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INDEX

S.N.	Title of the Research Paper	Author	P. No.
1	Traditional Environmental Wisdom, Belief System and Perception about Environment Conservation in Bishnoi community	Kirpa Ram Prof. Vijay Kumar Baraik	01
2	Traditional Methods of Water Conservation in Rajasthan	Alok Chauhan	05
3	Depletion of Ground Water A Challenge to Sustainable Development in Haryana	Neeraj Sarita Devi	13
4	HSC Vocational Courses : Remedy on unemployment in Sindhudurg District	Dr. Maruti I. Kumbhar	22
5	The Geological and Physiographic study of Nilwande Left Bank Canal Command Area for Application of Gravitational Pipeline Canal System	Dr. Anil A. Landge	29
6	Application of Remote Sensing and Gis in Agriculture	Dr. Kamlesh R Kamble	34
7	Analysis of Education Status in the Villages Ghaderni, Parshe and Baror, Kullu District (Himachal Pradesh)	Dev Karan	39
8	An Overview of Tourism in India 2022	Mr. Balkrishna Shinde, Mr. Anieket Dolas	45
9	Karnataka is The Major Tourist Destination: A Geographical Analysis	Dr. Prakash B. Holer	52
10	An Analytical Study of Problems and Prospects of Pomegranate Farming in South Maharashtra	Prof. S. B. Gaikwad Prof. S. A. Kharat Prof. Waingade, Prof. A. B. Patil	62
11	Impact of Urban Growth on Land Use Changes A Case Study of the Rajpur Sonarpur Municipality of West Bengal	Soma Naskar Dr. Subhasis Mondal	69
12	Economic Impact of Tourism on Residents of Devgad Town in Sindhudurg District	Dr. Prakash J. Hajare	77
13	रामगढ़ जिला में अनुसूचित जातियों की जनसंख्या वृद्धि के बदलते प्रतिरूप एक भौगोलिक अध्ययन	डॉ. हेमलाल कुमार मेहता	82
14	नवीन शैक्षणिक घोरण 2020 मध्ये ग्रंथालयाची भूमिका	डॉ. विद्या शरद मोदी	89
15	दुग्ध व्यवसाय - एक शेतीवर आधारित उद्योग	डॉ. बाजीराव इंगवले	96



HSC Vocational Courses: Remedy on unemployment in Sindhudurg District

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Abstract:

In order to bridge the gap between demand and supply of labour force various commissions recommended Technical and vocational education in National Policy on Education. Accordingly in 1988-89 Indian government introduced Minimum Competency Vocational Courses (MCVC) in several states and Union Territory. Fourteen institutes from Sindhudurg district were started minimum competency vocational courses. Since the period self and job employability in vocational pass out students is increasing. Particularly technical and local need based vocational courses are creating employment opportunities to the students

Key words: Vocational Courses, self employments, practical skill

Introduction:

Vocational and technical education in India is originated from the Wood's Dispatch of 1854. Also several education commissions and committees were strongly emphasized on the need for a diversified curriculum. Based on the Abbot-Wood Advisory Committee recommendations, a chain of polytechnics were established in 1937. After independence, the task taken up by independent India was to remove the infirmities of the inherited structure of the formal education with such a concept, the need to strengthen the linkage between education and the labour market and bridge the gap between work and knowledge. The necessity of vocationalisation of secondary school education was strongly reported by the Kothari Commission in the year 1964-66. Though this report was accepted in 1968, The vocational courses were introduced first time in 1970 on bifocal nature which have given opportunity of self-employment, job employment and vertical mobility of degree education. The National Policy on Education in 1986 reiterated this commitment and a Scheme of Vocationalisation of Higher Secondary Education was launched in February 1988. The main objectives of the Scheme as spelt out in the NPE were to provide diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply and skilled manpower

and to provide an alternative for those pursuing higher education. Vocational education will be a special stream to prepare students for several areas of activity.

This research paper is focusing on profile of Vocational education in Sindhudurg district and is devised to explore the key solution of tremendous problems of unemployment. Accordingly the researcher proposes to concentrate on the following issues

-Skills developed through the vocational education in the student.

-Development of creative aptitude by vocational education.

Objectives of The Study:

- 1) To study the vocational skills developed in vocational pass outs.
- 2) To analyze the present performance of vocational development pass out students.
- 3) To make useful suggestions for improving the implementation of vocational courses.

Research Methodology :

The primary data for the study have collected with the help of questionnaire. Researcher prepared and collected completely filled questionnaire from the vocational students from Sindhudurg district. The secondary data pertaining to the government schemes was also collected from concerned college offices and district vocational office, internet and websites.

Data Analysis and Interpretation:

Table No 1. Classification and Codification of Courses

S.No.	Group	Allotted Code No	Course Name
	Vocational :		
1	Commerce	VC-I	1.Accounting and Auditing
		VC-II	2. Marketing and Salesmanship
		VC-III	3.Purchasing and Storekeeping
		VC-IV	4.Office Management
		VC-V	5. Banking
		VC-VI	6.Insurance
2	Humanities	VH-T	1.Tourism and Travel Techniques
3	Horticulture	VH-H	1.Horticulture
4	Technical	VT-I	1.MREDA.
		VT-II	2.Electronics Technology
		VT-III	3.Auto Engineering / Mechanical Technology.
		VT-IV	4.Electric Motor Rewinding
		VT-V	5.Building Maintenance

(Source - From students Questionnaire)

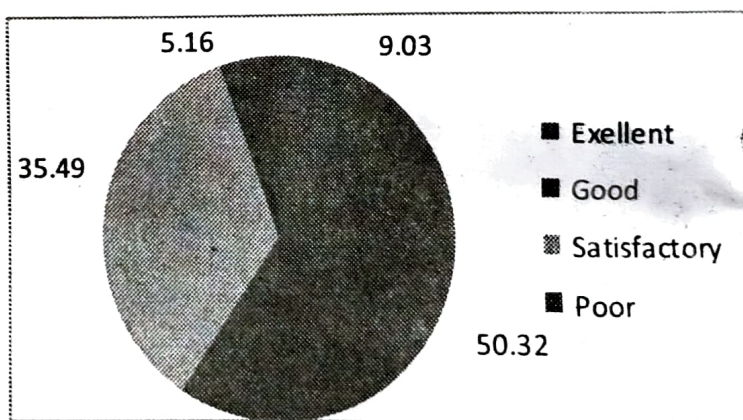
Table No – 2 Overall Practical Knowledge provided to the students

Code No	Excellent Responses	Good Responses	Satisfactory Responses	Poor Responses	Total Responses
VC-I	03	22	15	01	41
VC-II	01	08	04	00	13
VC-III	00	06	00	02	08
VC-IV	01	02	03	02	08
VC-V	00	02	04	03	09
VC-VI	00	04	00	00	04
VH-T	00	02	02	00	04
VH-H	01	03	04	00	08
VT-I	02	12	09	00	23
VT-II	00	07	12	00	19
VT-III	01	05	02	00	08
VT-IV	01	03	00	00	04
VT-V	04	02	00	00	06
Total	14 (9.03)	78 (50.32)	55 (35.49)	08 (5.16)	155 (100)

(Source - Students Questionnaire. Note : Figures in bracket indicate percentage of responses, Course Codes are as per Table No.1)

Graph No -1 Overall Practical Knowledge

From the above tabular data it is interpreted that 9.03 percent respondents from HSC vocational remarked excellent who have started their own business immediately after completion of the vocational courses. Basically these courses are technology and need based so pass out students could start their



services to the society. 50.32 percent respondents from HSC vocational, courses opined that these courses are playing good role. Especially the students from commerce, humanities group and some of the technical courses who have a dual purpose that either start their own business, also can joins the wage employment or to join to degree or diploma programmes for higher education. These courses are considered to be good option for low merit students. 35.49 percent from HSC vocational courses expressed their views

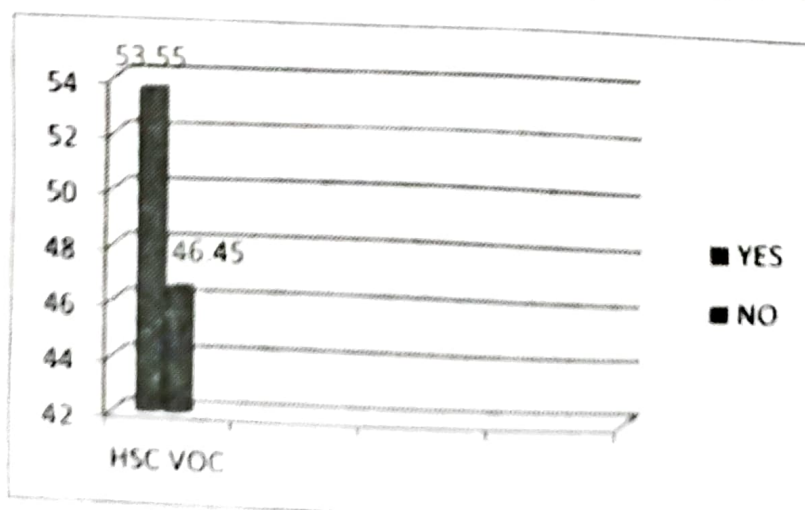
that these courses are satisfactory. Because these courses are giving works to the hands of such students whose expectation and dreams are limited. It is also interpreted that 5.16 percent respondents of HSC vocational courses particularly from auto engineering, mechanical technology electronic technology, diesel mechanical, civil draftsmen etc. said that skill provided to the students is very poor and outdated because technology is changing rapidly but the curriculum stick up to the old technology, tools equipment's. Hence every student should try to create excellence in the vocational and skill education.

Table No – 3 Favorability of local, geographical environment

Code No	Yes Responses	No Responses	Total Responses
VC-I	09	32	41
VC-II	05	08	13
VC-III	01	07	08
VC-IV	01	07	08
VC-V	05	04	09
VC-VI	04	00	04
VH-T	03	00	03
VH-H	07	00	07
VT-I	20	03	23
VT-II	09	10	19
VT-III	07	01	08
VT-IV	04	00	04
VT-V	08	00	08
Total -	83(53.55)	72(46.45)	155(100)

(Source - Students Questionnaire. Note: Figures in bracket indicates percentage of responses, Course Codes are as per Table No.1)

Graph No- 2 Favorability of local, geographical environment



From the above tabulated data it is interpreted that 53.55 percent students' respondents from HSC vocational realized and strongly agreed that skills acquired is very useful in the local geographical environment which has given boost for self and wages employment to them. Most of these students are from technical, horticulture and humanities groups. From humanities group like Travel and Tourism Techniques is very useful because Sindhudurg district is declared as Tourism district since 1998 by Government of Maharashtra. Horticulture group is another emerging offshoot for vocational and skill education. Further some technical courses from HSC vocational educational group are related to the grass root needs and repairs and maintenance of household or domestic articles and service based. So there is much scope for these courses, which are based on local geographical needs of the Sindhudurg District. Whereas 46.45 percent students respondents from HSC vocational were not agreed about the favorability of local geographical environment. At micro level it seems that the students from Commerce and management group of HSC vocational courses viewed their opinion that local and geographical environment is not favorable for their courses. These courses are mostly depends on wage employment, which requires industrialization and business enterprises or developed service sector undertakings.

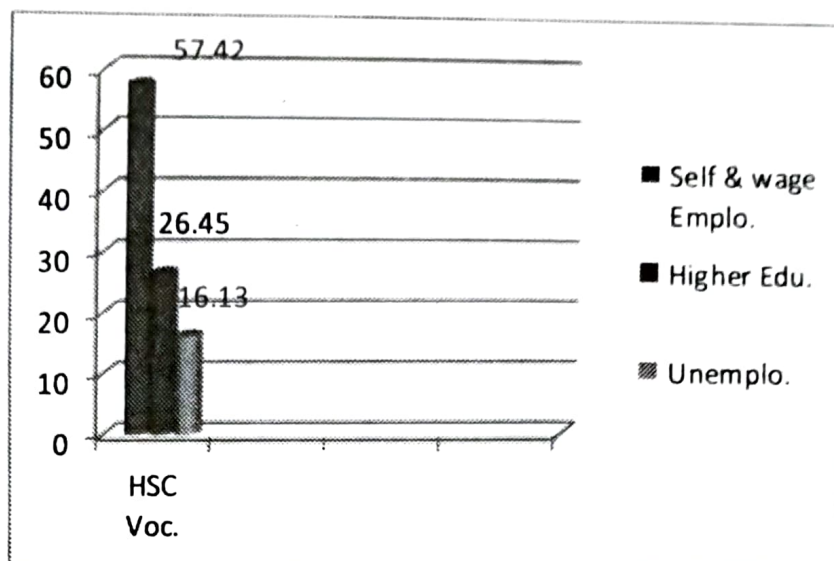
Table No – 4 Overall employment scenario

S. No	Group	Code no	Self and wage employment	Higher Edu.	unemployment	Total
	Vocational		Response	Response	Response	Response
1	Commerce	VC-I	15	15	11	41
		VC-II	06	02	05	13
		VC-III	03	02	03	08
		VC-IV	05	00	01	07
		VC-V	01	08	00	09
		VC-VI	00	02	02	04
2	Humanities	VH-T	02	02	00	04
3	Horticulture	VH-H	07	01	00	08
4	Technical	VT-I	18	03	02	23
		VT-II	15	03	01	19
		VT-III	08	00	00	08
		VT-IV	04	00	00	04
		VT-V	05	03	00	08
	Total		89(57.42)	41(26.45)	25(16.13)	155(100)

(Source – Students Questionnaire. Note : Figures in bracket indicates percentage of responses, Course Codes are as per Table No.1)

Graph No- 3 Overall employment scenario

From the above tabular data presented in table No.4, it is interpreted that overall employment scenario is very Positive. It is found that 57.42 percent pass out students from HSC vocational are engaged in self and job employment. The courses from technical groups are household nature and satisfying grass root level need



of repairs and maintenance of domestic appliances so these courses are providing greater self employment opportunity to the pass out students as compared to commerce and humanities. One more thing is found that specifically the area of wage employment shows the students from technical groups are engaged in the similar area which they acquired skill from vocational courses, But the students from commerce and humanities groups are engaged in different area other than the skill acquired from the vocational courses

Problems Observed by Stakeholders:

Government of India and Government of Maharashtra have taken good efforts to development of vocational and skill education. Government also provided all the essential facilities, well designed courses, infrastructure, equipment's and financial support to the entire stakeholder but the following are some problems facing by the students.

Problems Observed regarding Students :

- Students are not getting adequate information about vocational courses.
- Tools and equipment's are not sufficient and up dated in the workshop.
- No higher education facility available in same course.
- Absence of industrialization in the local area, .
- Lack of MoU with industries.

Finding, Suggestions and Conclusion

Finding:

1.It is observed from the study that overall practical skill and subject knowledge provided by vocational courses is very good and useful in self and job employment to the students.

2. It is found 57.42 percent self and job employment is created by these vocational courses. It means that overall self and wage employment is increased through vocational courses in Sindhudurg.

3. It is observed from the study that the local geographical environment is favorable for the household and domestic need based technical courses from all the courses. But for the courses from commerce and management group of HSC vocational courses the local geographical environment is not favorable.

Suggestions:

1. District Skill Development, Employment and Entrepreneurship officer should organize periodical camps for registration of pass out students and workshops on self employment, various entrepreneurship schemes, government promotional subsidies, scope and opportunities, additional skill training after completion of such vocational and skill development courses and motivate them for starting small scale business or self employment.

2. Further educational facility and vertical mobility should be made available in local areas in the concerned vocational courses.

Conclusion:

The research reveals that vocational and skill education has played a significant role in providing job and self employment in rural areas. Overall performance of vocational education in Sindhudurg district is satisfactory. The researcher found that the job employment and self employment of the study area is highly encouraging for the students of vocational and skill education. Technological developments in the society have enormously increased the need of skilled persons which is difficult to achieve with the conventional education system.

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