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CHAPTER : 5 :: OBSERVATIONS, PROBLEMS AND
DIFFICULTIES ::

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- I. Objectives of the Scheme
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Introduction :

On the basis of information and data, the researcher has collected, presented and interpreted, in the previous chapters, he has presented below his observations, problems and difficulties of various parties involved in the scheme.

The observations and problems are presented under the following headings :

- I. Objectives of the Scheme
- II. Syllabus of the Scheme
- III. Students' problems
- IV. Teachers' Problems
- V. Problems regarding practicals
 - a) Visits
 - b) Guest Lectures
 - c) Training

VI. Problems regarding instructional facilities.

- a) Text books
- b) Teaching aids

VII. Administrative problems.

I. Objectives of the Scheme :

The scheme of vocationalisation has three main objectives:

- A) to provide employment opportunities to the students,
- B) to provide self-employment opportunities to the students and
- C) to reduce the flow of students to higher education.

On the basis of information and data, the researcher has collected it is clear that, Government policy of vocationalisation has failed. This can be proved on the basis of the above objectives as follows :

A) Employment Opportunities to the Students :

From table No.8, it is clear that, none of the students has got employment opportunity, because of vocational courses. This is mainly because, the course contents are superfluous, much away from the skills, which are needed in the industries.

In India, there is a vast unemployment of educated youth. This is mainly because of lack of specific skills in them. The present courses in commerce also, are not able to develop such specific skills, therefore, students have not got any employment.

Though in private and public institutions employment opportunities are there students of vocational courses cannot avail themselves. This is mainly because, the government has done nothing by giving orders or instructions to give preference to vocational students in these institutions. Because of a vast unemployment, private institutions are getting better qualified students i.e. graduates or post-graduates, therefore, they are not willing to accept, the students who have just passed XIIth standard.

B) Self-employment Opportunity :

From table number 8, it is clear that, none of the students has been self-employed. This is mainly because vocational courses in commerce are not (except small industries and self-employment) self-employment oriented e.g. Banking, Insurance, Office Management. Even the students, who have completed small industries and self-employment course can not start their own business. Starting a business requires maturity or enterprenurial skill, finance and technical know-how of a particular

business. None of the courses of commerce vocationalisation is able to fulfill these conditions. Firstly, the students passing vocational courses are of minor age i.e. 17 to 18 years. They can not start any business independently, because of lack of technical knowledge; they receive through courses and lack of financial assistance by the banks.

C) Flow of Students to Higher Education :

From table number 8 it is clear that, the majority of students have joined senior colleges, after completion of vocational courses. This is mainly because these students have not got employment or self-employment opportunity, therefore, most of the students have joined senior colleges for their further education.

The admission policy of most of the colleges is to give admission on the basis of merit (Table No.17) to the students, to these courses. It means that the students, who have bright prospectus in future, are admitted to these courses. Therefore, asking them to get employment or self-employment opportunity at this age level (17 to 18 years) is injustice to their careers. Even the parents of such students will not allow them to accept employment.

In our society the crave for a degree is very high and due to easy curricula, examination pattern of University most of the students find that getting the University Degree is within their reach.

Considering the spread of vocational education, and its success, it is clear that, these courses are not able to reduce the flow of students to higher education and thereby the cost of higher education.

II) The Syllabus of the Scheme :

The syllabus of the scheme is not prepared according to the objectives of the scheme.

Though these courses, employment at lower level is expected to be obtained after XIIth vocational courses in commerce group. There is a basic difference in other academic courses and the vocational courses, the objective of which is to impart specific skills to the students, so as to enable them to enter the world of work. This element is not considered while designing the syllabus.

The contents of the syllabus, should be selected according to the objectives of the scheme. It means that the syllabus must be objective oriented and accordingly the syllabus of each and every course should be capable of developing a specific skills among the students. The success of the vocational courses depends upon the identification of specific skills or man-power shortages and preparation of the syllabus accordingly.

The present syllabi of different courses are prepared without taking into consideration the manpower shortages of the Kolhapur district. They are prepared on an experimental basis.

There is a contradiction in the nature of syllabus and that of objectives.

It is the objective of vocational scheme to provide employment or self-employment opportunity to the students and thereby reducing the flow of students, to higher education. According to the scheme these courses are of terminal nature, but due to defective syllabus, at present it is not so. Syllabus of the scheme suffers from the following defects.

1) It is not in a position to develop a specific skill among the students e.g. syllabus of Banking, Office Management, Marketing and Salesmanship etc.

Development of specific skill is possible in case of physical skills and not in case of mental skills or where abstract thinking is involved. In case of commercial subjects abstract thinking capacity should be developed. This particular aspect can not be developed, within the period of +2 years and most of the syllabi, which are at present aim at developing these abilities.

2) To develop these abilities a very tough syllabus is prescribed. Students background of past knowledge, experience and their mental abilities are not taken into consideration.

3) In the present syllabus, emphasis is not

given on practical aspect, of a particular job or work.

4) At present, there is no provision in the syllabus, for guiding the students, in respect of examinations like National Talent Competitive Examination or Bank Insurance, Recruitment Examinations.

II. Students' Problems :

The Vocational Scheme is meant for students. success of the scheme depends upon, how far the scheme has helped to the students in their career development.

Interviews and opinion survey, have pointed out the following problems of the students :

1) None of the students, has obtained employment opportunity and government also has done nothing in this respect. No provision has been made in respect of at least, giving preferences in employment to these vocational students.

2) None of the students has been self-employed. No practical guidance is available to start own business. Moreover, the syllabus is not practical oriented. (Table number 17 and experts' opinions). It does not develop any specific skill, helpful either for employment or self-employment.

3) After the completion of the course, no training or apprenticeship facilities are available to them.

4) After the completion of the course no separate certificate of vocational courses is given.

5) No weightage in marks is given to those students who have completed this course. By giving certain weightage of marks, these should be provided with an employment opportunity.

6) There is no qualification equalisation by the Government. It is opined by the students that at the time of interview graduate students are preferred in spite of their vocational qualification. They are not getting guidance after completing these courses.

7) Syllabus is tough, books in the mother tongue are not available.

IV) Teachers' Problems :

The success of any scheme depends upon how it is implemented. Teachers are the main persons involved in the success of the scheme. Teachers should have initiative and willing co-operation in the scheme of vocationalisation. They should implement the scheme vigorously.

On the contrary teachers are facing a number of problems which are as follows :

1) Uncertainty of Service :

In spite of 5 years of its implementation the services of vocational teachers are not confirmed. It is

stated by the Government, that as the scheme is of a pilot nature, their services can not be confirmed. This uncertainty of service, has adversely affected the quality of teaching and most of the teachers are leaving vocational courses immediately, if employment opportunity is available elsewhere.

2) Rules and Regulations :

It has been found that the Government is changing its rules and regulations constantly in respect of service conditions of the teachers.

In certain cases it has been made clear that all the rules and regulations of junior colleges will be applicable to vocational courses. But later on by passing new General Rules provisions of old General Rules are nullified. e.g. G.R. dated 16th June, 1982 No. 17-VOC-APY-1-1982/30206, has clearly mentioned that "Readvertisement and reapproval can be given only if no qualified teacher is available and he may be given increment by giving a break."

While circular dated 20-8-1983 No.VOC/83-84 of District Vocational Officer states that "concerned institutions should stop the increments of non-qualified staff."

3) Qualifications and Professional Experience :

According to the rules and regulations teachers in vocational courses require IInd Class at

Master's degree and 3 years professional or teaching experience. On the another hand teachers' in Junior Colleges require IInd Class at Master's degree and B.Ed. or D.H.Ed. i.e. Diploma in Higher Education. Services of Junior College teachers are confirmed immediately after two years and they receive regular increments. These teachers are eligible for new scale declared by the Government of Maharashtra.

On the other hand, the services of vocational teachers are not confirmed at all, as it is a pilot scheme, they are not eligible for increments and the new scale declared by the Government of Maharashtra.

These teachers have not any promotional chances at higher level of the cadre.

4) Training and Re-orientation :

The teachers feel that, they should be oriented in the various topics of the syllabus as to their scope, extent of depth etc. They should receive training in the practical aspects of the scheme and there should be re-orientation programme for teachers.

5) No Regular Payment :

It has been found that no regular payment monthwise is made to the teachers of vocational courses.

The teachers also feel that they should be given ^{an} opportunity for designing the syllabus, as they

are indirect touch, with the students and the field.

V) The Problems Regarding Practicals :

The objective of the scheme is to develop certain skills among the students. In order to give a knowledge of practical aspect or practical working of different institutions like banks, offices, markets, industrial units etc. there is a provision for :

- a) Field Visits
- b) Guest Lectures
- c) Placement and training to the students.

But the survey has revealed a number of difficulties in respect of them.

a) Field Visits :

An Annual plan of field visits is prepared and they are arranged accordingly by the colleges. Records of such visits are maintained. Detailed accounts of field visits are maintained. The visit reports are got finalised by incharge teachers and instructors and written fair in the journal provided to them.

It is the experience of all four colleges that they are not getting co-operation from the Banks offices and other units, while conducting the visits and they can not implement the scheme of "Field Visits" successfully and effectively.

While discussing the difficulties of field visits

the teachers and instructors opined that the allowance student get for field visits (Rs.20/- per head per year) is very meagre. Majority of the Junior Colleges are established in the interior parts of tahsils and districts. No banks, offices, markets or other units are available in the vicinity. In this situation they have to visit the places in the distant urban area and in such a situation it is not possible to meet the travelling expenses from the amount given to the students.

It is also found that there is no uniform pattern of field visits among these four colleges. Objectives and scope of the visits are not finalised. At present every institute is arranging visits according to their sweet will and convenience.

Taking into consideration the age group of the students and the limited experiences to which students of this age are exposed in the normal course of their life and routine such visits may not help students much from the point of view of creating a clear picture of the organisation and operations.

b) Guest Lectures :

In order to give practical knowledge of the topic there is a provision of 32 guest lectures. Guest lecturers are given specific topics from syllabus, usually theory part of the topic is covered by the

internal lecturer and the guest lecturer is requested to emphasise the practical aspect of the topic. Guest lecturers from concerned fields are called. They are paid an honorarium of Rs.25/- per lecture.

The colleges are facing the problem of arranging guest lectures. These guest lectures^p_Λ find it difficult to come to colleges to deliver lectures, because of the time factor. They are available only on holidays on which day there is generally a holiday for colleges also.

The guest lecturers feel that the course is heavy, considering the age group of the students. They feel that due to the limited horizon of experience the students have, various concepts of the course of the study are not intelligible to them.

The teachers or instructors have to supply books on the subject along with the topic to guest lecturers. Persons from industry, business or field can not express their views properly due to lack of knowledge of teaching methods. They have got practical background and experience but their lectures, generally do not become very effective. They can cite practical examples in a better way but theoretical background cannot be explained by them properly as they do not have sufficient touch with the recent developed thought of the subject.

C) The placement and Training :

This is the most important aspect of the scheme, in order to give practical training or on-job training to the students.

But for this, teachers and instructors are not getting co-operation from the agencies like Banks, Offices, firms etc. In some colleges, for certain subjects like Banking, one month's placement is given to the students.

VI) Problems Regarding Instructional Facilities :

a) Text-Books :

No standard text books, containing all the ~~all~~ contents of the syllabus are available. There is also the difficulty about periodicals reference books etc. Secondly, these books are not available in mother tongue i.e. in Marathi. Therefore, students have to depend entirely on the notes given by the teachers.

b) Teaching Aids ;

The importance of teaching aids can not be overemphasised. Different teaching aids like charts, models, films, tape recorders etc. should be utilised. Their use can not be avoided especially in vocational courses. However, for such teaching aids financial grant is needed. In vocational commerce group, such financial grant is not given to colleges to purchase such equipments.

VII) Administrative Problems :

The colleges running the vocational courses are facing a number of problems, which are as follows :

1. The institutions find it difficult to get qualified and experienced staff. Good teachers look at the vocational courses with suspicion. The practice of breaking the services of teachers and non-grant of increments is adversely affecting the stability of teachers.
2. In order to purchase certain technical aids like films, strips, tape recorder etc. there is a need for monetary grant.
3. In almost all colleges, it has been found that, they have to look a large correspondence and typing work with the District Vocational Department. The nature of the non-teaching work is as follows :

A) Accounts :

i) It is expected to maintain separate accounts for vocational courses. Separate collection register, fees paid register, cash books and ledgers are necessary for separate accounts.

ii) Offices have to maintain and prepare separate pay bills for salary payment of teaching staff every month.

iii) Payment to students, visiting staff.

It is necessary to make payment to the students towards the visits of the students to commercial, industrial units and to the visiting lecturers through out the year.

B) General Administration :

Maintaining Inward and Outward Registers, Advertising the posts of instructors and teachers, making their appointments, obtaining approval for their appointments, maintaining service records of instructors and teachers etc. involve a lot of work.

A number of complicated statements are required for the vocational courses.

C) Typing Work :

Services of a typist are required for carrying out the work mentioned in A and B above.