PREFACE

During the period of fifty years of Independence, many social, political and economical changes have been taken place in India. India now stands in the most honoured countries in the world. But steep increase in population which has touched now one hundred crore mark, poverty and the unemployment are the matters of the grave concern today. Despite the various efforts for increasing the growth rate of industrial development, it still has not crossed the level of 5% to 6%. This indicates that the most of the human resources have not utilized properly by using management techniques and so resulted in non-productive nature and causing hurdle to the economic and industrial development of the country. The root cause, surprisingly, lies in the present education system. Various commissions have been appointed after Independence by Government to review the education schemes and as a result in 1986 new education policy has been framed in which more stress has been given on the vocational education and training. The Kothari Commission (1964-66) was of the view that for a majority of Occupations University degrees were not necessary and trained higher secondary student could competently perform these jobs. Many State Governments started implementing NPE 1986 and vocational programs accordingly, but due to inadequate resources, lack of proper management structure, technical expertise and inadequate teacher preparation the result have not been commensurate with expectations.

The present study is confined to Vidarbha, which accommodates two regions: Nagpur region of 6 Districts and Amravati region of 5 Districts.
However, Gondia District in Nagpur region and Washim District in Amravati region are formed after 1996. So in the present study their separate existence has not been considered as the detail statistics were not available and separate District offices are not still fully established. Gondia District has been formed by combining some Tahasils from Bhandara and Chandrapur Districts and Washim district has been formed by combining some Talasils from Akola and Yevatmal Districts. With comparison to the western of Maharashtra, the Vidarbha is lagging behind in many areas like industrialisation, Co-operative movement, education, Vocational education and training facilities. Recently, Vidarbha Statutory Board has recorded backlog of 14000 crores for Vidarbha which is the highest in State as compared with the other regions. Despite of high natural resources and rich heritage, this area is still not taking grip in the progress. Being a Principal of the most prominent institute in field of Vocational education and training, i.e. Government Industrial Training Institute and also as a District vocational education and Training officer at Bhandara and other posts in Vidarbha, I felt this matter as of great concern. Surprisingly, during the review of literature and previous research work, I found that almost negligible research work had been done in the field of management of Vocational education and Training in the various Universities in Maharashtra. India is a land of varieties. The vocations in various areas vary from region to region depending upon the natural and economic resources available in the vicinity. So the microscopic studies in different geographical regions and peculiarities are needed for the adoption of correct management techniques and successful
implementation of the vocational education and training schemes. Agriculture is the backbone of Vidarbha region. The lack of knowledge and skills required to utilize the natural sources are the main factors affecting the progress of Vidarbha. So the study attempts to carry out the critical evaluation of the management and administration of vocational education and training in Vidarbha in relation with the frequent parameters and to offer solutions so as to minimize the threats to the schemes.

The study mainly depends upon the information collected through personal observation, the interviews of the students, teachers, instructors, Government officials, Heads of the institutes, distinguished experts in the field of vocational education and training in Vidarbha and outside Vidarbha and also the relevant information gathered from the Directorate of Vocational education and Training, Mumbai, regional Directorates at Amravati and Nagpur as well as from the District survey reports.

Credits go to all that have contributed with their valuable guidance and experience for the successful completion of the research work. Shortcomings and failures in this path are mine and may be looked with sympathy and consideration, for they will surely be taken care of in course of time.

AKOLA

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