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CHAPTER : 6 :: CONCLUSIONS, SUGGESTIONS AND
RECOMMENDATIONS ::

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- I. Recommendations about the Syllabus
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CHAPTER - 6 :: CONCLUSIONS AND RECOMMENDATIONS ::

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INTRODUCTION :

On the basis of observations, problems and difficulties presented in the previous chapter, the researcher has given below his suggestions and recommendations.

These conclusions, suggestions and recommendations are presented under the following headings.

- I. Recommendations about the syllabus
- II. Recommendations about the students
- III. Recommendations about the teachers
- IV. Recommendations and Suggestions about the Practicals.
 - a) Visits
 - b) Guest Lectures
 - c) Placement and Training
 - d) Practicals in the Colleges.
- V. Recommendations about the instructional facilities.

- a) Text Books
- b) Teaching Aids

VI. Suggestions about the Administration

VII. Suggestions about the Special Role of the Government.

I) Recommendations about the Syllabus :

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

Through these courses, employment of lower level cadre is expected to be obtained after XIIth Vocational Courses in Commerce. But the contents are not in accordance with the objectives.

In order to give employment or self-employment syllabus of each and every course should be capable of developing specific skills among the students. This development of specific skills, within a stipulated period is possible only in respect of physical skills like shorthand, typewriting etc. It is not possible in respect of mental skills, wherein abstract thinking is involved. Subjects of commerce vocational groups are of such a type.

So in order to give employment or self-employment to the students radical changes are needed in the present syllabi of different courses. These should be changed taking into consideration the manpower shortages of Kolhapur district, as revealed by the Vocational Survey

Report of Kolhapur district.

Following points should be given due consideration.

1. If present syllabi of different subjects are to be continued, then it should be noted that the period of courses (from 2 years to 3 or 4 years) should be increased. This is mainly because, present syllabi contents are suitable to managerial level positions. These mental skills can not be developed within the short span of two years and that too with the help of four papers of 100 marks only.

2. In order to give employment or self-employment, after XIIth Vocational Courses immediately, as these courses are said to be of a terminal nature, syllabi based on the man-power shortages of Kolhapur district, should be prepared. In commerce, for giving immediate employment or self-employment, such courses developing specific skills like typewriting, stenography, accounting, retailing, wholesaling, storekeeping, drafting etc. will be more beneficial than the present vocational courses. So accordingly suitable modifications in syllabi are needed.

3. In the present syllabi of different courses emphasis is not placed on practical aspect. It should be given properly. The students should be given

intensive and comprehensive training

4. While preparing the present syllabi students background of past knowledge, experience and their mental abilities are not taken into consideration. These factors and the age of the students should be given due consideration. While preparing the syllabus, teachers concerned should be given due representation.

5. At present there is no provision anywhere in the syllabi for guiding the students, in respect of examinations like National Talent Competitive Examinations, or Bank; Insurance, Recruitment Examination Boards etc. Such a provision is to be made in the syllabi of different subjects.

II. Recommendations and Suggestions About the Students :

Success of the scheme depends upon, how far the scheme has helped to the students for the development of their career.

Following steps are needed, in order to make this scheme more useful to the student community.

1. None of the student has obtained an employment opportunity (Table No.8) and the government also has done nothing in this respect. So the government or the District Vocational Education Officer should try to give employment opportunity to these students.

Secondly, if direct employment opportunity is not possible, then at least the government should issue orders or instructions in respect of giving preferences to these students, to the government, semi-government and nationalised institutions.

2. It is clear from Table No.8 that none of the students is self-employed. No practical guidance is available to start own business.

Through the vocational courses, the education department; should try to give the commercial knowledge, technical know-how, needed for small scale and cottage industries. After the completion of the training period financial assistance should be made available to them, then only the vocational courses would be self-employment oriented. For this purpose, there is a need for radical changes in syllabus and the method of implementation of the scheme.

3. After the completion of the course, training or apprenticeship facilities should be made available to them. At present, there is a special Vocationalised Education Training Scheme, sponsored by the All India Council for Technical Education, consisting of various interests at the state and the central government levels and also representing different professional organisations etc. However, this scheme is also of a pilot nature only 3000 students are to be selected through out the country.

This scheme should be made applicable to all students, who have passed vocational courses.

4. After the completion of the course no separate certificate of vocational courses is given. So a separate certificate should be given to the students.

5. At present no weightage in marks is given to these students, who have completed these courses at the time of admissions at higher level or at the time of employment. In respect of Technical Vocational Courses such weightage in marks is given. Similarly in commerce vocational subjects also weightage in marks should be given for admissions to M.B.A., M.Com. or C.A. or I.C.W.A. Courses.

Weightage in marks is also essential in competitive examinations of Banks, Insurance Companies, M.P.S.C. or U.P.S.C.

6. The Ministry of Education (Vocational and Technical) should try to have qualifications equalisation, among the vocational students and graduate students. This is because graduate students are given preference at the time of employment.

7. At present, there are no books according to the syllabus. Efforts should be made to make text-books in the mother tongue available.

III) Suggestions and Recommendations About the Teachers :

In order to secure teachers willing co-operation

and initiative, following steps are needed, on the part of the Government.

1. Certainty of Service :

Even after 5 years of the implementation of the scheme, the services of vocational teachers are not confirmed, on the ground of pilot nature of the scheme. This uncertainty is harming the whole hearted implementation of the scheme by the teachers, moreover because of uncertainty teachers and instructors are leaving these courses.

Therefore, the Government should take immediate decision, in respect of the pilot nature of the scheme and the teachers who have completed 3 years service should be confirmed immediately.

2. No Constant Changes in the 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.

As this scheme is implemented at Junior College level i.e. +2 stage, all the rules and regulations of Junior College teachers' should be made applicable to the teachers of vocational courses.

3. Break in Services and Increments and New Scale of Pay :

At present, the vocational teachers and instructors are given a break in their services and no increments

are given. This policy should be stopped. If they are not qualified (Relaxation in qualifications) then, they should not be made permanent, but their increments should not be held up.

The new scale given to Junior College teachers, should be given to vocational teachers also. The condition of D.H.Ed. or B.Ed. should not be made applicable for them, because these teachers in addition to IInd Class Masters' Degree possess 3 years experience. They are not made permanent after 2 years like junior college teachers.

4. Training and Re-orientation :

As the scheme is a new one teachers are not clear about the different components of the scheme. For giving a clear & idea about the different components of the scheme training and re-orientation are regularly needed.

In the initial stage vocational department of Government conducted the training programme for teachers in the year 1979-80, but later on they stopped it. For giving training and re-orientation to the teachers, the Government should again arrange refresher and re-orientation programmes.

5. Regular Payment :

It has been seen that no regular payment is made to the teachers and instructors. Efforts should be made to make the payment of salary regularly.

6. Communication :

Constant communication with teachers is needed, in order to know their problems and difficulties. The District Vocational Education Officer should arrange such meetings, with regular intervals.

The teachers concerned should be given due representation while framing or modifying the syllabi of different subjects.

IV. Recommendations and Suggestions about Practicals :

The survey has revealed a number of difficulties in respect of practicals. Following measures may be taken in respect of them.

a) Field Visits :

Field Visits are useful to give a practical knowledge of the subject and expose the students to real life or work situation.

It is the experience of all four colleges, that they are not getting co-operation from different units for visits. So the Government may direct, at least, public and semi-public government institutions, for making them available for field visits.

There is also the difficulty of allowance of students get for field visits. Rs.20/- per head per year is a very meagre amount, especially in case of those

colleges, which are situated in rural areas or the interior parts of the country. This amount may be increased upto Rs.50/- according to the opinions of the teachers and instructors.

It is also found that, there is no uniform pattern of field visits and the scope of field visits is not finalised. The vocational department should make these points clear. Taking into consideration some visual demonstration value, age group and experience of the students, the number of field visits should not be increased to more than five.

b) Guest Lectures :

To give the practical knowledge of the topic, guest lectures^{rs} from business fields are invited, for delivering the lectures.

But the colleges are facing the problem of non-availability of guest lectures^{rs}. Due to time factor persons engaged in Banks, Insurance, and other business units can not make themselves available to deliver lectures in colleges. This problem is more severe in rural colleges than in urban colleges. The vocational department, should prepare a list of such lectures^{rs}, and take permission from the concerned businesses, where guest lectures^{rs} are serving, should send this list to the colleges, conducting the courses.

It has also been found that, these lecturers do not have rapport with the students, they are lacking in lecturing skill, and lack of the knowledge of the students and their lectures are not effective. In this respect instead of calling only guest lectures^{for} for 32 lectures some senior college teachers may be invited for delivering the lectures. Again their total periods should not be more than 10 to 12, because though they have lecturing skill, they lack in practical experience.

c) The Placement and Training :

For giving a knowledge of practical aspect of the job, each and every student, should be placed for at least 2 months a year in a unit on the concerned job.

Again there is the problem of co-operation by business units. This problem can also be solved, to some extent, by giving instructions to these institutions by the Government. The colleges also should try to develop relations with such institutions. They should not entirely rely on the vocational department.

d) Practicals in Colleges :

In order to give practical knowledge, some practicals are introduced but teachers are not clear about their implementation, which should be made clear. The second part of the question paper, of each vocational subject, deals with the practical aspect. But it is seen

that, practical questions are asked, merely for the sake of asking practical questions. Actually they are theoretical questions; but by making certain changes, in the way of asking the questions, they are mentioned as practical. This serves no purpose. This type of practical should be stopped.

V) Recommendations about the Instructional Facilities :

a) Text Books :

No standard books are available in Marathi. Some efforts are to be made for the writing of text books on vocational commerce subjects in Marathi. Some teachers from the senior college, may do this work effectively, as they have been linked with the commerce subjects for long.

b) Teaching Aids :

In order to increase the efficiency of teachers and giving practical knowledge, to the students, teaching aids like models, charts, films, tape recorders etc. are needed. The concerned teachers should make use of them and the Government should give a grant to the colleges for purchasing them.

c) Medium of Instruction :

In certain colleges, certain vocational subjects are taught in English. Those subjects should be taught in Marathi. If a foreign language like English, is followed,

most of the energy of the students is utilised on knowing and understanding the language, than in understanding the basic concepts. If Marathi is used, it will definitely help in clear out understanding the ideas and visualisation of basic concepts in vocational courses.

In most of the advanced countries like U.S.A. the U.S.S.R. and Japan, mother tongue is used as medium of instruction. Even the Japanese educationalists give credit of their technological advancement to the medium of mother tongue. So Marathi medium as far as possible should be followed.

VI. Suggestions about the Administrative Difficulties of the Colleges :

The colleges, which are conducting vocational courses, are facing a number of problems, which should be solved as follows :

1. The colleges are not getting, well qualified staff for which relaxation in qualifications, is still to be continued.
2. The Government should give a grant for purchasing, teaching aids, but at the same time these institutions also should contribute to such expenses.
3. The vocational department should allow one clerk-cum-typist to each one of those colleges, conducting two or more courses.

4. More publicity, by way of advertisement, pamphlets and parent guidance should be made, to familiarise students and guardians with the advantages of vocational courses. To ensure this the co-operation of both the Heads of the institutions and the Government authorities would be necessary.

5. Examination System :

The present examination system of vocational courses is defective. At present, examinations of vocational courses are conducted more or less on the pattern of the examinations of academic subjects i.e. the students are asked to write the answers and marks are given.

In vocational courses, practicals are important to which due consideration should be given. For this after giving practical training to the students in different business units, the Government authorities should conduct practicals oriented examination i.e. papers and practicals and those passed students may be given employment or self-employment opportunity.

VII. Suggestions About the Special Role of the Government or the District Vocational Education Officer :

1. The District Vocational Education Officer should undertake a time-bound programme for the conduct of periodical evaluation of the courses already introduced. He should take a review of all the courses and should

ensure that the students really benefit.

If the students are not really benefited, he should bring about changes in the courses, to make them suitable to the local requirements.

2. The District Vocational Education Officer should see that grants given to the colleges, are properly utilised for the purpose, to which they are granted.

3. From the table number 13, it is clear that percentage requirement of B.C., O.B.C., V.J.N.T. etc. is not fulfilled, at the time of admission. It should be properly seen, because such courses would be more useful to economically backward class students, who are not in a position to opt for higher education.

4. From the table Number 11, it is clear that almost all colleges, are appointing instructors of higher qualifications. This should be stopped, because these instructors of higher qualifications are given lecturing period, due to which it is not possible for them, to devote their time for the practical work. Secondly, because of the higher qualifications, there is a tendency on the part of instructors to leave the job immediately, when an opportunity arises. Due to this experienced instructors are not available.

The Government should try to give maximum facilities to the institutions, conducting these courses.

by removing the defects of the scheme. The Government should try to expand the horizons of the vocational commerce courses, otherwise the young students are likely to be frustrated and society is likely to suffer. The Government should make investment in these courses, not only for the present generation but also for the future generations.