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CHAPTER : 4 :: OPINION SURVEY AND THE EXPERTS
VIEWS/OPINIONS ::

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- I. Table showing the opinions of the students.
- II. Table showing the opinions of the Vocational Teachers.
- III. Table showing the Opinions of the Heads of the Vocational Courses.
- IV. Experts' Opinions/views on different aspects of the Scheme.

CHAPTER - 4 :: OPINION SURVEY AND THE EXPERTS'
OPINIONS ::

INTRODUCTION :

The scheme of Vocational Courses was introduced in the year 1978-79. In order to know the opinions of different parties concerned with the scheme, the researcher has conducted an opinion survey of the

- I) Students
- II) Teachers and
- III) Heads of Vocational Courses.

In the second part of this chapter, the researcher has presented Experts' Opinions in respect of this scheme.

I) THE STUDENTS OPINIONS :

In order to know the opinions of the students, on different aspects of the scheme. The researcher has collected and presented the opinions of the students of the following colleges viz.

1. Wama Mahavidyalaya, Wamanagar
2. Devchand College, Arjunagar
3. College of Commerce, Kolhapur
4. S.M. Lohia Junior College, Kolhapur.

Sr. No.	Detail Aspe	S.M. LOMIA JR. COLLEGE		
		Total	No. of Positive Respon- ses	No. of Negative Responses
1.	Have you ment/ser opportun	14	-	6
2.	Has any got this opp	14	-	6
3.	Are you work as	14	-	6
4.	Have you for star business	14	5	1
5.	Do you ti and gues useful?	14	6	-
6.	Do you fi repetiti	14	6	-
7.	Do you ti courses oriented	14	6	-
8.	Whether be cont	14	6	-

INTERPRETATION :

OPINION SURVEY OF THE STUDENTS OF VARNA
MAHAVIDYALAYA, WARNANAGAR :

The researcher has collected and presented the opinions of 15 students of T.Y.B.Com. class. These students had completed their vocational courses three years ago.

Insurance, Banking, Marketing and Salesmanship, these three Vocational Subjects are taught in this college.

The researcher has presented the results of the table as below :

1. About Employment and Self-employment :

Out of 15 students, 4 have got employment opportunity in Varna Industrial Complex i.e. the various industries like Co-operative Sugar Mill, Co-operative Bank, Co-operative Poultry etc. The important feature is that Varna Mahavidyalaya, Varnanagar is a sister concern of Varna Sahakari Karkhana. The students who have passed Vocational Courses are given employment in these industries of Sahakar Karkhana. Therefore, efforts should be made by the Government, to give permissions to only those institutions, which can provide employment opportunity to their students. However, out of 15 students none of them is self-employed.

2. About Employment and Self-employment of Their Friends :

When the question was asked for employment and self-employment opportunity to their friends, they stated that three of their friends have got employment opportunity in Wara Industrial Co-operative complex. Here also none of the students was self-employed.

3. About Apprenticeship and Employment :

Out of 15 students, almost all i.e. 15 students expressed their desire to work as apprentices. This indicates their strong desire for employment.

4. About the Skill Required for Starting a Business :

Out of 15 students, 10 students expressed that they have got the required business skill for starting a business and out of the remaining five, four expressed the negative opinions i.e. they had not acquired the skill for starting a business from the courses and one student expressed that he had acquired some skill for starting a business.

5. About the Usefulness of Visits and Guest Lectures :

Out of the 15 students, 14 expressed, positive opinions about the usefulness of field visits and guest lectures and one opined negatively.

6. About the Repetition of the Subjects :

Almost all the 15 students stated that vocational

subjects are repeated at senior college level e.g. Insurance, Marketing and Salesmanship at F.Y. B.Com. level and Banking at S.Y. B.Com. level.

7. About Vocational Orientation :

Out of the 15 students, 7 students expressed that, courses are not practical oriented. The courses given only theoretical knowledge, just like other academic subjects and eight students expressed that courses are practical oriented, as these courses give at least some knowledge of the practical field.

8. About the Future of These Courses :

Out of the 15 students, 12 students opined that these courses should be continued in the future. The reasons given by them are :

- a) These courses would provide employment or
- b) Self-employment opportunity.

Out of the 15 students, 3 students opined that, these courses should be stopped, as they are not capable of providing employment or self-employment opportunity. One student stated that he was deprived of the opportunity of learning Economics by the vocational subjects. The economics is compulsory at senior college level.

OPINION SURVEY OF THE STUDENTS OF
DEVCHAND COLLEGE, ARJUNNAGAR :

The researcher has collected the opinions of 13 students of S.Y. B.Com. class. These students had

completed their vocational courses two years ago.

Insurance, Marketing and Salesmanship, Office Management, Small Industries and Self-employment - these four vocational courses are conducted in this college.

The researcher has presented the results of the above table as below :

1. About the Employment or Self-employment Opportunity :

Out of 13 students none of them have got an opportunity of employment or self-employment. To the question of employment or self-employment opportunity to their friends, it was stated that none of their friends had this opportunity.

2. About Willingness to Work as Apprentice :

Out of 13 students, the ten (10) students expressed their desire to work as apprentice and three students did not want to work as apprentice.

3. About the Skill for Starting a Business :

Out of 13 students, 8 students expressed that, they have got required business skill and five students expressed negative opinions i.e. they have not acquired any skill for starting a business.

4. 4. About the Usefulness of Visits
and Guest Lectures :

Out of the 13 students, 10 students expressed positive opinions about the usefulness of industrial visits and guest lectures and 3 students opined negatively.

5. About the Repetition of the Subjects :

Out of the 13 students, 12 students opined that vocational subjects are repeated at senior college level and one student did not answer this question.

6. About the Practical Orientation :

Out of the 13 students, 11 students opined that courses are practical oriented and two students opined negatively.

7. About the Future of These Courses :

Out of the 13 students, 12 students opined that these courses should be continued in future. The reasons given by them are -- 1) only one student expressed that he would get employment opportunity in the future. 2) Twelve students stated that they have acquired some knowledge for starting a business. 3) Out of 12 students, 4 students stated that these courses offer an opportunity to go on trips.

OPINION SURVEY OF THE STUDENTS OF
COLLEGE OF COMMERCE, KOLHAPUR :

The researcher has collected the opinions of 14 students of S.Y. B.Com. and T.Y. B.Com. class. These students had completed their vocational courses before two and three years ago respectively.

Banking and Office Management, these two vocational courses are conducted in this college.

The researcher has presented the results of the above table as below :

1. About the Employment and
Self-employment Opportunity :

Out of 14 students, none of them have got an employment or self-employment opportunity. To the question of employment or self-employment opportunity to their friends it was stated that none of their friends had this opportunity.

2. About the Willingness to Work
as Apprentice :

Out of 14 students, all 14 students expressed their positive response i.e. willingness to work as apprentice.

3. About the Skill for Starting
a Business :

Out of 14 students, 12 students expressed that they have got the required business skill and the remaining

two students expressed a negative opinion i.e. they have not acquired any skill for starting a business.

4. About the Usefulness of Visits and Guest Lectures :

Out of the 14 students all students expressed positive opinions about the usefulness of industrial visits and guest lectures.

5. About the Repetition of Subjects :

Out of the 14 students, all students expressed the opinion, that there is a repetition of subjects at senior college level, e.g. Banking is repeated at S.Y. B.Com. and Office Management at F.Y. B.Com.

6. About the Practical Orientation :

Out of the 14 students, 9 students opined that the courses are practical oriented and 5 students opined negatively. According to them, these courses are just like other academic courses.

7. About the Future of These Courses :

Out of the 14 students, 10 students opined that these courses should be continued in the future. The reasons given by them are as follows :

- 1) Four students expressed that they would get employment opportunity in the future.
- 2) Six students stated that they acquired some

knowledge for starting a business.

- 3) Three students stated that vocational subjects helped them to have a clear understanding of these subjects at senior college level.
- 4) One student stated that if the scheme is continued, then at least future students would benefit by way of employment or self-employment.

Two students opined that these courses should be stopped, as they do not provide employment or self-employment. The remaining two students did not answer anything.

OPINION SURVEY OF THE STUDENTS OF
S.M. LOHIA JUNIOR COLLEGE, KOLHAPUR :

As S.M. Lohia Junior College, has not the facility of senior college, the researcher found it very difficult to collect the opinions of the students of this Junior college. Therefore, the researcher has collected the opinions of only six students.

Banking, Small Industries and Self-employment - these two vocational subjects are taught in this Junior College.

The researcher has presented the results of the above table as below :

1. About the Employment or
Self-employment Opportunity :

Out of the 6 students none of them or any of their friend has got the opportunity of employment or self-employment.

2. About the Willingness to work
as Apprentice :

All the six students expressed their desire to work as apprentice.

3. About the Skill for Starting
a Business :

All the six students stated that they have acquired the necessary skill for starting a business.

4. About the Usefulness of Visits
and Guest Lectures :

All the six students stated that visits and guest lectures were useful to them.

5. About the Repetition of the
Subjects :

All the six students stated that there is repetition of vocational subjects at senior college.

6. About the Practical Orientation
and Future of the Course :

All the six students stated that, courses are practical oriented. They also stated that the courses should

be continued for the benefit of students.

II) OPINIONS OF THE VOCATIONAL TEACHERS :

The success of the scheme depends upon how the scheme is implemented. One of the most important components of the scheme is the teacher. The teacher has direct rapport with the students and the actual field.

To know their difficulties and problems and to throw light on different aspects of the scheme, from the teachers' point of view, the researcher has collected and presented the teachers' opinions as below :

The researcher has collected the opinions of the teachers' of following colleges.

1. Wana Mahavidyalaya, Wananagar
2. Devchand College, Arjunagar
3. College of Commerce, Kolhapur
4. S.M. Lohia Junior College, Kolhapur.

Sr.No.	ve	Total
1.	Would in fu	18
2.	Are y	18
3.	Have Progr	18
4.	Do y enoug orien	18
5.	Would the s	18
6.	Have entir	18
7.	Are y lect	18
8.	Are y	18
9.	What cont	18

INTERPRETATION :

TEACHERS' OPINION SURVEY :

The researcher has collected the opinions of the 18 teachers, of four colleges, on various aspects of the scheme. The opinions are collected from not only those teachers, who are working under the scheme but also who were working in the scheme.

The results of the above table presented below :

1. About Willingness to Work in this Scheme :

The willingness of the teacher depends upon the job satisfaction. Security of service, rules and regulations of service and payment he receives. Most of the teachers are not satisfied with the service conditions, therefore, out of 18 teachers, 10 teachers are not willing to remain in vocational courses in future.

2. About the Service Conditions :

Out of 18 ~~and~~ teachers, 13 teachers are not satisfied with their service conditions. The reasons given by these teachers are as follows :

1. Non-guarantee of the job, because of pilot nature of the scheme.
2. Irregular payments.
3. Non-application of new scale, which is given to Junior college teachers.

4. Constant changes in rules and regulations and passing contradictory General Rules (G.R.)

3. About the Special Training Programme :

Before introducing any new scheme, the teachers should be properly trained. However, out of 18 teachers only 4 teachers have undergone special training programme and 14 teachers have not received any training in respect of the scheme. Four teachers mentioned above have not received any reorientation.

4. About the Syllabus :

The contents of the syllabus are very important, for achieving the goals of any scheme. One of the objectives of the scheme is to provide employment or self-employment opportunity to the students.

Out of 18 teachers 9 teachers expressed the opinions that the present syllabus is rational enough to provide employment or self-employment skill and 9 teachers opined negatively and suggested modifications in the syllabus.

5. About Imparting the Comprehensive Training to Students :

In the present vocational scheme proper stress is not laid on the practical aspect, therefore, to give

practical knowledge to the students, out of the 18 teachers, 15 teachers stressed the need of comprehensive training programme to the students.

6. About the Text-books :

In spite of the scheme is five years old, there are still no text-books for the vocational courses covering the entire syllabus.

7. About Visits, Guest Lectures and Finance :

This scheme is facing a number of difficulties like visits, guest lectures and finance. However, the intensity of the problems is different in urban and rural areas.

Guest lectures and visits are easily arrangible with given financial assistance in urban area, however, it is not possible in rural area. Therefore, opinions are divided. Twelve teachers opined that their problems are not solved and six teachers opined positively.

8. About the Future of the Scheme :

Out of the 18 teachers, 15 teachers stated that, the scheme should be continued and 3 stated that it should be discontinued.

The reasons given for the continuation of the scheme are :

1. employment or self-employment opportunity to the students.

2. reducing the burden on higher education.

While suggesting continuation they recommended modifications in the syllabus and rules and regulations of the scheme.

THE OPINIONS OF THE HEADS OF VOCATIONAL
COURSES OF THE COLLEGES :

To know the difficulties and problems of administration of this scheme the researcher has collected and presented the opinions of the following heads of the colleges.

1. Warna Mahavidyalaya, Warnanagar.
2. Devachand College, Arjunnagar.
3. College of Commerce, Kolhapur.
4. S.M. Lohia Junior College, Kolhapur.

Interpretation :

Opinion Survey of The Heads of Vocational Courses :

1. About the Admission Procedure :

All the four colleges give admissions on the basis of merit of the students. i.e. percentage of marks obtained at S.S.C. level. Only one college, namely College of Commerce, Kolhapur gives admission on the basis of willingness of student i.e. if in the admission form willingness is indicated for vocational course, he is given admission. None of the colleges give admission by conducting either written or oral tests.

2. About the Practical Oriented Syllabus :

Out of the 4 heads, 2 heads of vocational courses stated that syllabus is sufficiently practical oriented and the other two heads stated that it is not practical oriented. They suggested radical changes in the present syllabus.

3. About the Employment and Self-employment Skill :

Out of the 4 heads of vocational courses, 3 heads clearly stated that after completion of these courses, skill required for employment or self-employment is not created among the students.

4. About the Qualifications and Experience of the Present Teaching Staff :

Out of the 4 heads of institutions, 2 stated that present qualifications and experience of the teachers are not sufficient.

Almost all the heads of vocational courses, stated that training having practical bias, should be given to the concerned teachers.

5. About Instructor's Qualifications :

An instructor is a person who is supposed to carry out and look after the practical aspects of the scheme. He is an assistant to the vocational teacher. His pay scale is lower than the teacher's pay-scale.

An instructor's qualifications affect the stability and continuity of his service in vocational courses. If persons with higher qualified categories are appointed as instructors, there is a tendency on their part to leave this job, as soon as possible. They do not take interest in the course.

In almost all colleges, instructors of higher qualifications are appointed. This tendency should be checked.

6. About the Allotment of Subjects to the Teachers :

The vocational courses are conducted along with

junior college. Rules and regulations of junior colleges are also applicable to the vocational courses. There is no basic difference in the qualifications of the vocational and junior college teachers. Any teacher can teach either the vocational subject or the subject of junior college.

Out of the 4 colleges, 2 colleges follow the policy giving vocational subjects separately to any vocational teachers and other two colleges, give the subjects of both i.e. vocational and junior college to the vocational and junior college teachers.

If vocational subjects are given only to vocational teachers it is unacademic. It is like one teacher classroom. If combined subjects are given, concerned instructors or teachers do not find sufficient time to look after visits guest lectures and practicals. In almost all colleges instructors are also given the work of lecturing. As far as possible this practice should be avoided, so that instructors may give enough time for practical work

7. About the Service Conditions of the Teachers :

Willingness to serve depends upon the certainty and rational rules and regulations of the service. Almost all the heads, stated that, as compared to the rules and regulations of junior college teachers; the rules and regulations of vocational teachers are not rational.

Therefore, teaching staff is not satisfied which adversely affects the quality of their services.

8. About the Utility of Visits and Guest Lectures :

In order to give the knowledge of practical field, there is the provision of arranging visits of students to industries and arranging guest lectures of persons, belonging to practical field, to give their practical experience to the students.

Out of the 4 heads, two heads stated that these visits and guest lectures are useful to the students. One expressed his negative opinion and one of the heads of vocational courses, stated that these are of marginal use.

9. About the Financial Assistance and non-teaching staff :

Out of 3 heads, 2 heads stated that financial assistance given is inadequate and considering the quantum of non-teaching work involved in this scheme there is a need for non-teaching staff also which is not provided at present.

10. About the Shorthand and Typewriting Courses :

If present vocational courses in commerce, are not able to give employment to the students, then it is better to start short term duration courses of shorthand, typewriting etc. for the students. Out of the 3 heads, 2 opined positively.

One head of the vocational courses refused to give his opinions in respect of financial assistance, non-teaching staff, and courses like short-hand and typewriting etc stating that these are the policy matters, which are not within his authority.

11. About the Future of these Courses :

All the 4 heads of vocational courses, strongly recommended the continuation of the courses. However, they have suggested a number of modifications and improvements in the scheme, in respect of syllabus practicals etc.

EXPERTS VIEWS AND OPINIONS :

Name of the Expert : Prof. S.G. Bhanushali,
College of Commerce, Kolhapur
Head of Department of
Economics,
Former Dean of Commerce
Faculty, Shivaji University,
Kolhapur.

The planned economy should have a plan for man-power development and man-power training. It was observed by the Education Commission that there had been an unnecessary great flow of students to University Education resulting in misutilisation of country's educational resources. Therefore, to create a relationship between demand for different skills and supply of them the vocationalisation scheme has been introduced.

The Vocational Scheme in Commerce stream is to be an end course. So the candidate completing such a scheme can be employed as a ready raw product in a vocation in which he is trained. Considering this favour the formulation, implementation of the scheme needs some improvements as follows :

1. Formulation of Scheme :

Banking practices vary from bank to bank and region to region. Therefore, in formulation of the course content of the Vocational Banking Course in Maharashtra, banking practices in this region should be taken into consideration. The course content should be periodically revised so as to keep abreast of development in the banking field. The age group of the students taking this course is normally 16 to 18. Their absorption capacity, vocabulary of language and capacity of expression should be taken into consideration while formulating the course.

2. Practicals :

The course being vocational in nature, practical content of the course needs greater emphasis and expansion also. Students of vocational banking course should be given facilities of taking practical training in different types of banks e.g. Commercial Banks, Co-operative Banks, Land Development Banks, District Co-operative Banks etc.

So such banks should be asked by the appropriate authority to make the training facilities available to the candidates of vocational banking course.

While extending such facilities a difficulty regarding disclosure of information to non-employees of banks may arise. Therefore, a suitable amendment to the "Books of Accounts Act" will have to be made.

3. Teachers and Instructors :

Those who are qualified as teachers and instructors, do not possess practical experience in banking operations and candidates who have practical experience in banking are not likely to join teaching cadre because remunerations are so low that the course is starved of qualified, experienced staff.

Thus it is necessary to revise the service conditions as well as qualifications of teachers and instructors in banking.

It is also necessary that teachers and instructors in vocational banking be reoriented periodically in the changes in practicals in banking field. Therefore, they should be deputed at least once in three years attend refresher courses in concerned subjects and such courses should be regularly organised.

4. Visiting Lecturers :

Remuneration payable to the visiting lecturers is

too small to be attractive. It is because of personal contact that the bankers take a pride in delivering a talk to the students of the course. However, to induce them remuneration should be enhanced.

5. Library Facility :

Vocational course in banking need abundant library facilities and documents, with frequent changes in the Laws of Banking and Banking Practicals. Books are constantly revised. However, with meagre library grants colleges find it difficult to equip the library with books, periodicals and other related documents.

Vocational Courses in Commerce Stream need the important facility of a Commerce Museum. Colleges opting to introduce vocational courses under commerce stream be given grants to establish such a museum and recurring grant to up-to-date and maintain the same.

6. Students :

The students having passed vocational banking course do not find any opening because employing authorities are neither aware of nor inclined to employ candidates of such courses. Therefore if this course is to be a really vocational course, regional recruitment boards of banks, non-scheduled banks, and co-operative banks be asked to give weightage to candidates who have successfully completed vocational course in banking.

In the absence of such an arrangement the course has become self-defeating and most of the students are taking admission to higher education i.e. University Education. So the course has not been able to reduce the burden on University Education.

Name of the Expert : Shri A.D. Bhunkar,
Chartered Accountant
Working as an expert on
the Panel of Inspection
of post and pre inspection.

1. There are three main objectives of the scheme of vocational courses viz.,
 - a) providing employment opportunity to the students
 - b) providing self-employment opportunity to the students
 - c) reducing the cost of higher education i.e. University Education by diverting the flow of students to different vocations after 10+2 stage.

These objectives are not fulfilled because of the following reasons :

- a) There is a general tendency of the students that after passing 10+2 or XIIth standard to join for higher education. This is mainly because, students who have taken these courses are of higher percentage because, students

are selected on the basis of their merit to these courses. Such talented students will not stop their further education and mar their careers. Secondly, even the parents will not allow them to secure employment at such a low level. The students who have completed these courses cannot be appointed at middle or higher level of management, by taking into consideration their age and practical experience they have received through the present syllabi.

b) Secondly, taking into consideration age group of the students i.e. 16 to 17 years it is not possible for them to start their own factories or industries. Even small scale and cottage industries cannot be started by them. For starting factories or industries or even small scale and cottage industries high level of technical knowledge is needed. We cannot expect these things from students who have completed vocational courses.

There are certain subjects in vocational commerce stream like Insurance, Banking, Office Management wherein self-employment is not possible at all.

c) Thirdly, employment opportunities are not open wherein they can be absorbed immediately. Employment market is a competitive one, wherein graduates and post graduates are available to the employers. Therefore, they are not willing to give them employment. Banking institutions and Life Insurance Corporation of India or the

General Insurance Corporation of India conduct competitive examinations and give employment opportunities on the basis of merit in the examination. Vocational students are not aware of these examinations and syllabi.

2. Practicals :

The scheme should be thoroughly practical oriented. For this whatever practical scheme is in operation at present is not useful. It involves printing the forms and getting them filled in by the students. Instead of that, students should be deputed on the job training or who have passed vocational courses should be given on the job trainings facilities.

3. Visits :

Though visits are arranged for giving field experience to the students in actual practice, students only have an opportunity of seeing the building and lay out of plant and machinery. Due to time factor practical experience through visits is not possible to give the students.

4. Financial Aspect :

It seems that there is a general complaint from the institutions or colleges, running these courses that financial assistance given to them by the government, is inadequate. It must be noted that along with the government these institutions should contribute something to the expenses of these courses.

5. Syllabus :

While preparing the syllabus, no careful attention is given, about the objective for which it is prepared i.e. whether the syllabus is intended to create lower, middle or higher level skill of management, among the students. Modification should be made by giving clear-cut categorisation of objectives in the syllabus.

Whatever syllabus is there at present is not suitable to create the lower level management skill, or at least clerical skill. Therefore, students cannot be appointed even to these posts as ready raw products. Secondly, the present syllabus is also inadequate to create middle and higher level management managerial skill, which cannot be created within a period of two years and that is also with the help of only two optional papers alongwith other four general academic subjects. Therefore, radical changes are needed in the present syllabus.

6. Teachers' Problems :

Teachers have a number of problems in respect of visits, guest lectures, text-books, service conditions etc.

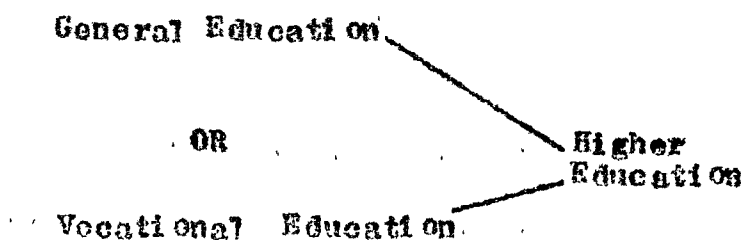
One of the important observations is that in most colleges, visit reports of many students are similar. It is copying and duplicating. Visit reports are prepared only to comply with the restrictions of education department. The purpose of visits and visit reports is not served.

Name of the Expert : Dr. R.I. Moktali,
Head of the Department of
Commerce,
College of Commerce, Kolhapur.

The vocational scheme has the following three
objectives :

1. providing employment opportunities to the students by developing necessary potential and skills in them.
2. providing self-employment opportunities to the students by developing necessary potential and skill in them to take up a vocation on their own.
3. reducing the flow of students to higher education.

A) Objectives :



1) The objectives of the scheme are self-contradictory and self-defeating. Because according to the objectives, those students, who have no employment opportunities or self-employment opportunities can go

directly to the higher education. It is the experience of the past that most of the students after completing vocational courses have opted for higher studies. It is indicative of the fact that either they have not developed skills to enable them to take up employment or start a new venture or they and others are not sure about it.

2) As most of the students of vocational courses join senior colleges the objective of reducing the flow of students to the higher education is defeated and secondly the cost and expenses incurred on vocational scheme, are unproductive i.e. salaries to teachers, expenses on visits and guest lectures etc.

3) The students of vocational courses should be capable of market acceptability. Serious efforts are not made by the students to develop in themselves such abilities, as future is already clear i.e. higher education.

B) Point of View of the Institution :

At present, these courses are run along with courses of general education i.e. some institutions providing general education are allowed by the Government to conduct vocational courses. They conduct these courses because of the following advantages.

1. It increases the strength of junior college.

Because of permission of vocational courses more students can be admitted. If a particular institution is allowed to conduct 4 courses, then a 100 students (per course 25 students) after passing vocational courses are allowed to enter F.Y. classes, due to nonavailability of employment or self-employment.

2. Grant is available for teaching staff therefore, new staff can be recruited.

3. Library grant is available which can be utilised for development of general facilities.

This means that, these institutions conduct these courses for their own benefit. If objectives of the course are to be achieved i.e. the terminal nature of the vocational courses, efforts should be made to conduct these courses by setting up independent institutions.

C) Point of View of the Students :

Students also do not think seriously about these courses and taking into consideration, their age group (16 to 18). Generally they join Vocational Courses out of curiosity or novelty of the idea or exaggerated ideas of the parents about the prospects in the future. Secondly, after completing these courses they can join higher education. If restriction is placed that students passing vocational courses will not be allowed to join senior colleges most of the intelligent students will not join vocational courses.

The terminal courses are useful where specific limited skills can be imparted and mastered in specific time by the students e.g. typing, short-hand, computer operation etc.

The concept of terminal vocational courses cannot be applied in respect of mental skills. In a limited period of two years, mental skills can not be perfected by practice, because the field of study and its application is vast. For development of mental skill (which is needed in vocational subjects under commerce). Advanced Managerial Techniques should be used. Taking into consideration the age group of the students, these can not be applied at 10+2 stage.

The nature of the vocational courses is terminal. But in the scheme following types of students are usually found :

1. Brilliant students
2. Average and slightly above average students
3. Below average students.

Let us consider them from the point of view of vocational courses.

Brilliant and above average students are ambitious and also have the intelligence needed for a high level career. They may not opt for these courses, even their parents may not like them to take terminal courses.

Therefore, the last category i.e. below average students who cannot study further on account of their low intelligence, may opt for vocational courses. This group is deficient in knowledge, grasping capacity, hard work and expression. The present syllabus is framed with an intention to make the students capable of handling very responsible positions. So it is heavy. But taking into consideration the age group and maturity of students the present syllabus is heavy for below average students.

In order to create managerial skill among students, heavy syllabus is introduced and time span given is only two years. For studying such a heavy syllabus, ordinary Junior College students have 5 years i.e. they can study upto graduation. Depth of the course content is sizable. It is just like giving strong doses of a medicine within the shortest period to a very weak patient to speed up the recovery immediately.

It means that, if present syllabus is for the brilliant students, they will go for higher education, even if they opt for vocational courses. So the objective of reducing the flow of higher education will be nullified.

3. Visits :

Visits have some visual demonstration value but they do not have any educative value to a great extent. They do not add to the knowledge of the students to a

substantial extent. Especially in case of Office Management Banking, Marketing and Salesmanship etc. It does not mean the visits should be ruled out.

4. Practicals :

The scheme should be completely practical oriented. At present there are practicals in which students are asked to fill-up various forms. Students fill these forms in a mechanical manner, without knowing the reasons.

So far giving practical orientation, students should be given placement in various organisations, at least for a period of 3 to 6 months per year.

5. Guest Lectures :

Guest lectures are of limited value or use, from the point of view of the students.

Guest lectures will be useful only when -

- a) there is rapport between the teacher and students;
- b) the teacher knows the level of understanding of the students, on the basis of their past syllabus and
- c) the teacher is perfect in his expression and explanation.

If we try to see the guest lectures in the light of above three points, we find that -

- a) as a guest lecturer is an outsider there is absence of rapport between the guest lecturer and the students,
- b) the guest lecturer is generally an eminent authority, from his field. He has enormous fund of knowledge. But as he does not know the level of knowledge of the students or the exact needs, of the students, he is unable to be useful to the students.
- c) Teaching is an art and this skill can be developed only through practice. Therefore, though guest lecturer is an expert from his field, many times he is unable to express his ideas properly.

6. Other Problems :

In addition to the above points he has also pointed out the problems in respect of -

- 1. Teachers
- 2. Library
- 3. Text books etc.