Chapter – II

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Chapter – II

REVIEW OF RELATED LITERATURE

An essential and crucial aspect of research is the review of the related literature. Researcher has to be up-to-date in his/her information about studies related to one’s own problem. References are made to similar studies and their evaluation too is made for the benefit of the reader. Survey of related studies implies locating, studying and evaluating reports of relevant research, study of published articles, encyclopaedias, research abstracts, comprehensive books on the subject and related documents if any for worthwhile study. In any field of knowledge the researcher needs an adequate familiarity with the work which has already been done in the area and needs to acquire upto-date information about what has been thought and done in particular area. Every investigator has to take advantage of the earlier studies which provide one with foot path of earlier travelers gone ahead on the route, and saves one from the pitfalls and helps in removing the hindrance which one supposed to come in the way of novices. “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation man built upon the accumulated and recorded knowledge of the past”. For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the library and its many resources. Only then, will an effective search for specialised knowledge be possible. The search for reference material is a time consuming but very fruitful phase of a research programme.

The review of the related literature serves a variety of background functions preparatory to the actual collection of data. In these approaches the literature is reviewed to create the context from the past for the new study to be conducted with new subjects. In the historical approach, one cannot ignore the
past and therefore in review of the related literature the term ‘literature’ is used in the broadest possible sense.

In the post-Independence period, the review of related studies conducted in India considerable though has been given to the multifarious problems related to the technical educational system of our country. The problems especially of technical education are many and varied. It is a fact that the need and development of technical and vocational education in India has felt from The Wood Despatch of 1854. After the establishment of All India Council for Technical Educational (AICTE) in 1945 and when India became free in 1947, the Government of India felt the very need of Technical education. Various aspects of technical education were considered, in the light of the need for rapid development of the country. Provision was made in various committees and commissions. Although the Radhakrishan Commission (1948) and the Secondary Education Commission (1952-53) identified secondary education as a complete unit in itself capable of preparing students for a variety of vocational areas, not much was achieved in terms of concrete outcomes. The Government of India Science Policy Resolution in 1953 expressed that “India’s enormous resources of manpower can only become an asset in the modern world when trained and educated. The use of human material for industrialization demands, its education in science and training in technical and vocation skills”.

The most comprehensive recommendation towards vocationalisation of higher secondary education came from the recommendation of the Education Commission popularly known as Kothari Commission (1964-66). It presented a blueprint for complete transformation of education system in the country reflecting upon the problem of unemployment. Kothari Commission has thought extensively and deeply about engineering and technical education, and, as a result, it is hoped that our country may soon be free of the spectre of unemployment. This commission has made complete provisions for manpower
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planning for vocational education. It has also stressed specialized studies. In the Fifth Five Year Plan (1972-77) various provisions were made for the development of technical education in India. The Six Five Year Plan (1978-83), the emphasis was mainly upon a continuation of the programmes of the fifth plan. The National Policy on Education (NPE-1986) gave a new impetus to the programme. In pursuance of the policy, the entire nation’s efforts are being guided by a Centrally Sponsored Scheme (CSS) since 1988. The 1991 and 1992 policy which was popularly known as the Ramamurti Committee was a replica of 1986 policy except a few changes. However, this commission also emphasized on the dearth need of technical and vocational education in the country. Thus the government has attached supreme priority on the advancement of scientific and technical education.

Technical education in India is now provided in a four-tiered system – (a) past-graduate courses and research, (b) degree courses, (c) diploma courses and (d) vocational or industrial training. Over the last forty years the central government has been able to play an effective role in the development of technical education. It prepares integrated plans of development of technical education in the country for the successive five year plans, establishes higher technological institutions, institutions for specialized courses and other institutions of all-India importance, aids financially by central government, otherwise State Government, Universities and other non-government agencies in setting up technical institutions and research studies in various field of technical and vocational education and watches the progress. Technical education has been the object of much new though and research in India.

In this chapter a brief review of the researches which have a bearing on the problem under investigation has been presented. The researcher had gone through various research abstracts, articles, books, dissertations, journals,
projects, thesis etcetera. It was observed that a negligible numbers of studies in the present context of technical education have been conducted in Manipur. Some of the relevant and related studies and their findings are furnished under the following four sections:

(i) Books
(ii) Doctoral Thesis and Dissertations
(iii) Journal Articles/Papers and
(iv) Research Projects

2.1 Books Reviewed:

The following books have been utilized as a source of materials by the researchers in relation to technical and vocational education. R. Brown in his book “Statistical Account of the Native State of Manipur”, explained about the position of education in Manipur which also include vocational or craft education. The book consist of 97 pages touched almost all aspects although very brief. It was published in 1873 by the office of the Superintendent of Government Printing, Calcutta.

In Hudson’s (2007) book “The Meitheis” it was clearly mentioned about the weapons used are of specialized of tools which marks the progress of organized modern industry, about distillation of alcohol, salt manufacture and other vocational courses such as craft, weaving, carpentry, gold smith and all Government of Cottage Industry.

Government of India, Ministry of Education published a report book “Education in India 1953-54” volume 1 contained about the professional and technical education, the recommendation of the All-India Council for Technical Education, assessment by All-India Board for Technical Studies in Chemical Engineering and chemical Technology, administrative control over Indian Institute of Technology, Polytechnic by the central Ministry of Education,
Central Government Sanction, development of technical and vocational school, students enrolment etcetera.

National Council for Educational Research and Training, Government of India, (1961) “A Review of Education in India 1947-61” covered it introductory background, concepts, review of research studies in various field of education including technical education under Chapter – II, Ministry of Scientific Research and Cultural Affairs. The book was a piece of an attempt made to looking into the research studies in various educational section, research under the Council of Scientific and Industrial Research, Vijnam Moondis Scheme, Technical education and its structure, technical institutions for degree and diploma courses, post graduate studies and higher technological institutes, facilities, practical training, financing, central overseas scholarship scheme etcetera. It also clearly mentioned the position of education including technical education of Manipur in 716 to 728 pages of the review book. This provided a source of information to the researchers.

Mukerji’s, (1976) “Education in India Today and Tomorrow” consisted of Technical Education under The British Rule, in Free India, its development and progress, role of All-India, Council for Technical Education, Central Government, and State Government etcetera. The book could be a source of materials for the researchers under the area of Technical Education.

Wallace’s (1985) “Introducing Technical and Vocational Education” dealt with the need for reform in the curriculum of Technical and Vocational Education Initiative (TVEI), industrial upheaval and management of educational reform, unemployment and changing patterns of employment, curriculum planning etcetera. The book would be a source for the researchers, institution administrators, teachers and students.

Purkait’s (1987) book entitled “New Education in India” covered comparatively an area and importance of science and technical education, the
very need for its development in the country, the trends in science and technology education in India, its curriculum reform, teaching and research, centres of advanced study and research, promotion of facilities in Industrial Training Institutions and Polytechnics, provision and development of laboratories and workshops, courses in interdisciplinary fields, constitution of an effective body to determine National Science Policy and National Scheme Academe for the development of Technical and Vocation education in the country.

Ratna et al. (1987) book “Education and the process of Change” which would be useful source of materials for the researchers in the area of technical and vocational education. The book dealt with the education system prevailing in India and the need of technological studies and education to meet the requirement of the needs of the ever changing society and its education system.

Dhirendra’s (1990) “Administration of Technical-Vocational Education – Principles and Methods”. The purpose of this book was to study the ways by which occupationally oriented educate i.e., Technical-Vocational Education could be effectively administered or managed. The book contained 184 pages and could be source of materials for researchers.


Chandrasekhara et al. (1993) “Technical and Vocational Programmes through Distance Education” The book was a compilation of the International Seminar organized as part of the decennial celebrations of the Dr. B.R. Ambedkar Open University with 244 pages. The book consists of various papers on ‘Technical and Vocational Programmes through Distance Education” The book
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had constituted about various Technical and vocational programmes through distance education of different countries, their development, problems, etcetera. The book would be useful source of materials for the researchers, teachers, and students. It would provide information about the technical and vocational programmes available in different open Universities, Universities of different countries.


National Council for Education Research and Training (1999) book “Sixth All-India Educational Survey” was a main report which provides information of various studies in different areas. The book would be an important source of materials for the researchers.
Deka’s (2000) “Higher Education in India Development and Problems”. The book contained 138 pages dealing with the role of higher education in India, technical education, professional education, women education, science education, university, local authority and higher education and problems of education in rural areas. The book would be an important and useful source of materials for the researchers, administrators, teachers and the students.

Rao’s book entitled “Education in India” dealt with the Educational history, development of education in all level, vocational and technical education – its historical background and development. The book was published by Lalpaz publications, Delhi in 2000; Dhirendra Verna’s book “Administration of Vocational Education (A Hand Book)”. The book dealt with the conceptual framework of Technical-Vocational Education, administrator’s role in improving the skills and adaptability of the National work force etcetera. The book was the upgradation of the previous book ‘Administration of Technical Vocational Education Principles and Methods’ published in 1990. It contained 224 pages. The two books would be source of materials for the researchers.


Indira’s (2003) in her book entitled “Changing Demands of Technical and Vocational Education”. The book contained 274 pages dealing with the concepts and tendencies towards vocational education, new vision towards technical and vocational education, its assessment, challenges, training, technologies uses, vocational guidance and counseling and the vision of India in Technical and
Vocational Education. The book would be source of materials for the researches in the field of Technical and vocational Education.

Maria’s “Information Technology usage in Metro Manila Public and Private Schools”. The book was a Ph. D. Dissertation submitted to Graduate School of Computer and Information Science, Nova Southeastern University in 2002 and later published in book form. The book deal with the uses of Information Technology (IT) which was relates to the present study. It would be useful for the researchers.

Sabyasachi et al. in their book “Educating the National” were Documents on the Discourse of National Education in India 1880-1920. The book was compilation of various Documents on various policies, Reforms, Committees and commission; U.R. Rao’s “Revitalising Technical Education” Review Report of All-India Council for Technical Education (AICTE) published in 2003 by All-India Council for Technical Education, New Delhi. These two books would be useful source of materials for the researchers, administrators, policy makers, universities, teachers and students.

Biloris and Utpal’s “Education in North East India Experience and Challenge”. The book was a compilation of the seminar papers “Education in the 21st Century North East India: Issues, Prospect and Challenges” held at North East India Council for Social Science Research (NEICSSR), Shillong on 17 to 18 June, 2002. The book contained 392 and consist the paper of 38 writers dealing with various educational aspects of North East India. The book would be useful source of materials to the researchers.

Mujibul’s, “Technology in Higher Education” it pointed out various obstacles of Technology Education in various countries, trends of technology education subject matter in schools, poor provision of facilities, and lack of qualified technology teacher’s etcetera. The book would be useful source.
Purba’s (2009) book entitled “Higher Education in India” dealt with growth of higher education in India, institutional framework, governance and management, financing of higher education, development of technical education, open university systems, sustainable approach to higher education, globalization of higher education, internet on higher education, global challenge and rational response and current issues and future priorities. The book contained 200 pages and would provide a lot of information to the future researchers.

2.2 Doctoral Thesis and Dissertations:

Barooah (1986) studied on “development of polytechnic education in Assam and its impact on socio-economic growth” and drew the following conclusions:

(i) There was some development of polytechnic education, quantitative and qualitative expansion, but the performance dimension of the system was not up to the mark.

(ii) Polytechnics in Assam were not successful in the context of their relevance; neither could they create an impact on the urban population, nor was their impact on socio-economic growth perception

(iii) The rates of growth of polytechnics were far below the demand of the region.

(iv) There was no correlation between industry and polytechnics, resulting in a huge wastage.

(v) Not much attention was given to student welfare activities.

(vi) Proper utilization of physical facilities, which were adequate in most polytechnics was grossly inadequate

(vii) Barring a short spell, the employment position of pass-outs was quite encouraging
Mangat (1988) conduct a study on “Relationship of Vocational Maturity with Intelligence, Socio-economic status and Academic Achievement”.

The important findings of the study were:

(i) Intelligence was significantly related to various areas of vocational maturity, viz., self-appraisal, occupational information, goal selection, planning, total competence and total maturity.

(ii) Socio-economic status exhibited a significant relationship with all the areas of vocational maturity barring self-appraisal and problem solving.

(iii) Academic achievement was significantly related to occupational, information, total competence and total maturity etcetera.

Mohanty (1986) conducted an investigation on “A Survey of vocational Education in the State of Orissa since Independence (1974-1981)”. The major findings were: very few schools imparted vocational and technical education in 1947, by 1971 it rose to 106 and 124 in 1981, more men were attracted towards technical and vocational courses than women, shortage of skilled personnel and an unemployment problem from 1961 to 1981. No follow-up programme was undertaken. No feedback between training institutions and fields of work. No placement service wing. Courses in various institutions were not need-based. Successful students were technically unsuitable on jobs for want of adequate practical experience.

Kim et al. (1977) studied on “Effectiveness of Technical and Business Education in Korea”. The conclusions on the basis of this research were as follows:

(i) The education in technical high school, closely meets the demands of industrial world.
(ii) The material conditions for experiments and practice in technical high schools have been somewhat improved but still are in sufficient.

(iii) The educational conditions in business high schools are less sufficient than those in technical high schools, but they try to take advantages of lab experienced in the field.

(iv) The education in business high school closely meets the demands of industrial world.

(v) Graduates from vocational high schools are mostly dependent upon schools in obtaining information about employment. And, their views of occupation are generally sound.

(vi) The rate of labor turnover in technical or clerical jobs is somewhat high. But the opportunities of employment from technical jobs seem higher than for clerical jobs.

(vii) Among the graduates from secondary or high school, those in clerical jobs receive higher wages than those in technical jobs. But, the wage difference by academic attainment levels is greater in clerical jobs rather than in technical jobs.

2.3 Journal Articles/Papers:


The result of the analysis made in the present case study may be observed that in the pre-independence days, although a number of reforms were suggested and some of them were even introduced, no substantial improvement of technical education took place. It is only after independent (1947), the picture started changing very rapidly. In order to make the country self-reliant, the government had to undertake a massive economic and industrial development through five
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year plans. This necessitated rapid expansion of technical education, but every little attention could be paid at the initial stage for qualitative development. Inspite of the short coming in the past, it has been possible for the country to supply sophisticated manpower for development of high technology like space, nuclear technology etc. This is not a means of achievement, moreover, India has to depend on import of even pins but today the country could with its plan and policies for development of technical education, it can produce from pin to sophisticated atomic power plant, space vehicle etc.


From the study the investigator reveals that the leading institutions have adopted standard competitive research and object-oriented engineering study programmes. Some of the programmes are innovative in nature and offer tremendous advantages and benefits to students, Universities and industries. The study also traces out the technological development and the engineering and vocational education system in India. It also includes strategic plants, policies and programmes adopted for implementation as the ninth five year plan by the All India Council for Technical Education (AICTE) to meet future technological global challenges. Finally the study point out that universities and institutions should adopt more job and object-oriented engineering education curricular linked with industries and research organizations to meet the present and future challenges of rapid technological changes and industrial development in India.

Shah (2010) conducted a study on “Structure of Technical Education and Vocational Training in Pakistan”.

The major findings of the study; the study shows that the facilities of laboratory and computer are sufficient while building transport, first aid, hostel, firefighting facilities, latest reading material, on line research facilities, budget are not sufficient in the institutions of technical education. Curriculum is out
dated and did not meet industry needs. No liaison between industry and technical institution. Lack of effective and efficient planning, implementing and monitoring system, adhocism in the government policies etc. were some of the causes in case of slow implementations and non-achievement of targets. There is dire need to regulate technical education in collaboration with Pakistan Engineering Council, A National Council for Technical Education may be activated to regulate technical education, there should be industrial based training and opportunities given to teachers to get training abroad, effective and efficient planning and meriting are needed to have good system of manpower forecasting. Planning and analyzing.


The findings of the study were:

(i) Technical education and vocational training in Pakistan was found effective. It was responsive to the needs of industry, meets expectations of the students and was accepted by the employer

(ii) The in-service teacher training arranged for the staff of technical education and vocational training institutions were effective. Majority of the teachers who participated in the training were able to improve their teaching skill

(iii) There was dewsth of furniture, equipment of laboratories/workshops, library, books, textbooks, consumable training materials and funds, lack of housing for the teacher quarters, lack of incentive for better performance, lack of international exposure.

The major finding of the study indicates – apprentices tend to have better perception of the image of Technical and Vocational Education and Training (TVET) than Secondary Schools students, Secondary school students demonstrated a lower loyalty to future TVET career compared to those at private training institutions in Malaysia, the results of the multiple regressions revealed that the images of TVET are directly related to students’ loyalty which is consistent with previous empirical research. Recognition of qualification, work ethics and social values and applicability of course content were considered major predictors of students’ loyalty.

Kennedy (2011) in his article “Philosophical and Sociological Overview of Vocational and Technical Education in Nigeria” was published in American-Eurasian Journal of Scientific Research, Nigeria in 2011. The conclusion and result of the study is described as, the main purpose of the philosophy of vocational and technical education in Nigeria is to give training and in part the necessary skills to individual who shall be self-reliant economically. There are so many challenges facing the implementation of the philosophy in schools, colleges and universities. These are dearth in qualified vocational technical teachers, hand tools, machines and materials poor image and status of vocational technical education, inadequate funding. Societal preference of general education, government intervention in providing human and infrastructural resources will give vocational technical education a face lift philosophically, sociologically and psychologically.
Bareduan et al. (2012) study on “Continuous Quality Improvement Process using constructive Alignment”, is an article published in Journal of Technical Education and Training (JTET), Volume 4, Number 1, June 2012. The paper presents an application of continuous quality improvement (CQI) process for a typical engineering course using constructive alignment. The findings of the study from dialogs with the students were:

(i) Students have no idea about the pattern of questions for tests and exam.

(ii) No access to past years exams questions.

(iii) Problems discussed in lectures and tutorials were very much earlier than the tests.

Articles on Technical and Vocational Education were published in various International and National journals, some of the articles published were highlighted in the following: An article by Mohammad Raza Mehdi and Syed Aley Imran Rizvi on “A Recent view of Engineering Education in Pakistan” was published in the Journal of Engineering Education, April, 2001, Pakistan, page 207 to 211; R. Natarajan, Chairman All India Council for Technical Education investigate on “Emerging Trends in Engineering Education – Indian Perspectives” was a paper presented in the 16th Australian International Education Conference held from 30 September to 4th October, 2002 in Hobart, “Computer Engineering Education and Employment of Computer Engineers”, was an article published in 2004 and “Educational Facilities of Electronics Engineering and the Employment Scenario of Electronics Engineers in India in 2005 by Anil Kumar in Perspectives in Education Volume 20, Number 1, 2004 and Volume 21, Number 1, January 2005, it is a journal of the Society for Educational Research and Development etcetera.
2.4 Research Projects:

Many distinguish persons in the field of education conducted different research projects on Technical and vocational Education of various countries, states by different agencies, central and State Government, institutions, Universities, Organizations etcetera. Some of the study was literally review for the present study.

Bhale (1985) A case study on “Agriculture and Allied Education in Marathwada” – Project SRTRI, Aurangabad.

The major findings of the study were:

(i) Marathwada is predominantly agricultural as compared to other regions of the state. The future prosperity of this region depended on agricultural development of the region

(ii) The cropped area of the region in 76.9 percent of the total as compared to 60.65 percent for all Maharashtra,

(iii) A majority of students believed it was necessary to change the existing system of agricultural education and that it should be based on the needs of farmers in Marathwada and also on its specific soil and climate conditions

(iv) Teachers felt that the prevailing course content fulfilled the purpose for which it was designed.

(v) Cultivators felt that agricultural graduates were not adequately equipped with a capacity to solve the felt problem. Students lacked practical knowledge

(vi) Agricultural education was not based on the needs of the cultivators.

Some of the major findings were:

(i) During the year 1982-83, 2524 seats were available in it is for which 52127 applications were received. The number of students admitted during that year was 2552 and the number of stipend holders was 1768.

(ii) The main employment markets according to the trainees were factories, industries, motor garages, workshops, it is, air-parts etc.

(iii) The shortcomings mentioned by the trainees were dearth of experienced instructors, inadequate practical work, outmoded syllabus and shortage of modern equipment.

(iv) Respondents felt that, in view of the industrial growth in the region, new trades, viz, sugar technology, electronics, dairying, electric welding, motor and transformer winding, fabrication, casting and moulding, and spinning and weaving should be introduced.

(v) Thirty-three teachers out of 35 felt that ITI courses had to be modernized urgently, similarly, training in allied fields should be included in each course and that the component of practical work be improved.

Joglekar et al. (1985) studied on “Food Technology Education in Marathwada”, SRTRI, Aurangabad.

Some of the findings were:

(i) Over 100 students had graduated in food technology and 22 students had got a master’s degree in the same subject. Similarly, 100 lady students had graduated in home science and 15 students had got a post graduate degree from the same college.
(ii) Food-technology graduates were in great demand for positions like production supervisor, quality control of etc.

(iii) Marathwada was found to be the most backward region in Maharashtra state in terms of food-technology education etcetera.

Kulkarani (1985), studied on “Diploma and Degree Level Technical Education in Marathwada”, SRTRI, Aurangabad.

Some of the findings were:

(i) With the opening of college on a non-grant basis, facilities for technical education were on far with other region of the state. However, a regular monitoring was needed in respect to new institutions to see to it that, they fulfilled necessary conditions a staff and equipment.

(ii) Non-conventional courses were needed in view of the needs of industries during the next ten years.

(iii) As compared to the ITIs wastage in engineering education was quite high admission procedures, therefore needed improvement.

(iv) The decision to allow private institutions to start technical institutes needed a cautious approach. It was necessary for the government and university to check that education imparted in their institutions was not substandard etcetera.


Major findings were:

(i) All the 24 schools possessed computer sets. In most of the schools a separate computer room was there for holding the computer education classes. In all the four places there was a steady increase in the enrolment of students for the computer education course.
(ii) It was found that all the schools taught the computer a language BASIC. Along with it other computer languages, such as WORDSTAR, LOGO, DOS or d BASE III were also taught.

(iii) The students had a favourable attitude towards computer education course and no differences were found between boys and girls in their attitude towards computer education course etcetera.

Gupta and Pande (1999), studied on “Commitment level of polytechnic teachers 2nd strategies to enhance it”.

The major findings drew from the study were:

(i) The polytechnic teachers have indicated a high level of commitment in activities related to student counseling, teaching co-curricular and extra-curricular activities and innovation in instructions, medium level of commitment in student assessment and evaluation, curriculum development, laboratory instruction, department administration, revenue generation, and developing physical facilities; and a low level of commitment in developing resource material, continuing education, research and development and community services.

(ii) There was significant difference in commitment level of teachers of polytechnics located in urban and rural regions.

(iii) There was no significant difference in commitment level of polytechnic teachers of various disciplines etcetera.

In 1989, Pillai, S.S. and Srinivasan, R., studied on, the feasibility of polytechnic – industry collaboration through a survey in which 42 principals from polytechnics in the southern region participated. The principals unanimously expressed the need for industry – institute ties. It was found that adequate cooperation and low rapport between industries and institutes were mainly due to:
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(a) lack of initiative from either side;

(b) reluctance on the part of staff to make extra efforts;

(c) non-availability of appointed liaison officers in polytechnics.

Again in 1990s, Pillai, S.S. and Srinivasan, R. made a study on the students’ achievement in technical institutions. Fifty-seven polytechnics (11 from Andhra Pradesh, 17 from Karnataka, 8 from Kerala and 21 from Tamil Nadu) formed the sample. The study revealed that on an average about \(\frac{1}{4}\) of the total number of technicians turned out could secure the first division in the final examination while another \(\frac{1}{4}\) showed poor performance and were placed in the third division. It was noticed that five polytechnics in Karnataka and three in Kerala occupied the first five ranks throughout the period from 1986 to 1989, one women’s polytechnic in Tamil Nadu distinguished itself by securing 100% pass percentage in electronics for two consecutive years. It was also observed that most of the polytechnics did not have any liaison with their past students.


The results related to the four challenges were:

(i) The study find out and shows that different duration of courses in various technical and vocational fields are being offered across the country, ranging from 3 month certificate courses to 3 years diploma of associate engineering (DAE).

(ii) Different institutions are involved in curriculum development process with the aim to provide education in various technical and vocational fields for employment, self-employment and further studies.
(iii) The pay scales of technical teachers are almost same as general education teachers. There is no arrangement of in-service teachers training in-terms of professional education.

(iv) Lots of efforts are required in the areas of quality assurance and linkages to other technical education boards. A dire need to introduce flexible horizontally and vertically entry in the TVET system of the country.

A case study on “Governance of Technical Education in India” by Andreas Blom and Jannette Cheong (2010) was a World Bank working paper, finance by The World Bank, Government of India unit and published in 2010 by The World Bank, Washington, D.C. The paper has 86 pages, excluding the preface, contents, acknowledgement etcetera. The paper contain the nine key Governance issues, common language and key principles of Governance, state case studies, national and international case studies on Technical Education.


Similarly other distinguish persons in the field of education has taken up various research projects on Technical and Vocational Education: Kudesia, U.C., submitted a research project under Technical Teacher’s Training Institute (TTTI) Bhopal in 1986 on “A Study of the Teaching aspect viewed by the Polytechnic
Teachers of Induction Programme”; Gogate, B.S., on “A Study of Vocationalisation of Education at Higher Secondary Stage in Andhra Pradesh, Tamil Nadu and West Bengal” in IIE Pune in the year 1987 under the finance of Planning Commission, Government of India; Ranjan Banerjee and Vinayak, P. Muley, on “Engineering Education in India” submitted to Indian Institute of Technology (IIT) Bombay, sponsored by Observe Research Foundation, Bombay.

The above literature were some of the reviewed works of various prominent educationist, scholars, professors, government agencies both central and state, institutions, organizations etcetera – in relation to the present study. Besides the work made on various books, journals, research projects, doctoral theses and other publication. Many articles related to Technical and Vocational Education was published in different National and International journals and Newsletter. There were ample facilities and provision to survey and review the related literature for the present study. The researcher thought that it was not enough material for the study but it was not possible to survey exactly related and all the related study so, the investigator concluded with the literature indicating in this short write up.

Review of Related Literature chapter would be follow by Method and Procedure as Chapter – III. The investigator has discussed the method applied and the tools and techniques employed for data collection, analysis of the study in the following Chapter – III.
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