1. Chapter – I

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Introduction:

The review of literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. It also provides comparative data on the basis of which to evaluate and interpret the significance of one’s findings. In addition, it contributes to the scholarship of the investigator. No experienced researcher would think of undertaking a study without acquainting himself with the contribution of previous investigators.  

Rabindra Nath Tagore (1861-1941):

His view about education was that the education is originated out of his own home life and the freedom he had experienced within it. He said that the learning must be linked organically to the whole life, the people, the land and its culture, for the students he developed his own theory. The three important principals are i.e. Freedom, Fullness and Vestness told by him for the students. The spiritual development of an individual was an
important aim of him. An educational thought about the education that it was wide and comprehensive. It referred to all aspects of human life, physical intellectual, moral and spiritual which acquire “Fullness of experience” from multiple sources.

To implement his own educational theory Rabindra Nath Tagore started “Shantinikatan” on December 22nd 1901 at Bolpur near Calcutta. He said about school that the school was a work of art and not a pedagogical laboratory.²

Mohandas K. Gandhi (1869 – 1948) :

Mohandas Gandhi advocated knowledge through the work. Gandhi aimed at the self-supporting aspect of education. Taking the use of crafts at all levels and at all stages of education was his concept of ‘Karma Yoga’. This introduction of craft in education was an extension of his theory of “Bread Labour”. He was against bookishness and excessive verbalizing education. His main aim was to bridge the gap between education and practical life by drawing upon the cultural, social and vocational potentialities of students and to make education life centred.

In the year 1937 Gandhiji finalized a Wardha Scheme. He also placed the salient feature of his scheme of education in all
India National Education Conference at Wardha on 22\textsuperscript{nd} – 23\textsuperscript{rd} October 1937 in which he was the president of the conference. A scheme popularly ‘detail syllabus a committee’ was appointed under the Chairmanship of Dr. Zakir Hussain which submitted its report on 2\textsuperscript{nd} Dec 1937.

His scheme of education is intimately related with the basic needs and the interest of the Indian children. He said that the basic education is closely related to the basic occupation of the people living in the village.

In 1930, Mahatma Gandhi visualized the basic education to known as ‘Buniyadi Shiksha’ as a basic tool for development as National consciousness and this is nothing but the way of reconstruction of the society.\textsuperscript{3}

\textbf{Gopabandhu Das (1877 – 1928)}:

Gandhiji and Gopabandhu were emphasized to make Vocational Education a part of our curriculum. He regarded moral education and education for business as the very basis of education. The progress of individuals and the society depends on morality. He said that our education has too literacy. A little business trading is an absolute want. Gopabandhu introduced craft like
spinning and weaving, carpentry etc. in the Satyabadi School. He makes the concept of “Earn while you learn”. It will create employment opportunities or the student.

According to his view vocational education should be made compulsory in a developing country like India. It will enable the students to find self – employment after completion on their education like Gandhiji he also emphasized on craft-centered education.\(^4\)

**Sapry Samiti (1934) :**

This samiti was recommended following main recommendations

a. The Vocational Education being started at Secondary Education,

b. The college education age by taking one year less,

c. After VII\(^{th}\) standard, the students have giving the facility of Vocational Education.

d. Development and Grant must be related to each other.

These recommendations are good and acceptable but British Government was not agreeing for these.\(^5\)
The Wardha Education Committee (1937) :

The committee was appointed by the Wardha conference on October 23, 1937 to formulate a scheme of Basic Education on the lines of its resolution. The following suggestion has been given by the committee:

a) Choice of craft as a purposeful, creative and socially productive activity.

b) Co-relation between subjects and craft selected and the physical and the social environment.

c) Dignity of manual labour.⁶

Mudaliar Commission (1952-53) :

This commission is the secondary education commission which put forward the idea of multipurpose school and recommends an 11 year school pattern to offering diversification after 8 years of schooling. The commission felt that at the end of this, a student should be in a position to take up some vocation and enter the world of work. In the history of secondary education the report of Mudaliar Commission is very important. The research of Secondary at all side recommended reestablishing the secondary education in India.
The commission recommended ‘Multiple School’ can be established in India. In that school business skill will be taught to the students. At that time some ‘Multiple Schools’ established but they couldn’t be successful.  

The Indian Education Commission or Kothari Aayog (1964-1966) :  

The Government of India set up this commission on July, 1964 to give the suggestion to improve the quality and quantity of education. Prof. Dr. D.S. Kothari, Chairman of UGC, New Delhi was appointed as the Chairman of the commission. The commission published the report in 1966. In the report commission recommended in all over country the restructuring of education system, which implying 10 years of undifferentiated education for all at the + 2 level into academic and vocational streams.

Following recommendations are given for secondary education

a. To start vocational courses / education in higher secondary level.

b. Design New Course for 1 to 3 years duration.
c. For X\textsuperscript{th} pass student, new business oriented course will start at ITI.

d. As per requirement of local area a course is designed on the basis of Agriculture Industry.

e. Courses are designed for medical.

f. On the graduation level as per requirement of public, the course must be designed ex. Polytechnic, Agricultural and Medical.

He strongly recommended for vocational education after X\textsuperscript{th} + 2 level Minimum Competency Vocational Courses (MCVC) in his report.\textsuperscript{8}

**The Committee of Members of Parliament of Education (1967):**

Government of India was constituted a committee on April 5, 1967 under the Chairmanship of Triguna Sen and Ganga Sharan Sinha with the following terms of reference

a) To consider the report of the Education Commission.

b) To prepare the draft of statement on the National Policy on Education for the consideration of the Government of India.
c) To identify a programme for immediate action. It suggested that educational opportunity at the secondary and a higher secondary level is a major instrument of social change and transformation. Facilities for secondary education should accordingly be extended expeditiously to areas and classes which have been denied these in the past.

There is a need to increase facilities for technical and vocational education at this stage. Provision of facilities for secondary and vocational education should conform broadly to requirements of the developing economy and real employment opportunities. Such linkage is necessary to make technical and vocational education of the secondary stage effectively terminal. Facilities for Technical Education and Vocational Education should be suitably diversified to cover a large number of fields such as agriculture industry, trade and commerce, medicine and public health, home management, arts and crafts etc.9

The Committee on 10+2+3 Educational Structure (1972) :

Ministry of Education was appointed this committee in August, 1972 under the Chairmanship of P.D. Shukla to suggest practical step to be taken for the implementation of the uniform
pattern 10+2+3 for schools and colleges classes in all states and Union Territorrs and to estimate the cost of implementing the programme. It suggested to build on the latest curriculum for the new classes IX and X and should provide for two streams

a) Academic Stream

b) Vocational Stream

The Vocational stream should provide specific job oriented courses in one vocation carefully chosen out of the areas of work relating the Agriculture, Industry, Trade and Commerce, Public services e.g. Para-medical, Banking, Insurance, Marketing and Education etc. The period of particular vocational course may vary from 1 to 3 years depending upon the requirement of that course. The course content, including the training and practical work, should be such as to equip the student well to get a job or to establish himself as a self-employed person depending upon his choice and circumstance. The particular vocational course to be introduced in any institution of higher secondary level should be locality oriented. As such, those cannot be a common list of courses for the whole country. It may even vary to some extent from a region to region within the same state.10

In 1976 the NCERT published its National Document, “Higher Secondary Education and Its Vocationalization” in which it makes the plan of vocational stream to make ready the students for gainful profession through vocational education and also emphasized an internal restructuring and modification of contents in education, required for establishment of linkages between education and other concerned sector involved in developmental process.\[11\]

National Review Committee (1978):

The National Review Committee for higher secondary education had appointed by the Government of India with special reference to vocationalization. The committee was assigned to review the NCERT’s document. The National review Committee is commonly known as Adiseshah Committee, the chairman of the committee was Shri. Malcom Adiseshah, Vice-Chancellor of the Madaras University.
In order to further study the National Review Committee gone, through detailed study and classified two streams at secondary level:

I. Education in general

II. Special study recommended that in Vocational education 25% to 30% weightage be given to some of compulsory subjects and language where as 70 to 75% weightage has given to the vocational, technical, commercial and professional subject.\[^{12}\]

**Kuldiswami Committee (1985):**

The committee reviewed that vocational education programme in country and developed guidelines for the expansion of programme. It suggests ‘Socially Useful Productive Work (SUPW)’ which assume the form of training in “life skills” and should therefore it is given pre-vocational orientation. Its recommendations led to the development of the Centrally Sponsored Scheme (CSS) on vocationalization of secondary education.\[^{13}\]
Dr. S.B. Advant (1985) :

The researcher has prepared a report for the project “A study of Regional imbalance in vocational education and Man-power planning in Marathwada”. For this project submitted to ‘Swami Ramanand Teerth Research Institute’, Aurangabad. In this study he specially focus on ‘An Evaluation of Vocational Courses introduced at the + 2 stage in Marathwada’. He mad his research on this scheme concluded that majority students are in favors to offering vocational courses at + 2 level and there is a general demand that upword mobility should be possible in vocational subjects offered by students at the +2 level.

He recommended in his report that orientation courses are provided for teachers of vocational courses. Government provides the sufficient funds for recurring and non-recurring expenditure on vocational subjects. The colleges also allowed having the sufficient infrastructure for vocational subjects.\textsuperscript{14}

National Policy on Education (NPE) (1986) :

The NPE advocated the introduction of systematic and well planned vocational education programmes, which can be rigorously implemented to enhance employability, reduce the mis-match
between demand and supply of skilled man power and also to provide an alternative to those who pursuing tertiary education, without particular interest. The adoption of the NPE and its program of action (1986 revised in 1992) and the Centrally Sponsored Scheme (CSS) on vocationalization of secondary education in 1988 led on to nation wide coverage of VEP.\(^{15}\)

**CABE Committee on Policy (1992):**

The committee was appointed by Government of India. The committee had given following recommendations in their report

1. The existing vocational stream +2 level may be suitably strengthened and wherever possible, the vocational courses may be started from class IX also.

2. Generic vocational courses may be introduced on a selective basis to begin with generic vocational courses may be tried out in about 10 percent of the schools.

3. The work experience programme may systematically implemented by allocating 12.5% to 20% of the school time for these activities.

4. The other recommendations relating to implementation may be taken note of while revising POA.
5. The greater rigour should be brought to bear on the planning and implementation of the scheme.

Mohanty G. (1986):

In the survey the major objectives as follows

i) To make a status survey of vocational education in the state from 1947 - 1981.

ii) To list the types of training activities being conducted under vocational technical education schemes and programmes.

iii) To know the views of the heads of the Vocational Institutions regarding the efficacy of such programmes including the follow-up activities and

iv) To suggest ways and means for further improvement.

An inventory was developed and sent to 113 vocational and technical schools. An information list was developed. Thirty heads of institutions and a number of officials were interviewed and percentages were calculated to analyze data.

In this survey the main findings were as follows

1. Very few schools imparted Vocational and Technical Education in 1947
2. More men were attracted towards Technical and Vocational Courses than women.

3. Type writing, music, dance and drama and tailoring had attracted to women.

4. There was shortage of skilled personnel and an unemployment problem from 1961 to 1981. No follow-up programme was undertaken.

5. Students coming out successful were technically unsuitable on jobs for want of adequate practical experience.17

Smt. Modak Fatima Musa (1995):

The research was done in Ratnagiri district in this research study the researcher had given following objectives

a) To find out the extension of Vocational Education at Secondary and Higher Secondary stage that has already taken lace in Ratnagiri district.

b) To find out whether the vocationalization of Secondary and Higher Secondary Education has been successful.

c) To find out the causes of vocationalization of education has not been successful.
d) To make recommendation for proper and effective implementation of vocationalization of education at the Secondary and Higher Secondary Stage.

e) To suggest different Vocational Courses that can be introduced at the Secondary and Higher Secondary Stage in Ratnagiri District.

Main conclusion and recommendation of the study has given as under

1. A large number of girls are at present working as Clerks, Typists, Stenos, Telephone Operators, Personnel Secretaries and Receptionists and so on in the Offices, Business Firm etc.

2. It is recommended that the Vocational School per Tahsil and should be started in the district. By doing this student can get a chance of making selection of the Vocational Subject of his or her choice.

3. It is recommended that Vocational Courses should not be looked upon as ‘Extra’ or ‘Co-curricular’ but should be regarded as part of the routine school’s activities.
4. It is noted that after completing the Vocational Courses either the students can start their business independently or they can work under the guidance of the experts. It is interpreted that the objectives of Vocational Education seemed to be fulfilled to some extent.  

**Orientation Guide On Vocational Education Programme (1995):**

The present document has been designed to meet the total strategic requirements of the states in successful implementation of the programme. The document covers all the important aspects like need, policy framework, administrative and financial management, transaction of teaching learning process, student support system and evaluation of the programme. The Centrally Sponsored Scheme has been designed as an integrated package and designates the functional responsibilities at all levels, school, district, state and national level in order to achieve the laid objectives in a cost effective manner. There exists a big gap between policy and practice. The implementation of VEP requires not only internal restructuring and modification of contents in education but also strong links between education and other sectors.
such as commerce, industry, agriculture and health and community development. It requires a holistic approach and inculcation of role perception among key functionaries of education and other sectors. Towards this end, the orientation programme forms a core programme of the institute or systematic planning and management of the programme. It has been designed to meet the demands of the States and other involved in the programme.19

**Verma A.P. (1996):**

The document is one of the series of guidelines developed by PSS Central Institute of Vocational Education for the promotion of the vocational education programme. In this report, the basic justification for the adoption of training-cum-production-cum-services modalities is learning through “hands on experience”. This method of teaching “by doing” will greatly enhance the skill learning to vocational students. The time has come when the vocational education programme at the + 2 level should aim at financial self sufficiency to the extent possible. For this purpose the establishment of production-cum-training centres (PTC) at the + 2 institutions where adequate infrastructural base is provided by the central financing is thought as a solution and will enable the
programme to become self sustaining. Other aspect of generating finance is the direct beneficiaries – student and industry/employment establishment should share a major burden of providing running expenses.\textsuperscript{20}

Dr. Thete Ajit (1999) :

He studied entitled ‘A Comparative Study of the system of Technical Education in Germany and India with special reference to Maharashtra’. The scope of the study and the data collection were confined to those technical institutions in Maharashtra (India) and Germany, which are involved in imparting polytechnic level education and industries.

In this research work the researcher study was to examine the resemblances and difference in context of Technical Education System in Germany and India.\textsuperscript{21}

NCERT (2000) :

The NCERT has brought out a discussion document on National Curriculum Framework for school education in January 2000, with a view to initiate a nation wide debate on all major issue related to curriculum at different stages of school education. This is also contains policy dimensions and suggestion for restructuring
of curriculum of vocational education at different stages of school.22

**Dr. Shivaji B. Patil (2003) :**

The main objectives of the research study as follows

i. The survey Vocational Courses taught at the Secondary and Higher secondary stage in Kolhapur District.

ii. To assess how far the Vocational Courses have been successful.

iii. To identify reasons if these courses have not been successful.

iv. To suggest the ways and means eradicate the courses of failure and thus to ensure their (Vocational Course) successful implementation.

For this research study 30 vocational training centres or schools or colleges were selected for survey. The main recommendations were as follows

1. It is recommended that the effective apprenticeship opportunities should be provided to the students of technical vocational courses.
2. The following basic needs for the successful implementation of Vocational courses were

a. Well equipped workshops
b. Well qualified, trained and skilled teachers.
c. Availability of various instruments, apparatus etc.
d. Availability of sufficient time.
e. Availability of text book.
f. Proper management and strict vigilance on the part of Heads/ Principals and their interest.
g. Financial Supports. 23

National Curriculum Framework (2005):

The National Curriculum Framework prepared by NCERT in 2005. In this document the NCERT firstly introduced the concept of productive work as a educational manner in the school syllabus i.e. work centred education and also a new programme of Vocational Education and Training which is to be conceived and implemented in a mission mode, involving the establishment of separate Vocational Education and Training Centers and institutions from the level of village environment and also metropolitan area or districts. 24
NCERT (2007):

“All India Consultation Meeting on Vocational Education and Training Setting Directions and Strategies for XI Five Year Plan”, being held at National Council of Education Research and Training (NCERT), New Delhi. The meeting is being organized by the Pandit Sunderial Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal in collaboration with the Gesellschaft für Technische Zusammenarbeit (GTZ), New Delhi. In this meeting main issue is to set the directions and strategies of planning and implementation of Vocational Education and Training (VET) in the XI Five Year Plan beginning in 2007.25
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13. www.ncert.nic.in


22. www.ncert.nic.in
25. NCERT (2007) : “All India Consultation Meeting on Vocational Education and Training : Setting Directions and Strategies for XI Five Year Plan, PSS Central Institute of Vocational Education (PSSCIVE), Bhopal.