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India has completed more than fifty years of its Independence. During the period of fifty years, many social, political and economical changes have been taken place. Many ultra-modern projects have been implemented. Due to the self reliant economic policy, Green revolution in Punjab and Haryana, victory of India in Indo-Pakistan war, formation of Bangla Desh, establishment of multi-national companies, five nuclear tests at Pokharan and the notable progress in the field of information and technology, India now stands in the queue of most honored countries in the world. But steep increase in the population which has touched now one hundred crores mark, poverty and the unemployment are the matters of the grave concern today. International institutions/organizations have prescribed the growth rate of 9% for the industrial development; but despite the various concessions and facilities, growth rate have still not crossed the level of 5% to 6%. Indian Scientists, technocrats and the doctors are rendering appreciable services abroad. But on the contrary, their motherland (India) is lagging behind in industrial development, literacy, etc. The root cause, surprisingly, lies in the present educational systems.

1.1 CONCEPT OF EDUCATION: ANCIENT AND MODERN

Indian education in its wider perspective is more inclined towards spiritual development, gaining knowledge and disciplining the mind. In Rigveda (1), education has been defined as something, “which makes a man self reliant and selfless”. According to Upanishads (2), “
education is that whose end product is salvation". It has been appropriately said "Sa Vidya Ya Vimuktaye" and "Sa Vidya Ya Vimokshagati prada!". Thus the emphasis was on salvation, receiving knowledge, light and wisdom. In this education implies freedom from ignorance, dust and darkness. In prayer we say, "Lead me from darkness to light." (Tamaso Ma Jyotirgamaya!). Shankaracharya (3) says, "Education is the realization of the self." According to the great Guru Nanak Devji (4), "Education consists in service to others. It is uplifting the downtrodden, serving the sufferers, reforming the treacherous besides realizing the divine within. (Vidya Vichari Pa Paropkari). Swami Vivekanand (5), the great practical saint of modern India, views education as, "the manifestation of divine perfection already existing in man." He really gives a new outlook to education when he says: "We want that education by which character is formed, strength of mind is increased, the intellect expounded and by which one can stand on one's own feet. This may be the most practical definition of education. Swami Dayananda (6) considered education as a means for character formation and righteous living. To Tagore (7) education is that "which makes one's life in harmony with all existence and thus enables the mind to find out that ultimate truth which emancipates us from the bondage of the dust and gives us wealth, not of things but of inner light, not of power but of love, making this truth is own and giving expression to it".

Aurbindo (8) considered education as "helping the growing soul to draw that is in itself." Mahatma Gandhi (9), the champion of basic education thinks of education as a means to develop man. He says, "By education I
mean an all-round drawing out of the best in child and man-body, mind and spirit." This reflects the trend of modern progressive education. In the words of Zakir Hussein (10), "Education is the process of the individual mind, getting to its full possible development... It is a long school which lasts a lifetime." According to Humayun/ Kabir (11), education is a "dynamic process which in its totality changes with the changing situations and developing circumstances. It enables man to realize higher values of life which are essential for him to become 'roof and crown' of all creations."

Modern progressive education owes much to the West. Plato (12), the father of modern knowledge, quoted that "Education is the capacity to feel pleasure and pain at the right moment. It develops in the soul of the pupil all the beauty and all the perfection which he is capable of." Aristotle (13), stated that "Education is the creation of sound mind in sound body... It develops man's faculty especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists." According to Dr. John Dewey (14), "Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities". Thompson (15), defines education as "the influence of the environment on the individual with a view to produce a permanent change in his habits, behavior, of thought and of attitude". John Adams (16) defines education as "a conscious and deliberate process in which one personality acts upon another in order to modify the development of that other by the communication and manipulation of knowledge."
All these definitions suggest certain improvements over the previous ones. By and large, educationists are coming nearer to the modern concept of education. However, it is very difficult to give one single, precise and complete meaning of education and vocational education.

In literary sense, education owes its origin to the two Latin words: 1) Educare, and ii) Educere.

The word ‘educare’ means to nourish, to bring up, to raise. This means to bring up a child or nourish him according to certain aims. The word ‘educere’ means to ‘lead out’, ‘to draw out’ what is there inside the child. Education is chiefly concerned with the development of man, the modification of his behavior equipping him in the art of living successfully and efficiently. It is the development of individual talents.

1.2 Concept of Vocational Education: Need and Importance

Generally, education is classified as liberal and vocational. Liberal education is concerned with the cultural and academic aspect of education. On the other hand, vocational education signifies training for a specific job, attainment of facts and details is not enough. Knowledge gained must be functional and applicable to the problems of individual and social life. Present trend in education lays more emphasis on social efficiency through vocational efficiency. In the words of Dewey (17), “Education with vocational aim will balance the distinctive capacity of the individual with social service. It is well said that “a liberal education, which is divorced from vocational education, tends to be useless and unproductive and a vocational education, which is not supplemented by a program of liberal education, is bound to be mechanical”. Therefore, general and vocational
aims of education are complementary. In a democratic society, every individual has to be an independent member of the society, earning his own living. According to the Secondary Education Commission, knowledge gained is useless if an individual cannot make both ends meet. It has been rightly said, “Vocational education is an education of most effective kind, for lack of which those who merely goes to school, suffer all there lives.” Therefore, the vocational aim of education is emphasized from four important points. Vocational education strikes a balance between economic and industrial progress. It prepares students for the useful life and useful occupation. In the words of Gandhiji (18), “True education ought to be a kind of insurance against unemployment”. Secondly, Vocational education reduces the impact of verbalism and mere intellectual domination. Gandhiji introduced some craft and manual work as a part of his Basic education. Pestolozzi, Froebel, Rousseau and almost all the modern progressive educationists have advocated the idea of vocational education. Rousseau preferred workshops to giving verbal education. Their main concern was to increase the productive, technical and vocational efficiency of the students. Education with a vocational bias becomes a purposeful activity. All purposeful activities lead to efficiency. Children learn effectively when they are engaged in certain purposeful activities. Kilpatrick also gives maximum importance to the purposefulness in a project. Indian Education Commission (1964-66) (19) recommended ‘work experience’ as the basis of all education and emphasized the science and technology oriented education. Students must be aware of technical know-how and thus achieve practical skills.
Vocational training is also suitable for the persons with lower intelligence. It is again, rich in its potentials for intellectual training, balancing the development of human personality.

Before Independence, the aim and motto before the people, mostly the youth, was to fight against the British rulers and to make struggle for the Independence. The British’s closed Ashram-s schools established the education suitable and convenient for them, which promoted the slavery. They thought over vocational education too, but its inception was done and run at a snails pace purposefully.

1.3 REVIEW OF LITERATURE

The secondary schools are the ‘gift of modern education’. These types of schools were not prevalent in ancient and medieval India. These type of schools were started by the foreign missionaries in the end of 18th century. The chief purpose of the establishment of secondary schools was to teach English to the Indians. By the year 1832, there were 32 recognized secondary schools. The concept of vocational education had been introduced firstly by Mr. Woods, an educationalist.

**Woods Dispatch (1854)**(20): Mr. Woods emphasized and put forth his opinion of imparting vocational education in various trades to the majority of students in India. For that, he opined to make the changes in the education at the secondary and higher secondary level. Thereafter, the process of making changes in the syllabi of secondary and higher secondary courses began. Offcourse, this was done after due contemplation. Wood’s Dispatch also has credit of starting the grant in aid system, which further encouraged the establishment of secondary schools.
By this time, certain defects had crept in secondary education. In order to remove these defects, Hunter commission (1882)(21), suggested that the education of Highschool should be divided into two parts: 'A' course which should be for those students who wish to take admission in universities to receive higher education, and 'B' course, which should be made more practical and which should prepare young men for professional and non-literary works. Neither the Government nor the people paid any heed to the recommendations of Hunter Commission. Consequently, the secondary education continued to expand in its former way. However, some Kalaniketan schools and Govt. Technical Highschools were started belatedly.

Calcutta University Commission (1917)(22), made a study of the defects of the secondary education and arrived at a conclusion that unless and until the secondary education would not be recognized after removing its defects, it would not be possible to make any short of reform in the university education. The said commission recommended the establishment of a Board of Secondary and Intermediate Education in each Province. This was a novel thing, which was made for the first time by this commission.

Hartog Committee (1929)(23), has accepted that as compared to the education of common people, secondary education had made more progress. However, the committee added that because of failures in matriculation examination, the rate of wastage in secondary education was very high. It also recommended various vocational courses from 8th standard particularly in Engineering and Commerce faculties. Saproo commission recommended for imparting vocational education from the age
of 11 i.e. from the fifth standard.

Wood and Abbott Commission (1936)(24), did the analytical study of vocational education and put forth the substantial conclusions before the Government. Government has responded these conclusions and the Government Polytechnics were established all over the country. The commission has also recommended opening the Junior and Senior vocational schools at middle school and Highschool levels respectively. The commission also suggested starting the part time schools of vocational education and training for the workers in industrial and other sectors.

Committee appointed by a central Educational Advisory Board prepared a report on vocational education in 1944 and submitted to the Government. This report is commonly known as Sargent Report (1944)(25). It has made important suggestions in regard to secondary education, such as highschool course should be made of six years, no student below the age of 11 years should be admitted in highschool, only the students of extra-ordinary ability should be admitted and academic and technical highschools should be established. Unfortunately, for India, the Scheme suggested by Sargent commission was not implemented on the ground that it was imaginary and expensive. A few Industrial training institutes were started at some places to meet the demand of workers of the existing industries.

Despite of the suggestions made by the above mentioned committees and commissions, no restrictions were imposed on secondary education and it continued to expand unrestrictedly. The number of secondary schools, which was 2953 in 1916-17 increased to 4883 in 1947-48; the vocational
institutions being a very few less than 1% of the secondary schools.

After Independence the Radhakrishnan Commission Report (1948)(26), mentioned the urgent need of introducing vocational education and training in secondary education pattern. For many years the secondary education was single track. Neither there was diversification in its curriculum nor has it given any importance to the vocationalisation. The form of curriculum which was fixed by the British Rulers keeping in view there own interests generally continues to be the same with little modification even today. It is a matter of great regret that though free from the clutches of the foreign rule, or educational system continues to have a clear stamp of slavery. However, the renowned educationalists and thinkers pursued the need and reformations in higher education and hence while drafting the educational policy, the vocational education could not get its proper status. Hence the efforts taken by various commissions and committees appointed for vocational education were in vein.

After The Radhakrishnan commission report, at last Government of India set up the Secondary Education Commission in September, 1952, under the Chairmanship of Dr. A. Lakshamanswami Mudaliyar, Vice-Chancellor, Madras University. Mudaliyar Commission Report (1952)(27) was submitted in June, 1953. The commission formulated the four aims of secondary education: training of character and developing qualities essential for citizenship in a democratic social order, the improvement of social efficiency, development of personality and training of leadership. The Mudaliyar commission (1952) submitted a totally contradictory report. The Radhakrishnan commission suggested for the
vocational education at highschool level education, whereas the Mudaliyar commission reports recommended for terminal courses at higher secondary level. Adhering to Mudaliyar commission report, a network of multipurpose schools or so called Kalaniketana and Technical Highschools were established, all over the country.

The establishment of multi-lateral schools might have brought about some vocationalisation in education but as pointed out earlier, much success could not be achieved in this connection. Even today there are a large number of schools in our country where education is imparted in out-of-date subjects. These subjects have neither any connection with real life nor are they related to any profession. In this connection, it was pointed out that the curriculum of all the schools should be vocationalised. By doing so, not only the institutions concerned will be benefited but ultimately doing so will also benefit the country. At present emphasis is given in our country on industrialization and factories and industries are being opened at different places. The vocationalisation of secondary education will make available the able and efficient workers for these factories and industries and consequently this will lead to the increase in production and the country will ultimately advance on the path of progress and prosperity.

So far as the major element in our national situation is concerned, we must concentrate on increasing the productive or technical and vocational efficiency of our students. This is not merely a matter of creating a new attitude to work but also an attitude that implies an appreciation of the dignity of all work. However 'lowly' a realization that
self-fulfillment and national prosperity are only possible through work in which everyone must participate and a conviction that when our educated men take any piece of work in hand they will try to complete it as efficiently and artistically as their powers permit. Side by side with the development of this attitude, there is need to promote technical skill and efficiency at all stages of education so as to provide trained and efficient personnel to work out schemes of industrial and technological advancement.

**Acharya Narendra Dev Committee (1953)**

The committee (28) had made certain strong recommendations. Technical Schools should provide for medium of general education with, of course, technical subject. Technical Schools should be administered by the Education Department. A Board should be appointed to co-ordinate the activities of the Industries Department and the Education Department. This Board should have on it the representatives of the Ministry of Education, Ministry of Industries and the industrialists or the employers in this field. While opening schools, an industrial survey should be conducted. This should be done in order to determine the geographical location and the need of the area. Many of the existing technical schools should be made polytechnics. They should impart training in two or more crafts. They should be at least one polytechnic in each district. After junior high schools, the curriculum should be bifurcated. Certain institutions should impart education of vocational and occupational subjects, others should train students in general education. In Higher secondary Schools, constructive subject should be taught in a way that they encourage the
students to take up practical activities in the field. Education in Industrial and technical schools should be free. According to their efficiency in training and the capacity of production they should also be put on wage basis. In the institutions run by the Industries Department there should be two year and four year courses. The minimum educational qualification for admission to these schools should be 8th class. In Junior Technical Schools Hindi and one other modern Indian or foreign language, Science, Physics and Chemistry should be the compulsory subject of study. The education standard of these schools should be that of High school. The curriculum or the courses of study of the senior Technical Schools should not include subjects prescribed for general education. For girls arrangement for teaching suitable crafts should be made in the schools meant for them. These subjects are book craft, tailoring, embroidery, laundry work, needle work, dyeing and printing, applied economics and fruit preservation, etc. Metal crafts, ceramics, industrial chemistry, etc. should not be taught in higher Secondary Schools. They should be left to the industrial and technical schools. Higher institutes should be provided with facilities for industrial research. Various institutions of this nature might join together in this task and carry on the work in a co-operative manner. One year course of general education must be given to the boys who wish to come over from technical schools to literary school after completing their two years course.

Kothari Commission (1964-66)

Secondary and higher secondary are important terminal stages in the system of general education because it is at these points that options are
exercised by youth to enter the world of employment or to go for technical training or pursue higher education. Educationists and experts have consistently recommended that education at these stages should be given a vocational bias to link it with the world of work.

Therefore, the Education Commission (1964-66) (28), generally known as Kothari Commission stressed the need of vocationalisation of secondary education.

"It is essential to vocationalise secondary education and to work towards a target wherein about 20% of the enrolment at the lower secondary stage and about 50 percent of that at the secondary stage would be in vocational education" (29).

It suggested a phase wise increase of enrolment ratio to achieve the target by the year 1985-86. Such vocational courses could be offered on full time or part time basis. These could also in form of contact-cum-correspondence courses. The duration of vocational courses can vary from one to three years. Such courses could have training programs for primary and pre-primary teachers, training programmes on various trades, training program for agriculture and industry, training programs for paramedical health personnel, training for secretariat work and training for home science. These types of course could be terminal in nature. It also specifically stressed the need to have the higher secondary stage at school level. According to the Commission the higher secondary students were not fit to be taught in methods of teaching adopted in universities. They suggested the transfer of pre-university course from university to school stage, by the end of the Fifth five-year Plan 1977-78.
The commission advocates the restriction of unplanned and uncontrolled expansion of secondary education. The places in the secondary schools will have to provide in accordance with the manpower estimates. In planning enrollment in secondary education two factors need to be kept in mind. Firstly, at present rates of expansion the standards have deteriorated and educated unemployment has increased. Secondly, better standards of living and the desire of more education will further increase the pressure of expansion in future. At the lower secondary level use of testing and guidance should be made to enable a student to make his choice whether he would leave the school to take up a job or join a vocational course or continue general education. Beyond a lower secondary stage a system of selective admissions should become essential. Equalization of opportunities in secondary education through the development of a large program of scholarships and the discovery and development of talent were greatly emphasized. The pupils other than those who are diverted to vocational education will have a common curriculum of general education up to class X, as there would be no ‘streaming’ or specialization in the general course up to this stage. This proposal is quite different from the scheme of multipurpose schools, which are greatly stressed by the Secondary Education Commission and vigorously implemented in various states.

The Kothari Commission (1964-66) was of the view that for a majority of occupations. University degrees were not necessary and these jobs could competently performed by trained higher secondary student. This commission felt that it should be possible to divert at least 50 per
cent of students completing 10-year education to the vocational stream, reducing the pressure on the universities and also preparing student for gainful employment. Despite the priority accorded to this in this programme in the report of the Kothari Commission, the erstwhile National Policy on Education (1968) as well as successive five-year Plans, the implementation of the programme has remained weak. Many State Governments have started vocational programmes. However, because of inadequate resources, lack of proper management structure, technical expertise and inadequate teacher preparation the result did not been commensurate with expectations.

In a view of the foregoing, decisive Central role in promoting vocationalisation has now been universally accepted. This has also been emphasized by the Working Group of Secondary Education for the VII Plan set up by the planning Commission. The programme of vocationalisation of education has been accorded very high priority in the National Policy on Education. 1986 also. The Policy, inter alia, states (29):

"The introduction of systematic, well-planned and rigorously implemented programme of vocational education is crucial in the proposed educational reorganization ... Vocational education will be a distinct stream intended to prepare students for identified vocations spanning several areas of activity".

In February 1985 this ministry had set up a Working Group headed by Dr. V. C. Kulandaiswamy, Vice Chancellor, Anna University, Madras to formulate the concept of vocationalisation at different levels, recommend the nature of courses to be taken up and the linkages required among
different agencies running vocational programs and to prepare an action plan for promotion of vocationalisation in the country. The group recommended that the Union Govt. should be responsible for policy guidelines, coordination and standardization, provide guidance for curriculum development and consultancy service and review that the Union Govt. should give liberal financial assistance for achievement of the targets fixed. The program of Action prepared by the Ministry for implementation of the New National policy of Education in the field of vocationalisation suggests that the report of the Kulandaiswamy Working Group (30) provides a suitable model for implementation with appropriate margin for flexibility to suit the requirements of different states. A detailed framework of the programme of vocationalisation of education to be launched in the country was formulated in consultation with experts and discussed in the Conference of state Education Ministers held in April 1987, and a board consensus was arrived at on various components of the Programme. In the Conference the State representatives were of the view that liberal financial assistance by the Center was necessary for implementation of this programme. Accordingly, it is proposed to commence a Centrally sponsored scheme of vocationalisation of Secondary Education under which substantial financial assistance would be provided to the State Governments for implementation of this programme as envisaged in the NPE.

The main objectives of the scheme of vocationalisation of Secondary Education as spelt out in the NPE are to provide diversification of educational opportunities so as to enhance individual employability,
reduce the mismatch between demand and supply of skilled manpower and
to provide an alternative for those pursuing higher education.

Vocational education will be a distinct stream intended to prepare
student for identified occupations spanning several areas of activity. These
courses will be provided in general education institutions after the
secondary stage with flexible duration ranging from one to three years. The
selection of institution and types of vocational courses would be expected
to conform to the nationally recommended pattern.

N.C.E.R.T. REPORT (1976)

In 1968, the suggestions made by Kothari commission were accepted
while drafting National Education Policy and the work of framing the
various vocational education schemes / courses was entrusted to the
National Council of Education Research and Training. Ten years after the
publication of Kothari Commission Report, the N.C.E.R.T, New Delhi,
brought out a document named "Higher Secondary Education and its
Vocationalisation"(31). It highlighted the importance of vocationalisation
in the following words:

"Vocationalised higher secondary education cannot be
equated with mere technical training; it is essential education in the
broader sense of the term. It prepares and cultivates the individual to
understand the social reality and to realize his own potential within the
framework of economical development to which the individual
contributes."

The important suggestions are provision of varieties of vocational courses
of different duration, flexibility in choice of subjects fro both academic
and vocational streams, introduction of semester system of 15 weeks or of 90 working days duration and introduction of credit and grading system, provision of common or sandwich courses in first semester so as to make it convenient for a student to change from one stream to another, 50 percent of the time of the students of vocational stream to be utilized for vocational and practical work, establishment of institutions for continuing vocational education and reserving in them seats for students having practical experiences of three year or more, orienting vocational courses towards the promotion of socio-economic development of the community surrounding the school.

It also suggested that the details of programmes in a school had to depend on the outcomes of a need-based survey conducted in that area. The recruitment policy of the teachers was to give priority to expertise in the subjects over academic qualifications. Vocational council at center and at State levels was to be formed to take care of vocationalisation. It suggested that details of programmes in a school had to depend on the outcomes of a need-based survey conducted in the area. The recruitment policy for teachers was to give priority to expertise in subject over academic qualifications. Vocational Councils at Centre and at state levels were to be formed to take care of vocationalisation and vocational education. A year after the publication of above-mentioned NCERT document, the Government appointed a Committee under the chairmanship of Prof. Malcolm S. Adisesiah, to review programme of higher secondary education. The Report of the National Review Committee on higher Secondary Education with Special Reference to vocationalisation gave
various suggestions to improve the position of vocationalisation of education. The Report emphasized on “Learning to Do” Learning and Working Society. It suggested work to be an integral part of the curriculum.

The vocationalisation of higher Secondary Education according to the committee, “aims for the next five years at increasing the employment potential of the people through education for self-employment, with emphasis on agricultural and related occupations including tiny, small, cottage and agro industries and through preparation for specific competencies in different vocations” (32). It pointed out that, “The Vocationalised Spectrum of the Higher Secondary schools is learning of a skill or a range of skills through study of technologies, related science and farm or other practical work”. It suggested that the foundation course of Vocationalised stream expected to contain courses consisting of (1) Gandhian concept of education, (2) Agriculture in the national economy, (3) Rural development, (4) Problems of urban slums and, (5) Health, hygiene and recreation. Optional courses could be selected depending on the vocation. The elective courses were to devote 50 per cent of time in practical work. It recommended flexible streaming. The student was to be free to offer either general education course or vocationalised course or a mixture of the two. It also suggested cross over points from one stream to another with the help of bridge courses. It suggested establishment of new vocational schools in rural area. Just like NCERT document, it suggested conduct of need-based survey for starting various vocational courses. It suggested use of existing resources such as Industrial Training Institutes
by making these run in shifts. Placement officers were to be appointed in clusters of three to four schools. Practical experience was to be considered for appointment of teachers. In the pattern of suggestion of NCERT document (1976) it also suggested formation of national and state councils for vocational education.

Now at the level of Central Government, the two entirely different ministries are managing and administering control over vocational education and training. The ministry of Labor and Ministry of Human resource development are dealing with vocational training and vocational education respectively. The Directorate General of Employment and Training (D.G.E.T.) has total decision making powers concerned with vocational training streams and the academic assistance, policy guidelines are given by National Council of Vocational Training (N.C.V.T.). Whereas with respect to the vocational education ministry of human resource development (MHRD) has all controlling powers and the academic assistance and policy guidelines are provided by Pandit Sundarlal Sharma Central Institute for Vocational Education (PSSCIVE) located at Bhopal, the sister concern of N.C.E.R.T.

PSSCIVE, Bhopal and N.C.V.T., Delhi has further made research in the field of vocational education and training and developed various curricula, schemes especially for the dropouts at the secondary and higher secondary level. Most of the courses or trades may be categorized under 6 major groups: 1) **Engineering group**: The trades like Turner, Machinist, Electrician, Fitter etc. related with vocational training or Maintenance & repairs of Domestic appliances, Mechanical Technology, Automobile
Technician, etc. related with vocational education. 2) **Commerce and Trade group**: The trades related with the service sector like Accounting and Auditing, Steno, Purchasing and storekeeping, DTP etc., 3) **Home Science group**: This group concerns with the courses like Beauty culture, Food preservation, Catering technology, Institutional housekeeping, Bakery and confectionary, etc., 4) **Paramedical Group**: The bio-medical engineering has found to be the rapid growth during last decade. The courses like X-Ray Technician, Ophthalnic Technician, Medical Lab Technician, etc. are grouped under this discipline, 5) **Agriculture**: This group has been considered as the most important group as the 75% population of India depends on agriculture. So it is designated as a primary sector. The trades like crop production, Horticulture, Sericulture, Poultry production Dairy Technology, etc. are covered under this sector, 6) **Fisheries and Miscellaneous group**: The inland fisheries, Fish processing Technology, Travel and Tourism, Crèche and preschool management etc. course are categorized in this group.

But it has been observed while reviewing the literature that except N.C.E.R.T. and PSSCIVE, not much research work has been done in the Universities. Not a single research report has been found in Amravati University. Surprisingly, the same condition has been observed in Pune University also.

1.4 **Purpose and scope of study:**

Kothari commission (1964), N.C.E.R.T. (1976) and most recently the PSSCIVE had suggested many changes the education policy and focussed on the need of vocationalisation of education. At present about 125
vocational education courses and 100 trades designated under vocational training have been framed by N.C.E.R.T. and N.C.V.T. respectively are running allover India in different vocational institutes like Industrial Training Institutes (I.T.I.), Technical Highschools, Junior colleges, etc. But at the same time it is necessary to review the administrative, infrastructural, academic, technical and financial inputs existing at all levels for the implementation of the schemes, to assess the appropriateness of the courses introduced with respect to the available natural resources, self and wage employment opportunities in the surrounding area. The critical evaluation of the various vocational schemes with respect to the specific parameters has great importance so as to achieve the goals of the scheme, to decide policies and modifications according to the response of students. Also it is important to assess management and administration of the concerned Departments at top and core area, to optimize the management structures according to the modern techniques and with use of the tools of information and technology.

The present study is confined to the Vidarbha area, which accommodates two commissionerate regions, Nagpur region of 5 Districts and Amravati region of 4 Districts. With comparison to the western part of Maharashtra, the Vidarbha is lagging behind in many areas like industrialization, Co-operation movement, education and vocational education facilities. Recently Vidarbha statutory Board has recorded backlog of 14000 crores for Vidarbha which is the highest in State as compared with other regions. Despite high natural resources and rich heritage, this area is still not taking grip in the progress. The main cause
lies in the implementation of education schemes. The present study is confined to the management and administration of vocational education and training in Vidarbha during the year 1984 to 1996.
References:


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9. Ibid., p.38.

10. Ibid., p.43.


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14. Ibid., p.70.

15. Ibid., p.71.


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18. Ibid., p.76.
19. Ibid., p.71.


21. Ibid., p.48-49.
22. Ibid., p.51-52.
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25. Ibid., p.57-59.
26. Ibid., p.60-61.
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