18. 58% officers have shown satisfaction about the staff available. But as previously discussed due to the time consuming procedures of recruitment many posts at top level, middle level and low levels of management are still lying vacant.

19. Hence it has been observed that the 85% heads and officers are satisfied with the curriculum of the various courses, as it has been welldesigned by the N.C.V.T. and N.C.E.R.T. media. Regarding the material and equipment position 85% officers shown satisfaction which has been a positive indication for training facilities. As very few institutes received the World Bank aid, it is observed that only 39% officers shown
satisfaction regarding the World Bank aid received. It is seen that 97% officers have found to be happy about the administration of the higher offices.

20. It has been found that 68% officers thought that the present system of purchasing and storing equipments is satisfactory. Bin card system has found to be established in the most institutes. Due to sufficient number of staff available at stores and the self-explanatory Govt. Resolutions and Store manual, most of the officers have shown satisfaction about the Stores.

21. 88% heads and officers had indicated that there has been a proper system of filing and indexing and the records have been properly maintained.

22. While Comparing the number of I.T.I.'s in 1984 and 2000 under Vocational training Department, it has been observed that the number of institutes has been increased by 940% approx. during the span of 16 years and that is due to the policy decision of starting atleast one ITI at Taluka level to cope with and to support the industrial development throughout Maharashtra. Number of Basic Training and Related Instructions centres have been increased by 1933% (approx.). The ITI passed out trainees undergo the Apprentice Training Scheme at these centres. No remarkable rise has been observed in number of A.V.T.S.institutes, but as the scheme is covered under worldbank, number of courses & modules increased with the result in remarkable rise in number of trainees. Part Time Classes for Industrial workers were started in 1984. As no post of separate Principal
has been created, Head masters of G.T.H.S. are holding the additional charge of the classes.

23. While comparing the number of Institutes in 1984 and 2000 under Vocational Education Department, very less expansion has been observed in case of GTHS i.e. pre-SSC courses after 1984. There are separate Headmaster and other regular posts on the establishment of these Technical Highschools. Still, except 7, all other institutes are running centre pattern. Scheme needs modification & full-fledge pre-vocational courses should be started with the link with +2 M.C.V.C.

As the Vocational component in +2 level Bifocal scheme was only 20%, with the directives of Central Government, State Government has decided to close the scheme & convert into +2 M.C.V.C. So we find sharp decrease in number & it is expected to reach zero at end of 9th plan.

24. The +2 level MCVC scheme was just started in 1984. Due to central assistance & target mentioned under New Education Policy, number of institutes increased rapidly. There is a great need to concentrate & to establish effective administrative control over +2 level MCVC scheme as it has been started under NPE 1986.

25. Almost all the institutes running certificate courses on no-grant basis. Only examinations are conducted by M. S. Examination Board of Vocational Education, Mumbai. Besides that, the scheme is popular & expanded by 305% in 16 years.

26. It is observed that under Directorate of Vocational Education and Training within 12 years number of institutes has increased by 290% approx. As we will see afterwards that comparatively the increase in
administration staff is nearly zero (hardly 2%) This has definitely hurt the objectives of schemes with result in improper quality of training, non-utilization of grants, poor admissions, etc.

It has been observed that at top level management, increase in no. of officers is negligible (1%), while at middle level (R.O. & District), also the increase in number of posts is negligible (1%).

The top level & middle level management posts increased by 1%. No. of institutes i.e. Lower mgt. level posts increased by 290% approx. resulting in flat type org. structure which ultimately harms the administration & looses communication & control over the institutes.

27. It has been observed that the as far as the total Department of vocational education and training is concerned the intake capacity under various schemes would reach 514521 till the end of 9th plan. The most of the expansion expected to occur in ITIs, MCVCs and Certificate schemes. Hence, to cope with the expansion program and for effective implementation and administration, proper designing and rightsizing efforts are equally more important.

28. Due to the specified and restricted norms of NCERT and M.S. Vocational education Board of Examinations and also due to comparatively lower number of trades per institute, the average number of students per institute is found to be more (4 times approx.) in the case of vocational training than the vocational education.

29. The detail proposed manpower plan of Vocational training department shown in Table 4.4.10 has been derived from the span of control defined. It could be seen that till the end of 9th plan a budget of
Rs. 1.2 crores, 1.4 crores and 55 lakhs would be required towards the expenditure of salary and wages of Officer cadre, Class-III cadre and Class-IV cadre respectively. The total expenditure has been distributed in the span of 5 years. The above-prescribed budget has found to be very less and affordable as compared with the total budget of 200 crores per year for the Department and in advantage it will definitely be helpful in establishing effective control and improving quality of training. It should be noted that the above calculations had based on the pay scales before 5th pay commission report. It may exceed by about 10% after the implementation of 5th pay commission.

30. The Table 4.4.11 shows the manpower plan for Vocational education department based on the span of control specified in Table 4.4.10. It should noted here also that all the calculation regarding salary and wages had based on the pay scales before 5th pay commission. The budget of Rs. 55 lakhs, 1.4 crores and 65 lakhs would be needed till the end of the 9th plan for the establishment of new posts in Officer cadre, Class-III cadre and Class-IV cadre respectively. As compared with vocational training Department, less budget grants would be needed. Due to creation of Pay unit and Apprenticeship training units, the budget expenditure would be more in case of Class-III cadre than Officer cadre.

31. As the 6 regional offices had newly proposed, the 12 Officers, 102 Class-III workers and 35 Class_IV as shown in Table 4.4.12 had been required to meet the needs of the smooth functioning of the Board centres. On the basis of the span of control discussed above, the manpower plan has been derived as shown in Table 4.4.13. The required number of posts have
been divided in IX plan period and also the expected expenditure accordingly.

32. It has been observed that approximately the total expenditure per year required for establishing SSTARI would be Rs. 1 crore. The details about the proposed expenditure on salaries of Officers, Class-III and Class-IV employees has been shown in Table 4.4.14 of manpower plan.

33. As due to financial overburden it has not been possible for Government to create and fill up the several number of posts, the post of Director (Training) has become redundant and found to be necessary to abolish the post.

34. At present at Head office, there are separate sections of planning, budget, establishment etc. These sections can be combined and common sections can be established. Since all the Principals of ITI are designated as Asstt. Appr. Advisor, number of posts in Regional offices and at Directorate level can be reduced.

35. It has been found that the Government has established ITI's with only 4 trades at each Taluka level out of which at 120 Taluka places Govt. Technical highschools are already existing with sufficient infrastructure to accommodate the new abovesaid 4 trade ITI's. These ITI's can be operated by the incharge of Govt. Technical Highschools. This will result in downsizing the staff at institute level.

36. It is seen from the comparison that the percentage of Class IV is more than 10% (13% approx.) Also the Class III workers are more 83% of the total staff under Vocational training which should be reduced upto 50%
so as to reduce the nonplan expenditure and to optimise the human resources to the full extent.

It is observed from the above characteristics Fig. 4.4.26A and 4.4.26B that the Class IV employees are more than 29% which need to be reduced up to 10%. Class IV percentage in Vocational education is three times that of in Vocational training which needs special attention. Whereas Class III share in Vocational education is considerably less than that of Vocational training. But still it needs to be reduced up to 50%.

After observing the existing manpower in the Department of Vocational education and Training, it is quite clear that due to creation of two Departments duplication of works like budget, planning, establishment, maintenance of workshops, etc. took place which needs to be rectified by combining both Departments.

By rightsizing nearly 1267 posts will be saved which contributes about 8% of the total post of the Department and also reduces the financial burden on the nonplan expenditure.

By combining the 120 Taluka I.T.I.s and GTHS, approximately 120 crores rupees nonrecurring expenditure on construction works will be saved.

Suggestions

In view of the aforesaid discussions the following suggestions are made with a view to optimise the resources and to improvise the present management and administration of vocational education and training in Vidarbha as well as in the State.
1. At Pre-SSC level i.e. at 8th standard, the enrolment in vocational courses has found to be about 2% & 2.3% in Vidarbha and Maharashtra, which found to be very poor. With due consideration given to the dropouts which found to be more than 30% from 8th to 10th standard, it has been suggested to give more stress on vocational education and training at pre-SSC level and to run fullfledge schemes of vocational education from 8th standard so as to generate self employment. This may be achieved by increasing the number of courses in different groups like agriculture, engineering technology, paramedical, commerce & Trade, Home Science, others and it is desired that instead of keeping optional it should be a compulsory subject of 100 marks. In view to minimise the expenditure, it can be offered on non-grant basis to the private schools.

2. At 10+2 level, +2 level M.C.V.C. (centrally sponsored minimum competency based vocational courses) and I.T.I.'s (Industrial Training institutes) are providing vocational education and training courses. In NPE 1985, the target of 50% diversion towards vocational stream was expected but it has been observed that it has still not been fulfilled in Vidarbha and Maharashtra. It has also been observed that due to uneven distribution of courses and due to improper selection of courses mostly not matching with the requirements of the surrounding area, resources and industrial development, the enrolment has not found up to the mark. As the main reason being improper planning, poor managerial and administrative control over the institutes, it has been recommended to carry proper survey, review of management structure of both vocational education and vocational training departments in detail.
3. An analysis of the post completion status of pass out students has revealed the failure of the scheme to reduce the pressure on higher education and to provide opportunities for employment and self-employment. Also it has been observed that employers were mostly not aware of the vocational courses in the schools. On this ground it is suggested that through conferences, media and by other means awareness should be generated among the employers, industrial organizations, funding agencies, various Government departments and others so as to give support to the passouts of vocational education schemes. For self-employment, the facilities like loan schemes from banks, contract registrations, concessions and priority in sanctioning shades in MIDC should be provided. Also, for the wage employment special priority should be given to them by the employment exchanges.

However, for the students who want to pursue higher education, some options were made available through Bridge courses by open universities, UGC vocational courses in selected colleges and entry into Polytechnics.

4. It has also been seen that due to improper coordination among the general education and vocational education and higher education, the path of education after SSC has not been properly streamlined. Hence it is recommended that the proper attention towards the study and design of education structure with the coordination of all the associated departments has to be given to offer vertical mobility to the +2 level vocational students if they desire. 5. The curricula of the different courses under various schemes have found to be properly designed by N.C.E.R.T. and
N.C.V.T. Majority of the students have given positive response regarding teaching standards. As in the vocational education more stress has been given on the selfemployment, it has been suggested that teachers should be very prompt regarding the activities like OJT(On the job training), PTC (Production training centres) which requires strong industry institute linkages. But in many of the institutes, particularly the teachers not found more serious about these issues which gives threats to the objectives ultimately.

6. As the vocational courses are mostly skill based and there are still some institutes (more than 20%) which do not have satisfactory workshop and tools & equipment facilities inspite of the grant-in-aid received by the Government, it is therefore suggested that serious actions must be taken against such institutes as it hammers badly on the implementation of the schemes.

7. As the educational standard of the institute is generally guessed by the Library & reading room and most of the students joining the vocational stream have found to be from the economically backward classes, it is desired from the institutes to develop their libraries and reading rooms on priority. It has been pointed out that 26% institutes do not have reading room facilities at all.

8. From the results of the sports during last 5 years it has been understood that the tribal youth specially from the Melghat, Chikhaldara found to be very competitive in athletics and volleyball events. It is recommended that a proper attention should be paid to these students as they may give good results at national level also.
9. In comparison with other regions the students of Vidarbha lag behind in the competitive examinations, interviews and other extra curricular activities. Besides the knowledge and the skills, it is suggested that proper attention should be paid in organising group discussions, General knowledge competitions, debates and other activities to develop the overall personality of the students so as to increase their confidence during the interviews and various skill competitions and tests.

10. In Vidarbha the majority of the students had shown dissatisfaction about the status of the hostels and canteens. Students have shown dissatisfaction against the hostel and canteen facilities. It is desired that proper measures should be taken to improve these facilities.

11. As the majority of the students opting for the vocational education are from rural area and they need text books in regional language, Marathi. It is expected from the Vocational board to take the proper steps to carry out the translation work of text books from English to Marathi as early as possible so as to prevent students from using guides and pursuing private tutions.

12. Perhaps due to these cumbersome and time-consuming procedures most of the employees are not happy with the recruitment procedures. Many situations have found to lying vacant from the years and on the contrary the deserving and unemployed candidates' number has been increasing rapidly. Hence it has been suggested that the Government should revise the recruitment policy and the modern techniques with the use of computers and other IT tools should be adopted for the designing of new recruitment policy.
13. The majority of the teachers have pointed out that the periodical refresher training programs are very essential to cope with the new rapidly developing technology in corresponding trades. So adequate measures should be taken to arrange such program coursewise at regional levels twice in a year preferably during vacations.

14. Immediate steps should be taken to fill up the vacant posts at top level, middle level and low levels of management as it slows down the implementation process of vocation education.

15. Even if the Government has distributed grants for building construction, tools equipment, salaries and raw material, it is observed that many of the institutes had no been properly utilized it. As it is a serious matter, it is recommended that Government should strict actions to punish such institutes and recover the grants in public interest.

16. As very few institutes received the world bank aid, it is suggested that more constructive proposals should be submitted under World bank and other funding agencies to get modern machinery and advance training to increase the quality of training in the interest of students and to reduce burden over the plan budget of State simultaneously.

17. With due respect to the duties and responsibilities it is proposed to redesign structure in more scientific manner with due consideration to the financial and other constraints.

The effective and optimum human resource planning is deemed necessary for Vocational education and training Department to utilise available personnel to the full extent with their qualifications, skills,
knowledge, work experience & aptitude of work and to meet the needs of expansion programs (which becomes necessary because of rapid increase in number of institutes). Looking into the present financial situation of the State, it has been suggested to curtail the expenditure by rightsizing the Department without affecting the working of the Department.

18. Due to rapid growth of number of institutes & more stress given by Central as well as State Governments on vocational education, it is recommended that the separate Department of vocational education has to be created so as to establish effective administrative control over the proper utilization of grants & outcome results of the scheme.

19. By critical analysis, it has been seen that the top level & middle level management posts increased by 1% and number of institutes i.e. Lower management level posts increased by 290 % approx. resulting in flat type organization structure which is not suitable by management point of view and ultimately harms the administration & loses communication & control over the institutes.

20. As the targets and administrative structure found to be equally proportionate and divided in all the 6 regions of Maharashtra including Vidarbha, in the evaluation and manpower analysis complete State has taken into consideration. But necessary remarks specific to Vidarbha has been given wherever found necessary.21. After due consideration to all the managerial aspects and recognising all the drawbacks of the present structure, ideal management structure with two separate welldefined Departments has been proposed as shown in fig. 4.4.15. Similarly, existing Chairman, M.S.Board of Vocational examinations, Mumbai have been
displayed with little modification such that to extend its branch offices to the regional level to avoid unnecessary travelling of institute heads for guidance and administrative, academic and technical support. Also, a separate new State level institute SSTARI location preferably at Amravati or Nagpur has been proposed to train the teachers in the both Departments especially to increase the quality of training.

22. It has also been proposed that for vocational training department regional level head post (Deputy Director at present) should to be upgraded to the Joint Director level which will maintain analogy with the Technical education and other Departments and accordingly the District level offices have to be established headed by the Deputy/ Assistant Directors for the proper communication and delegation of authorities.

. Ideal management structures have been designed as shown in figure 4.4.17 for the two separate Directorates and in figures from 4.4.18 to 4.4.23 for their offices at District, region and State levels with the help of organisation charts of MS PowerPoint application and also the manpower plans have been derived with the help of MS Excel application of MS Office software on Computer.

23. Efforts have been made to redesign the management structure from State level to District level by taking existing posts into consideration and to decide their places in the structure so as to perform duties with more freedom and clear delegation of authorities and all other aspects, offcourse, with the bifurcation of two separate Departments. Some extra posts have been proposed on the basis of related parameters like total intake capacity, students per batch and the financial constraints. The
manpower plans have been derived on the basis of span of control according to the specific norms to determine the exact number of extra staff in various cadre and the estimated expenditure, budget allocation and distribution throughout the plan period for the two separate departments, M.S. Vocational board of Examinations and for the SSTARI. It has been suggested that for the immediate functioning of SSTARI, the present infrastructure available at AVTS centres newly constructed under World bank schemes could be taken in use.

24. No doubt in the forthcoming years Government has to think about these modifications and guidelines for the effective implementation of the various schemes. But looking into the present financial situation at present it may not be possible to establish two separate Directorates as it requires remarkable number of managerial posts and offices at middle management and first line management levels.

25. At present, at the top level in the Directorate of Vocational education and Training, there are two Directors, working independently whereas at middle management level i.e. at Regional and District offices there is no bifurcation and separate Staff for the both Departments. This is in contrast with the management principles and middle order level officers face lot of contradiction and problems in following the orders and procedures of both Departments at a time. In this context, the proposal of combining the two departments by abolishing the post of one of the two Directors, by combining the common sections, by combining the 120 I.T.I.S and G.T.H.S. (as they are located at same place) are the of major criteria suggested through which the objective of rightsizing and
downsizing can be achieved which would result in reduction of current expenditure without affecting working of the

26. After observing the existing manpower in the Department of Vocational education and Training, it is quite clear that due to creation of two Departments duplication of works like budget, planning, establishment, maintenance of workshops, etc. took place which needs to be rectified by combining both Departments. Also by combining the 120 Taluka it is and GTHS, approximately 120 crores rupees nonrecurring expenditure on construction works will be saved.

Hence it is accepted that the Government should consider and approve above proposal on priority.

27. Also it is strongly recommended that the offices of all the top level, middle level and First line management levels should be strengthen and well-equipped by the new information and technology facilities for the the effective administrative control and sound communication between Officers, Institute heads and the Students.

Area of Further Research

The present study is conducted to examine the management and administration of vocational education and training in the State with specific reference to Vidarbha. Although the study has been fruitfully conducted it was observed during the course of study that there are certain areas where micro as well as empirical study need to be conducted for the benefit of the schemes.

On the basis of district survey reports, the work of forecasting of the manpower in various areas for the next decade may be undertaken for the
district levels, regional and State level which may include the work of estimation of manpower, natural and industrial resources. Studies regarding the designing of various courses, its duration and other norms and review of courses, suggesting modifications in the various trades according to the modern technology and recent developments could be undertaken. While going through this research it can be observed that many of the schemes of vocational education and training suffer setback due to the weak industry institute linkage. Hence, there is future scope of study and research in developing tradewise strong industry institute linkage. For the effective implementation of the schemes, appraisal of performance of teachers and other staff is equally important. So there is a wide scope of research in developing procedures for the performance appraisal of Principals, Officers, Teachers, Students and Staff in systematic way on quarterly basis or otherwise. Due to introduction of information technology tools, revolutionary changes in the management techniques have been observed. The work of developing of Management Information Systems from institute-District office-Regional office-Head office to the Ministry can be established for the effective and fast communication which certainly will be helpful for the top management in decision making and problem solving area.