CHAPTER – II

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Vocational education is not new in India. In ancient period, when students lived in Ashrams or Gurukuls they had to perform all kinds of manual work for learning and living. Education was in fact related to life. Knowledge action and devotion have been regarded as the three pillars necessary for the process of self employment. In Gurukuls four planes of existence for the seekers of knowledge. They are Knowledge, Action, Devotion and Wisdom. The Gurukuls or Ashrams were main source of vocational education in an institutional set up.¹

“Vocational Education, education for profession” it is the aim of today’s education. In ancient period there is no need of Vocational Education. It was not necessary to take Vocational Education in ancient time, because children chose their parents traditional business or work. In ancient time parents or elder person would give Vocational guidance to their own children at home. It was a former thinking or ideology of ancient time that shoemakers boy would chose shoemaker’s work and barber’s boy
would chose barbering business, Potter’s boy would do the pottery work, but now the situations are different and according to this situations there are many Vocational education subjects are available for the students.²

The emerging industrial development in India challenges our old cottage and rural based industrial units due to ‘Unilateral’ academic type of education and gives emphasis on teaching of science, technical and vocational subjects. Theses are at secondary level because of rural based and poor economic conditions a large number of students after Xth and XIIth standard turning towards some Vocational training courses, after their studies in the high school level and Jr. college. General education failed to provide employment to all. Many of the institutions came forward and they have started courses like agriculture, technical, handicraft, Commerce and home science in the modern curriculum. The students are attracting towards these vocational type course in order to fulfill their livelihood needs. The introduction of practical subjects in secondary school so as to divert them into different walks of life was first recommended, as year in 1882, by the Indian Education Commission.³
Indian Education system is bookish and not useful in practical life. It cannot fulfill the requirement of skilled workers. Vocational education is most important to shape the personality of the students, to reduce the unemployment ratio. The vocational education is not designed to take place of general education but to reduce the burden of general education. The vocational education means the ability to work with hands rather than minds example Electrician, Metal work, and Furniture maker.  

1854 to 1802:  

It is very important period or time for Industrial Education. East India Company tried to give education for educated people, experienced Officer for states affair. East India company needs educated and experienced people more. In 1902 Agricultural College was already started in cities like Pune, Kanpur, Madras and Nagpur.

1903 to 1950:  

It is very progressive period for Industrial development. In ancient time people take education for only clerical jobs, but now
the aim of education became different education for vocational, for progress education for development of nation; so it is very useful ‘Vocational Education Today’ people give the preference only for Vocational Education. In this period awareness among people about vocational education increases and people think only about the vocational education.5

The introduction of vocational education in India, Industrial Training Centres started from the Second World War in some sectors like Railways, Ordace factories and some industry of private sectors. They started their own training centers to fulfill their specific needs. Some technical training centres were started to fulfill the demand of skilled workers for technical jobs in the Defense Forces. After independence the Indian Government has formulated its industrialization programme 1951 through the first five year plan. This was the beginning of Vocational Education in planned manner.

Concept of Vocational Education :

The Vocational Education Act of 1963 marked the legal definition of Vocational Education.
“The term Vocational Education means vocational or technical training or retraining which is given in schools or classes under public supervision and control or under contract with a State Board or Local Educational Agency and is conducted as a part of programme designed to fit individuals for gainful employment as semi-skilled or skilled workers or technicians in recognized occupations (including any programme designed to fit individuals for gainful employment which may be assisted by Federal funds under the vocational education act of 1946 and supplementary vocational education acts but excluding any programme to fit individuals for employment in occupation which the commissioner determines and specifies requiring a bachelor or higher degree). Such terms include vocational guidance and counseling in connection with such training, instruction related to the occupation for which the persons engaged as, or preparing to become, vocational education teachers, teacher-trainers and the acquisition and maintenance and repair of instructional supplies, teaching aids and equipments but does not include the construction or initial equipment of buildings or the acquisition or rental of land (Public Law 88-210, Part A, section 8(1)).
In this definition the following important points explained:

i) It granted suggestions in all occupational areas and stages other than those defined as professional.

ii) It served a) for secondary school children b) for those who prepared to enter the labour market who had discontinued or completed their formal education.

iii) The programmes of vocational education were authorized for high schools, area schools, residential schools, public institutions and junior colleges etc.

iv) It authorized some percent of the annual appropriation to be used for research and for experimental and pilot programmes.⁶

1) “Even today, more than a quarter of century after the passage of the National Vocational Education Act of 1917 a deplorable lack of unity of though concerning what is vocational and what is general education prevails among persons not directly concerned with vocational education. Nor is it an easy matter to give definitions that are acceptable to all concerned”⁷
2) “A Programme of education below college grade organized to prepare the learner for entrance into a particular chosen vocation or to up grade employed worker; includes such divisions as trade and industrial education, technical education, agricultural education, distributive education and home economics education.”

3) “Vocational Education in a much broader sense cover education and skill development at all level from post primary to tertiary education both through formal and non-formal programmes.” (Vocational Education Programme, 1976-77).

4) “Encourage the development of different forms of secondary education; including general and vocational education (and) make them available and accessible to every child…..” (Article 28(para\b) of the convention on the Right of Child, 1989).

**Objectives of Vocational Education:**

1. To fulfill the national goals of development and the removal of unemployment;
2. To impart the education relevant to productivity, economic development and individual prosperity;

3. To meet the needs of skilled and middle level manpower for the growing sectors of economy, both organized and underorganised;

4. To attract a sizeable segment of population to varied vocational courses so as to reduce the rush to general education;

5. To prepare students for self-reliance and gainful employment.

Indian education is essentially centered on the basic purpose to prepare the student for bookish education. Far too meager attention is given to the role of the education institute to develop skills in students for working citizen and for self-employment. There is a general notion that preparation for a life carrier is a second class activity for second class-citizens. This attitude is shared by businessmen, political leaders, labor leaders, educators, parents and students. Unfortunately, this attitude infests and central and state governments too, which invest far more on general education than they do for support of vocational and
professional education nor there is any central funding arrangement operating all over the country.

One of the problems of Indian Economy is unemployment. Unemployment is more often the result of non-proper education and skill acquisition rather than the shortage of employment. We must in one way or another, see that our education system prepares the students to use only their minds rather than hands and skills.\(^9\)

In India to develop the Vocational Education Indian Government establish some Government Institutes.

1. **National Council of Education Research and Training (NCERT)**:

   The National Council of Education Research and Training was established in 1961 at New Delhi. The main aim of establishment this institute to act as **Principal Academic Advisor** to the Ministry of Education. NCERT is an apex resource organization set up by the Government of India, with headquarters at New Delhi.

   The NCERT provides academic and technical support for improvement of school education through its constituents which are as follows:
1. National Institute of Education (NIE), New Delhi.
2. Central Institute of Educational Technology (CIET), New Delhi.
3. Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal.
4. Regional Education Institute of Education (RIE), Ajmer.

The Vocational Education in India the most important institute is Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE).

2. Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE):

PSSCIVE, a constituent unit of National Council of Education Research and Training (NCERT) was established on 5th July 1993, at Bhopal. The PSSCIVE was set up to provide intensive, technical and academic support to the formal and non-formal Vocational Education Programme in the country. It is also working as one of the centre of UNESCO’s International Project on Technical and Vocational Education (UNEVOC).

The mission of PSSCIVE is to meet all the academic needs for the success of vocationalisation of education programme in the
country, either directly or by working together with other institutions throughout the country. It aims to provide direction to the delivery system of instruction and support services. It strives to meet the needs of manpower development for various sectors of economy through the system of general education upto the higher secondary stage. The programme covers both formal and non-formal systems of education.

**Functions:**

1. To advise and assist the Ministry of Human Resource Development, State Governments and Union Territory Administration in implementation of Vocational Education and Work Experience Programme.

2. To function as the technical wing of the Joint Council of Vocational Education on all matters relating to Vocational Education Programme (VEP).

3. To promote, supervise and guide the establishment of a comprehensive management system to VEP.

4. To serve as a resource institution of both formal and non-formal VEP.
5. To orient and train various key functionaries of VEP, including teachers.

6. To evaluate and monitor VEP in States / UTs.

7. To ensure uniformity and maintain quality standards in vocational teaching and learning.

8. To provide guidance and counseling on Vocational Education and Training to the people at large.

Goals of the institute:

1. To develop a comprehensive, flexible and responsive Vocational Education System.

2. To provide guidance to States / Union Territories in implementing VEP.

3. To increase the access to formal and non-formal Vocational Education Programme.

4. To widen the scope of work education and life skills.

5. To accredit courses and institutions providing Vocational Education and Training.

6. To promote international cooperation and networking in Vocational Education and Training.

7. To provide quality instruction for Vocational Education.
8. To collect, maintain and disseminate information on Vocational Education.

9. To enhance the overall status of Vocational Education Programme in the Country.

10. To perform advisory and catalytic role to facilitate effective Vocational Teaching and learning.

11. To provide guidance and counseling on Vocational Education and Training to the people at large.

The institute has 6 academic divisions:

1. Agriculture

2. Business and Commerce

3. Engineering and Technology

4. Health and Education for Disabled

5. Home Science

6. Humanities, Science and Education.

Each division is supported by academicians, with specialization in different Vocational areas. The academic work of the division includes; development of courses, curricula, instructional materials, video film orientation and training of key functionaries and teachers; research work related various aspects of
VEP and consultancy to States and NGO’s in implementation of Vocational Educational Programme.\(^{11}\)

In India to improve Vocational Education in Indian education system the Government of India appointed Dr. Radhakrishnan Commission (1948-49), Sarjet Commission (1944); Mudallar Commission (1952-53); Kothari Commission (1964-66); Kulandaiswamy Committee (1985); National Review Committee (1974) and National Policy on Education (1986 revised 1988, 1992). These commission and committee submitted report and recommendation to Government of India. In the report they strongly recommended that education planning in a developing country like India must be properly general to the immediate demand of the society.

As per the recommendation of the Kothari Commission (1964-66) the Government of India declared new education policy in 1986 called National Policy on Education (NPE). NPE advocated the introduction of systematic and well planned vocation educational programme, which can be rigorously implemented top enhance employability, reduce the mismatch between demand and supply of skilled manpower to provide an alternative to those who
pursuing tertiary education without particular interest or purpose. The adoption of the NPE and its programme of action (1986 revised on 1992) and CSS on vocationalization of secondary education (1988) led to the nation wide cover of the VEP.\textsuperscript{12}

In this policy, the various schemes under various state, Department of Vocational Education are as follows:

1) **Government Technical High School (GTHS) / Non Government Granted Schools**:

In this schools for pre SSC level technical or vocational education as an optional subject. The Pre-vocational Education Programme provided at the lower secondary stage in place of the Work Experience Programme should facilitate the choice of vocational courses at the higher secondary stage. It should impart training in simple marketable skills to students, develop vocational interests, prepare students for participation in work, inculcate desired values related to work and allow for self-exploration of vocational interests. It should be offered in the form of modular courses so that students in general should acquire knowledge and marketable skills for direct entry into the world of work.\textsuperscript{13}
2) **BIFOCAL:**

In Maharashtra the new pattern was being implemented at +2 stage during the year 1975-76 and 1976-77. The vocational courses were introduced in 1978 with inadequate preparation. The state of Maharashtra has made a clear-cut difference between the two terms “Vocational Education and Vocationalized Education.” Directorate of Technical Education, Maharashtra state published a paper about Vocationalization of Higher education. In this paper entitled, “Vocationalization of higher secondary education in Maharashtra (1978-79), the state Government adopted another different approach for implementation of vocational courses. Instead of having a terminal vocational course, Government of Maharashtra decided to have a “BIFOCAL” scheme. This scheme was quite different from the one and also recommended by the various committees, planning commission and other agencies.

Maharashtra Government justified the pattern, stating thereby, that the scheme allows students to either join the occupation, if necessary by completing the bridge course of a short duration or join higher education. It is a ‘Vocationalized Education’ and not
the Vocational Education has been the argument put forward by the Government of Maharashtra.

Further it was pointed out that, the average age of students on completion of +2 stage being 17 years, they are unable to join any employment, after completion of the course. As per the recommendation of the NCERT in its national document, the state Government was to conduct district vocational surveys to assess and study the non-power requirements. The scheme of vocational courses was introduced in 1978-79 with inadequate preparation.

In general education 6 subjects at + 2 stage ;

1. Compulsory subjects

2. Second language

3. Any four optional subjects under the streams of arts, commerce and science

The Board of Higher Secondary Education, has adopted a peculiar scheme of Vocational Courses as per the policy frame and objectives laid down by the Government of Maharashtra at student offering a Vocational Course is allowed to offer one language with any three of the optional subject and he is given exemption in the second language and one optional subject. Thus in the pattern
adopted by the board, student can offer core subjects having linkage with higher education was anew pattern of vocational courses in Maharashtra state. In this Vocational Education 24 subjects was introduced in 1978-79.\textsuperscript{14}

3) **Certificate Courses:**

These are short term certificate courses run by Maharashtra State Vocational Educational Board of Examination

4) **Minimum Competency Vocational Course (MCVC):**

In 1986 the National Policy on Education (NPE) advocated the introduction of systematic and well planned Vocational Educational Programmes, which can be rigorously implemented to enhance employability, reduce the mismatch between demand and supply of skilled manpower a centrally sponsored + 2 level minimum competency based vocational courses were launched.

**Objective of the scheme:**

i. To Provide the diversification of education opportunities so as to enhance individual employability.

ii. To reduce the mismatch between the demand & supply of skilled manpower in the entire sector.
iii. To meet the skilled man-power requirement of the business & industry.

iv. Engage them in any of the specific areas such as Engineering, Commerce, Agriculture, Home Science, Para-medical, Fisheries etc. and impart them essential occupation skills and knowledge to make them competent to join world of work.

Table 1.1

Total number of Vocational Training Centre, School and College’s in Maharashtra state.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Scheme</th>
<th>Government</th>
<th>Private Grant in Aid</th>
<th>Non Grant</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>GTHS</td>
<td>120</td>
<td>233</td>
<td>08</td>
<td>361</td>
</tr>
<tr>
<td>2.</td>
<td>BIFOCAL</td>
<td>37</td>
<td>135</td>
<td>275</td>
<td>447</td>
</tr>
<tr>
<td>3.</td>
<td>MCVC</td>
<td>51</td>
<td>921</td>
<td>88</td>
<td>1060</td>
</tr>
<tr>
<td>4.</td>
<td>CERT</td>
<td>50</td>
<td>-</td>
<td>3500</td>
<td>3550</td>
</tr>
</tbody>
</table>


In India vocational courses is being run in about 10 to 12 states. Table No. 1.1 shows that Maharashtra state is operating these vocational courses through about 120 GTHS, 233 Non-GTHS
and 08 Non-GTHS-Non-Aided technical school, BIFOCAL scheme near about 37 Government Junior Colleges, 135 Non-Government Aided Junior Colleges and 275 Non-Government and Non-Aided Colleges, MCVC scheme near about 51 Government Vocational Training Centres, 921 Non-Government Aided Vocational Training Centres and 88 Non-Government and Non-Aided Vocational Training Centres and total 1060 MCVC Vocational Training Centres is running successfully (Table 1.1). Still the standard of those centres are considered to be best in Maharashtra. The main aim to start the MCVC is generating self employment and skilled personals while performing the maintenance and assisting day to day activities in production. In MCVC theoretical and practical knowledge can be given simultaneously. At that time the needs of local industry and society is not clear and hence the provision is made for such students to go for university education. The candidate who has complete + 2 level vocational education will have 2 ways

1) They can start their own business or job.

2) They can go for university education.\textsuperscript{15}
The curriculum design, recommended at the national level by the PSSIVE, NCERT for vocational courses consists of three components with the following weightage:

### Table: 1.2

**Overall weightage for the subjects at + 2 level (MCVC) Vocational Course.**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Subject</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Language</td>
<td>15%</td>
</tr>
<tr>
<td>2.</td>
<td>General Foundation Course (Environmental Education, Rural Development and Entrepreneurship Development)</td>
<td>15%</td>
</tr>
<tr>
<td>3.</td>
<td>Vocational Theory and Practical including On Job Training</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Source:** HSC Board Curriculum Handbook 2008-09

The Table No. 1.2 shows that the weightage of language 15%, GFC 15% and Vocational Theory and Practical including On-Job-Training 70% has been given means more weightage is given to the vocational subject in the curriculum.
The GFC curriculum developed by NCERT is recommended as a compulsory subject of all vocational courses at +2 stage.\textsuperscript{16}

In the curriculum the following other activities are also included:

**Industrial Visit:**

In the course curriculum industrial visit is a practical part. As per curriculum 10 to 12 industrial visit should be organized by the Vocational Training Centre. The number of visit is depending upon the subject curriculum which was selected by the student. Due to this student get update knowledge and can built confidence for the entrepreneurship.

**On-Job-Training (OJT):**

After completion of one year, during vacation the students are sent to different companies and workshops to get OJT. A provision has made for OJT for 4-6 weeks during the summer vacation. Apart from the practical in various workshops, laboratories and industries at the institution it is planned that strong institution industry linkage be developed by linkage committee framed by two member of industry and institution each and one District Vocational Education and Training Officer (DVEO)
member so that student of Vocational Course get an exposure to real work situation in the industry.

**Lokseva Kendra :**

Government has formulated scheme of Lokseva Kendra in getting self-employment. Group of 8 to 10 students form a society. These societies can get different tenders from the Government Department. Those tenders are accepted without competition and allowed to society with fair rates.

**Production Oriented Training Centre (POT) :**

POT means Government has set-up POT programme. It helps to get practical experience to students, in college campus. This helps in utilizing the available machinery fully. The profit gained by POT is distributed in students, teacher and institute. The major purpose is to achieve two basic objectives of education versus relevance to individual and social needs and organization of learning experience efficiently and effectively. As regards the latter education and training provided is of a quality that the skills provided can be used immediately for enchanting production and productivity between optimization of resource use.\(^{17}\)
Apprenticeship Training Scheme:

The students who have passed 10+2 certain designated Vocational Subject from HSC Board. 94 subject fields in 10+2 (Vocational) have been specified for Apprenticeship Training. In the training period is treated as work experience. Employability gets improved after apprenticeship training. Students may even think of starting their own enterprise or business. Apprenticeship Training enables an apprentice to understand thoroughly the technical aspects of not only his subject field but also other relevant subject fields. During the Apprenticeship Training stipend of Rs. 1090 p.m. is paid to the apprentices. The apprenticeship period (One or two years) was depending upon the Vocational Subject. After successfully completed the Apprentices a ‘Certificate of Proficiency’ certificate is issued to the student.

The Board of Apprenticeship Training (Western Region), Mumbai implements the Apprentices Act 1961 (as amended in 1973 and 1986) as per directives of Government of India in the Western States of India. viz. Maharashtra, Gujarat, Madhya Pradesh, Chhattisgarh, Goa and Union Territories of Daman-Diu and Dadra-Nagar-Haveli.
These courses were divided into 6 groups

1. Technical Group
2. Commerce Group
3. Agricultural Group
4. Fishery Group
5. Health and Medical Group
6. Home Science Group

The student gets one subject of the above-mentioned group.¹⁹

Therefore, the present study was undertaken to study the above-mentioned vocational courses can be implemented properly by the Vocational Training Centres or colleges in Maharashtra. For these purposes, "A Study of Performance Evaluation of Selected Vocational Training Centres in Maharashtra State" was done.

Objective of Study:

1. To study the working pattern of the Selected Vocational Training Centres;
2. To study the Vocational Training Centres able to create a business environment;
3. To study the Financial position of Vocational Training Centres;
4. To compare the general education and vocational education;

5. To study the problems facing by the Vocational Training Centres;

6. To study the actual implementation of Vocational Education;

7. To study the specific role played by the Selected Vocational Training Centres;

8. To suggest ways and means to overcome the weaknesses in the present working style of selected Vocational Centres in Maharashtra if any;

9. To study the aspects of entrepreneurial developments through Vocational Training Centres.

Scope of the Study:

It is confined to few selected Vocational Training Centres or colleges, District Vocational Office, Regional Vocational Office and Director of Vocational Education and Training in the State of Maharashtra.
Research Methodology:

Exploratory and descriptive research methodology was used for study. The same is explained under:

a) Review of Literature:

Various reference Books, Journals, Reports, Office Record, Web-sites and such other printed materials were used for research work. The specific guidelines and hypothesis were devised from these secondary sources. In this process of exploring the source, the following libraries and offices for required information.

i) University libraries from Nagpur, Amravati, Aurangabad, Nasik and Mumbai.

ii) Director, Vocational Education and Training, Mumbai

iii) Department of Vocational Education, Mantralaya, Mumbai.

iv) Regional Office, Mumbai, Pune, Nasik, Aurangabad, Nagpur and Amravati.

v) Various Vocational Training Centres or Colleges

b) Case Study:

For research from the vocational course + 2 minimum Competency Vocational Course was selected. In Maharashtra near
about 1060 training centres are conducting these courses. These training centres are divided into 6 Regional Offices (Mumbai, Pune, Nasik, Aurangabad, Nagpur and Amravati). From each region 1 Government, 1 Non-government aided and 1 Non-government non-aided training centre or college was selected for the case study and last five years (from 2001-02 to 2005-06) data was also used for research.

c) **Descriptive Study – Sample Survey Approach:**

The survey was conducted to collect primary data with the help of pre-tested questionnaire by personal interview method. Eighteen colleges or Vocational Training centres were selected out of 1060 centres from Maharashtra state. The questionnaire was made for Student, Teacher and Head of the Institute. A total 345 samples were studied in the total sample near about 250 students, 80 teachers and 15 Head of the Institutes were selected randomly. In the present study the tabular analysis was used for presentation of data. The statistical tools like percentage, average etc. have been used for the purpose of analysis of primary and secondary data.
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