

Critical Study of Minimum Competency Vocational Course At +2 Stages in Solapur District

Smt. Harshe Smita Sadashiv: Lecturer, Jai Jagdamba College of Education, Vairag

1. Background of Research

'Education is an important tool in human life'. All of we should accept this statement. Progress of human being is depending on how human being utilizes education in his life. Now in 21st century, decentralization of education is going on, in under developed country like India. For effective education before and after independence various commissions and committees decided many objectives of education as per the needs of country, and also recommendations are given by them.

Traditional courses are theoretical rather than applicable. In the age of science, we tried to follow the world by improving all fields. There are various problems of education after independence.

2. Statement of the Problem

Critical study of Minimum Competency Vocational Course at +2 stages in Solapur district.

3. Need and Significance of Research Study

Education at +2 stage links secondary education and higher education. Some junior colleges are attached with school education and some junior colleges are attached with higher education institutes. There is a difference of educational environment between secondary school and higher education which affects education at +2 stages.

4. Objectives of Research

Objectives of the research are as follows:

- i) To collect information about implementation of +2 stages MCVC courses in Solapur district.
- ii) To find out the administrative problems of +2 stages MCVC courses in Solapur district.
- iii) To find out educational problems of students about MCVC courses at +2 stage.
- iv) To find out problems of teachers who conduct MCVC course at +2 stage.
- v) To find out problems of self-sufficiency of students.
- vi) To recommend applicable recommendations about planning, administration and educational problems of MCVC course at +2 stage.

5. Method of Research

A. Method

Researcher decided survey method of research survey method is included in descriptive research method. Principal, Teacher, Instructor are considered for internal administrator of MCVC course at +2 stage. Education officers are taken into consider for Government administration.

Study of research was as follows.

- 1) Study of administration of MCVC course at +2 stages.
- 2) Survey of planning in junior college which are running MCVC course at +2 stages.
- 3) Study of problems while planning.
- 4) To take review of administrative difficulties.
- 5) Educational problems of teacher and students.
- 6) Study of difficulties of students self sufficiency.

This study shows present situation hence survey method is used in research. To collect the information about research, questionnaire for principal, teacher and instructor was formed. Interview schedule for education officer was made. With the help of interview schedule and questionnaire data was collected and research report was prepared.

B. Tools of Research

To collect information the following tools were used.

- 1) Questionnaire
- 2) Interview Schedule
- 3) Observation Schedule

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C. Sampling

- 1) There are 30 grantable colleges of +2 MCVC courses, and one is Government College. Researcher selected all 31 colleges by purposive sampling method.
- 2) Thirty colleges are grantable, out of these 30 colleges, 3 colleges are independent, 22 colleges are attached with secondary schools, 5 colleges are attached with senior colleges. Researcher selected all these colleges. Method of selection was purposive sampling.
- 3) Students were selected those who are learning in 2007-08 and 2008-09, 10 students of 11th std. and 10 students of 12th standard i.e. 20 students from each colleges were selected by using random sampling method. Total 1015 student were selected.
- 4) One principal from each colleges i.e. 31 principal were selected with the help of purposive sampling, 3 teachers from each college and 2 instructors form each colleges hence 93 teachers and 62 instructors were selected by random sampling method.
- 5) Two officers were selected by using purposive sampling method from Vocational Education and Training Institute, Solapur.

D. Analysis and Interpretation of Data

Analysis of collected information was done by using percentage, graph and tables. Interpretation and generalization was written with the help of tables.

6. Conclusions

- 1) Qualification of all principals was not related with technical subject.

- 2) All principal explained that teachers were appointed according to trade.
- 3) All principals are not able to explain equivalency of MCVC course at +2 stage with ITI course.
- 4) Administrative training was given to 92 percent principal.
- 5) Ninety two percent principal do not delivered a single lecture for +2 stage MCVC course.
- 6) Annual planning was done by 93.53 percent of teachers.
- 7) Administrative work of teacher do not affect on their teaching. This statement was given by 80.25 percent teachers.
- 8) Teacher solved their problem with the help of experienced businessmen.
- 9) There is lack of local industry in rural area hence student who completed +2 stage MCVC course will not get an opportunity in industry.
- 10) Extra period were conducted for absent student this response was given by 54.32 percent of teachers.
- 11) Reference books are not available in the library; this problem arises for 32.20 percent teachers.
- 12) Teachers received An Ideal Teacher Puraskar from government.
- 13) Teachers face the following major problems.
 - i) Lack of intellectual capacity of students.
 - ii) Students do not get any loan from nationalized bank.
 - iii) Every student do not get a chance for handling a computer independently.
 - iv) Lack of practical material.
 - v) Modern material was not available.
- 14) Out of total, 43.05 percent parents are doing daily wages work and 8.9 percent of parents are in service.
- 15) Parent of students are not educated above school education.
- 16) The major educational problems arises to students are:
 - i) Availability of light and generator.
 - ii) Library facility is not sufficient.
 - iii) Laboratories are not well equipped.
 - iv) Loan will not be sanctioned for any vocation.
 - v) Classroom, library, common hall, ladies room are not well equipped.
- 17) Instructors were facing problem of lack of understanding of students.
- 18) Students were not getting a chance to do practical individually, therefore skill will not develop in every student, 76% of instructor stated this statement.
- 19) Every year officer visited to 20 to 24 institutions which are running +2 stage MCVC courses.
- 20) Guidance was given for self sufficiency.
- 21) Lack of modern equipment and syllabus is not developed, these are main weaknesses of MCVC courses.
- 22) Time table were prepared in every college (10).
- 23) There are four colleges which do not have practical material according to strength of students.
- 24) Six colleges were not having books properly maintained.
- 25) Books were not available in library of six colleges.
- 26) Seven instructors stated that practical were completed in group guidance.

7. Recommendation

- 1) Government should give extra remuneration of workload of MCVC course for principal.
- 2) Clock hour basis teacher should be approved as a full time teacher.
- 3) Principal should arrange the availability of necessary books for reading room.
- 4) Course must be extended up to the degree level.
- 5) Teachers should write and publish reference books which are not available.
- 6) Government should take participation of experienced teacher while framing new syllabus.
- 7) Students should be motivated for self-sufficient from product oriented training scheme.
- 8) Institution should start 'earn and learn' scheme for students.
- 9) Institute should give scholarship within stipulated time period to scholarship holders.
- 10) Period of CTI and ATI training should be considered as a duty leave period and give annual increment to full time instructor.
- 11) Grants should be provided for non-grant institute of +2 stage MCVC course.
- 12) Government should start Apprenticeship Act for all courses of MCVC.
- 13) Institute should purchase practical material according to strength of students.
- 14) Institute should purchase library books according to strength of students.

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