CONCLUSION AND SUGGESTION

Introduction:

The Vocational Education is designed to create skilled manpower that in turn helps in the development of society. When a student from vocational education is useful for the development of self, industry, society and the nation, the one can say that the goals of vocational education achieved. The goals of vocational education can be achieved only by developing the competent skilled manpower fulfilling the requirements of society at large. This requires the support and participation of various stakeholders along with qualitative mechanism which includes curriculum and curriculum delivery and evaluation system.

The researcher undertook performance evaluation study of the vocational training centre in Maharashtra State survey method to investigate the performance evaluation of Vocational education with the special reference to minimum competency Vocational Courses in Maharashtra state.
Conclusion:

1. It is concluded that the increase of population is more than the increase of employment in Maharashtra State. The increase of population creates many problems to the state economy i.e. unemployment, poverty etc. The Vocational Education is one of the most important options to decrease the rate of unemployment. (Table 3.1, 3.2, 3.3, 3.4). It is also noted that, the unemployment was essentially the problem of the young generation to enter into the labour force much more increased in urban. (Table No. 3.6)

2. From the study, it is pointed out that, the unemployment problems emanates from the mismatch between the skill requirements of employment opportunities and the skill base of the job-seekers. Rapid expansion of education, particularly of higher education, has also contributed to the mis-match in the labour market. While shortages of middle level technicians and supervisionary skills are often experienced graduates and post-graduates in arts,
commerce and science constitute a large proportion of job-seekers. High private rates of return on higher education, to a large extent resulting from low private cost, is an important reason for the rush of higher education despite high incidence of educated unemployment. The mismatch is likely to become more acute in the process of rapid structural changes in the economy. (Table 3.8 and 3.9)

3. It is observed that, in the curriculum of \(+2\) level Minimum Competency Vocational Courses, the development of Entrepreneurship skill in the student, the separate subject, General Foundation Course is added which is only in these Vocational Courses.

4. The main objective to start these courses by the various committees to create business environment and to create skilled workers. It is concluded from the Table No. 6.1 the major Head of the Vocational Training Centre of Government, Aided and Non-aided that the aim to started these vocational education to create business environment, to create skilled employment and to create
self-employee. It is a good sign decrease unemployment, for contribution in the economy of the state and also country.

5. It is noted from Table No. 6.2 that, the technical and engineering requirement is more from industry compare to the office staff. It is also concluded that the major Government Vocational Training Centre running the Technical and Engineering Groups course and the Aided and Non-aided Vocational Training Centre running the Business and Commerce Groups.

6. It is concluded from the Table No. 6.3 and 6.17 that the most of the Head and teacher of the institute willing to co-operate with industry. It is a good positive thinking to maintain the long relation between the Vocational Training Centre and Industry from development of curriculum, In-plan Training, On-Job-Training and the quality development of + 2 Minimum Competency Vocational Courses.
7. It is noted that the most of the Head’s and Teachers of the Government, Aided and Non-Aided Vocational Training Centre are expected from industry in respect of different identified areas like training of teacher, On-Job-Training, Apprenticeship for passout, guest lecturer for student and industrial visit for quality development in these course. But the problems have come in the town or village where the industrial areas is not develop.

8. It is observed from the Table No. 6.5 that all head and teachers are received feedback from the industry on quality of pass out student. It is a one of the good activities to get feedback of quality passout student for development of the Vocational Training Centre as well as the Vocational Courses.

9. From the Table No. 6.6 and 6.31 it is noted that the maximum students are applied of their own accord for admission they know the basis information about the Courses (100%, 66.66% and 75%) from Government, Aided and Non-Aided Vocational Training Centre but after 20 years to starting the course in some region the
convincing guidance or give the brief information about the courses is required compare to general education.

10. The Government has given grants to the Government Vocational Training Centre for material, equipment and purchase advance machinery, the Aided Vocational Centre get only salary grants from few years and the Non-Aided Vocational Centre has not received any grant from government. They fulfilled their expenses or requirement from management. For quality improvement of the course and running these courses government fund is required. So that the Vocational Training Centres facing problems about salary to the teacher purchase of advance machinery, funds for building etc. (Table No. 6.7 and 6.9).

11. It is also pointed out that many Heads are interested in Vocational Education compared to General Education and want to continue with modification of these courses. It is good sign for expansion of the Vocational Courses. (6.14)
12. It is observed that Government and Non-Government Aided Vocational Training Centres are well equipped compared to Non-Government Non-Aided Training Centres. It is noted that the 100% physical facilities are not available in any type of Vocational Course (Table No. 6.11 and 6.21). For quality development of the Vocational Courses minimum Advance Machinery, Equipment and Tools, Raw Material, Practical Lab, Sport, Library, Hostel and Campus interview etc. the physical facilities are played an important role. It is also noted that most of the Government Vocational Training Centre Library facilities are not available (Table No. 6.33).

13. After completing the + 2 level Minimum Competency Vocational Courses not only for passout students getting jobs industry and start own business but also failed students starts their own business (Table 6.12)

14. By thoroughly observing the nature and usefulness of these + 2 MCVC courses. These courses are beneficial to the students for those who are formally passed this
examination courses as well as fail in the examination. The fail students are also getting job otherwise they are also successes to set up a self unit because they get sufficient skilled knowledge from these courses.

15. It is observed that most of the teachers are satisfied with their job and developing new learning resources but some of the Aided and Non-Aided teachers were not satisfied with their job and not developing any new learning resources in Vocational Training Centre. The discussion with unsatisfied teacher it is noted that the Non-Aided teachers are not gets any salary or job security from the Vocational Training Centre and Government. (Table 6.15, 6.22 and 6.39)

16. It is noted that the nature and extent of interaction with industry in respect of Teacher Training, Industrial Visit, Vocational Training, and In Plan Training is not good as per the requirement of the curriculum. Many industries have not give permission to the Vocational Training Centre for the above different identified areas.
17. The running of Lokseva Kendra and Production Oriented Training is one of the most important practical activities as per the curriculum and develop subject skilled in the student. It is observed that only maximum Government Vocational Training Centre (78.55% and 60.71%) is running the Lokseva Kendra and Production Oriented Training compare to Aided (58.06% and 13.64%) and Non-Aided (31.82% and 13.64%) Vocational Training Centre. In the present investigation it is observed that in many Vocational Training Centres Lokseva Kendra and Production Training Centre or Production Oriented Training section became ineffective and unproductive. So that they failed to create business environment in the Vocational Training Centre (Table No. 6.23, 6.24 and 6.42).

18. From the overall study it is observed that all Vocational Training Centre received good learning attitude from the student.

19. The Personality Development is one of the most important skilled in entrepreneur. It is noted that all
Vocational Training Centre are arranged personality development program in a academic year (Table 6.28% and 6.37%).

20. In the present study it is observed that many teachers are not upgrading their knowledge with current trends in education system. The tools of upgradation of education system like Conference, Seminar and Training Program etc. were not attended.

21. In the present study it is noted that many Government, Aided and Non-Aided Vocational Training Centre are not arranged more than 10 visits in an academic year. As per the curriculum, in the many subjects it is compulsory arranged more than 10 visits in an academic year.

22. In the summer holiday or after completing 11th year curriculum the students are sending for On-Job-Training in industry or shop. It is observed that only above 60% students from the Vocational Training Centre taking On-Job-Training.
23. In the present study it is concluded that the student from Government and Aided Vocational Training Centre are getting EBC facilities but the Non-Aided Vocational Training Centre is not getting EBC facilities.

24. Many of the students thinking that the course is not only very useful for job or self-employment but also to continue to next education (Table No. 6.41).

25. The qualified students got apprenticeship trainings upto 1 year to 4 years depend upon the courses completed by the student. In these apprenticeship trainings the students get stipend and or remuneration with skill in work culture. So that these students are with self confidence and encourage to set up their own unit or face to market trend on their feet

26. It is observed that the intake capacity (20 per course) of students in one class is not sufficient.

27. For over all observation it is noted that the Vocational Education is better for decrease the unemployment ratio compare to general education.
Suggestion:

1. It is compulsory to run Lokseva Kendra, Production Oriented Training or Production Cum Training Centre for quality development and create business environment in the institute of the + 2 level Minimum Competency Vocational Course.

2. Various training programs like Seminar, Conference should be arranged for the teachers by well known institutions working in the particulars areas to upgrade their knowledge to catch the line of current trend in the society.

3. It is suggested that more industrial visits should be arranged frequently to enhance the practical knowledge of the students with experiments.

4. In the development of the curriculum, knowledge of computer must be compulsory (Example, Tally for Commercial Courses and Auto-card for Engineering and Technical Courses) to all Vocational Courses as per the requirement of the industry. It is also suggested that,
Computer Lab is compulsory for each Vocational Training Centre for online education program. So that the students get an opportunity to operate computer and internet.

5. Effective and experimental teaching methods with variations should be used by the teachers in the classroom with other advanced teaching aids like Audio Video Aids, OHP and slide shows etc. The teacher should follow the new and modern techniques in the Vocational Education system for the nation building.

6. Syllabus should be society oriented as per the need and demand of market of that region.

7. Some vocational courses should be based on the nature of industrial work hence reform of some vocational courses is necessary.

8. To develop the relation between Vocational Training Centre-Society-Industry the committee should appointed. In the committee representative from industry, society and Vocational Training Centre included. The committee
work for quality development in the courses and effective implementation of In plant training, Teaching Training, Guest Lecturer, Personality Development, On-Job-Training etc.

9. It is strongly suggested that the standard theory and practical books and reference books should be made easily available for the students and teacher to implement the curriculum effectively.

10. The Vocational Course is implemented at 10 + 2 level from last 20 years and only 20% changes in curriculum are made since the inception of the course. Hence curriculums for most of the courses have become outdated. So that all the + 2 level Minimum Competency Vocational Courses should be upgraded every 5 years. There is for the need reform. It is in the course structure and examination structure with accepting continuous internal evaluation and grading system for the various Vocational Courses.
11. The Library facility is available in every Vocational Training Centre. In the Library not only text books and reference books but also different newspapers, magazines and bulletins of Regional, National and International levels should be made available to promote the reading habit and encourage creative writing. It will motivate students for self-employment.

12. It is recommended that more stress on communication skill English than general English to make the presentation of the Vocational students more effective.

13. The Government should make available the opportunity to the excellent pass out students who still want further education some courses which may lead them to graduation in the particular stream.

14. The physical fitness also important for student. So that compulsory for every Vocational Training Centre has available sport facility. In every academic year sports competitions should be arranged at District level, Regional level and State level.
15. The machinery, tools and equipment are outdated. They have purchased at the time of the Vocational Courses is implemented at 10 + 2 level for the last 20 years and after that no changes have been made. The State Government should available the funds for purchase of well equipped machinery, tools, new equipments with latest technology to take practical effectively current knowledge.

16. It is suggested that more personality development program and vocational training program for teacher and student should arranged by the Vocational Training Centre for quality improvement.

17. The EBC facility for economically backward students has been making available for the Non-Aided Vocational Training.

18. It is recommended that, the emphasis should be on aforestated awareness campaigns which are localized at the level of Vocational Training Centre and facilities of mass media including FM Radio and Television etc.
should be utilized for creating awareness about and popularization of Vocational Courses.

19. The Government has made a separate board for quality development in Vocational Course like Teacher Training, Curriculum development, taking exam, etc.

20. The salary grant should be given by the Government to Non-Aided Vocational Training Centre so that the well qualified and experienced teachers are interest to join to teach these Vocational Courses.

21. It is strongly recommended that the separate post of the principal should be sanctioned and given remuneration or economic benefits by the Government. So that the effective implementation of the courses. It is positive effect on the quality improvement of the courses.

22. Make reservation for + 2 level Minimum Competency Vocational Courses passout student in the job of industry and Government.
23. Easily availability of loan from bank for student to start their own business.

24. It is compulsory for industry that, in Apprenticeship Training the students will give the work of his Vocational subject from industry.

25. The Government make it is compulsory to all the Vocational Training Centre to start the activities like Placement Cell, Skill Development Centre, Consultancy Cell and Training Cum Placement Cell etc.

26. The opportunity and motivation will be given to the teacher to published paper, text books and reference books of their various Vocational subjects by the Government.

27. The Vocational Courses should be implemented from School to University level for the economy development of the state and country.
BIBLIOGRAPHY