

REPORT
OF
THE STUDY ON
PRE-VOCATIONAL TRAINING CENTRE,
AJITMAL, ETAWAH.

DIRECTORATE OF EVALUATION,
UTTAR PRADESH,
LUCKNOW

MAY, 1966

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370-113
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Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, Sri Aurobindo Marg, New Delhi-110016
DOC. No. 3843
Date 3/2/81

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FOREWORD.

This evaluation study was undertaken to gather information about the quality of planning and the follow up and supervision exercised by Education Department in respect of experimental schemes of Pre-Vocational Training Centre started at Ajitmal, Etawah District as a centrally sponsored scheme.

The draft report was put up before the State Evaluation Advisory Board on July 4, 1966. It was adopted by the Board with some minor additions and alterations which have been duly incorporated in this report.

It is hoped that this very limited study will help not only in improving the working of the Pre-Vocational Training Centres but also in the modifications of departmental attitude to other experimental schemes. Sri K.N. Maurya, Junior Evaluation Officer, has been chiefly responsible for the field work and the preparation of this report.

Anand Sarup
Director of Evaluation.
U.P. Lucknow.

Lucknow July , 1966.

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CHAPTER I
INTRODUCTION

Initiation of the idea of pre-vocational training for youth:

1.1 The idea of elementary vocational training to a large number of rural youth who generally drop out from the ambit of general education was mooted out as early as 1950 by the then Prime Minister, late Pt. Jawahar Lal Nehru in the following words:-

" This type of low grade professional training is urgently needed for economic reasons as we want such trained persons. It is equally necessary in order to develop creative and imaginative side of a child's character. I think that an organized approach should be made to give this so-called lower grade professional training to boys and girls between 11 and 15. There should be multiple of subjects for training and the boy or girl can make a choice." 1/

1.2 Accordingly, a comprehensive scheme for the establishment of youth vocational centres during the Third Five Year Plan period was outlined and incorporated as a part of activities of the Plan.

1.3 In pursuance of this recommendation of the Planning Commission, the Government of India decided to establish 65 such pre-vocational training centres for youths of age-group 11-14 years all over the country.

Sponsoring agencies at the International, National and State levels:

International level:

1.4 In the circular letter from the Government of India, in the Ministry of Education dated March 26, 1963, intimating the sanction of 65 such pre-vocational

1/ "Scheme for the establishment of Vocational Centres during the Third Five Year Plan" Page 1. Issued by Ministry of Education, Govt. of India.

training centres, it was indicated that this scheme would be implemented with the active participation of some of the international agencies like UNESCO, ILO & UNICEF.

National level:

1.5 At the national level the following departments of the Government of India were closely associated with the operation of this scheme:-

- (1) Department of Social Security, Ministry of Education.
- (2) Ministry of Agriculture.
- (3) Ministry of Community Development.
- (4) Director General of Employment and Training.
- (5) Council of Scientific Research and Cultural Affairs.

State level:

1.6 At the State level the execution of this programme was entrusted to the Education Department. It is worthwhile to mention in this connection that in running this programme, the Department of Education does not maintain any liaison with the Directorate of Training and Employment or Board of Technical Education

Nature and extent of collaboration:

1.7 In the terms and conditions of the agreement between Government of India and the international agencies, it was agreed that I.L.O. & UNESCO would provide supervision and guidance in such technical matters like distribution of courses, allotment of number of periods and advice regarding methods of teaching the trainees as well as the training of trainers.

1.8 The participation of UNICEF was on a more active basis, since apart from the technical guidance and supervision, this international organization agreed to supply all the equipments which were needed for such training centres, bear the entire cost of seminars to be convened at national level in connection with this programme and provide books and journals as well as the cost of training of/suitable training personnel. UNICEF also agreed to contribute in full the salaries of Career Master and Craft Instructors who would be engaged in such training centres. Recently, this organization has also agreed to supply milk powder for the trainees of such centres. It is thus evident that the contribution of UNICEF towards the implementation of this scheme on a national scale has been significant.

1.9 The Government of India agreed to reimburse the whole expenditure incurred in connection with this programme initially for a period of three years, i.e. for the later half of the Third Five Year Plan. The State Government was supposed to assume sole responsibility of the scheme only after the lapse of this initial period. However, only recently the Government of India have decided to bear the total expenditure^{1/} incurred on this scheme for a further period of three years.

Objectives laid down for the pre-vocational training centres:

1.10 The objectives, in the plan of operations of the youth vocational centres prepared by the Ministry

1/ Including buildings, establishment and other expenditure.

of Education, Government of India, were laid down on the advice of I.L.O. These were as below:-

- (a) To apprise existing training and employment opportunities for young workers in close co-operation with all others concerned.
- (b) To give simple and practical vocational advice and orientation to children and young persons in their area of operation, to encourage children and their parents to come to the centre for educational and vocational advice.
- (c) To orientate children and young persons towards the kind of industry and work projects in the area.
- (d) For children of rural areas, to instil in them an appreciation of rural life and promote in them greater interest in agricultural occupations. 1/

1.11 In the light of above objectives the following guidance activities were also envisaged and intimated to the State Government:

- (a) Collection of detailed information on employment and self employment opportunities, further educational and training facilities etc. in the area.
- (b) Maintenance of a cumulative record of each child, during his course of training in order to study his special aptitudes/abilities, interests, socio-economic conditions, health etc., which would facilitate appropriate placement of the children afterwards.
- (c) As the children of this age-group are influenced by their parents, it will be necessary to interview the parents frequently for obtaining data as well as for counselling.
- (d) Study of the educational, personal and social problems of the children in order that they may be properly adjusted to the school requirements and obtain maximum benefit from the training. 2/

1/ Ibid, page 10.

2/ Ibid, page 10.

1.12 In the scheme proposed by Government of India, it was further stated that:

" The course of training were to be such so as to meet the needs of both rural and urban areas

Brief review of the working of this programme on all India basis:

1.13 As has been pointed out earlier, to start with, 65 such centres, were sanctioned by the Central Government. All these centres are at present working in different parts of the country. And out of these total number, 5 were meant for imparting training to the teachers engaged in such training centres.

1.14 As to the working of these pre-vocational training centres in other states, it was learnt from Headmaster^{1/} of Ajitmal centre, that these centres are mostly attached to technical institutions or multi-purpose schools in other parts of the country. As for example, in West Bengal, a centre has been attached to a poly-technic, in Bihar to a multipurpose school. It was felt that the affiliation of this type of pre-vocational training centres to technical institutions would be very useful and fruitful for the realisation of the objectives laid down. Such vocational training in different trades if coordinated with a poly-technic type of institutions would prove to be mutually beneficial for the centre as well as for the poly-technic.

1.15 In West Bengal a special provision has been made by which a candidate who completes pre-vocational

^{1/} The Headmaster attended a number of All India Seminars in different parts of the country.

training course successfully could join the polytechnic courses. And after a training of $1\frac{1}{2}$ years in the latter institution they would be awarded a certificate, by virtue of which they could enter as apprentice in different trades or seek employment elsewhere. In the State of U.P., however, the two training centres which were opened in January 1965, have been attached to the institutions of general education type, viz., Normal School at Ajitmal and Government Inter College, Mussoorie. As such, the facilities and advantages available to the centres in other States by virtue of their association with technical institutions are not available to the centres of this State.

Review of the Programme in U.P.

1.16 The intimation from Government of India as to the initiation of this scheme on all India basis was issued as early as March 1963 for detailed consideration of the State Government.

1.17 After intimating its concurrence to undertake such a programme to Government of India, the State Education Department wrote to Headmaster of the Normal School, Ajitmal in October 1964 for the establishment of such a pre-vocational training centre in that school.

1.18 In pursuance of this decision the centre came into existence on January 1, 1965. On the basis of information supplied by Education Department the other centre at Mussoorie was also started on the same date.

1.19 A State Coordination Committee^{1/} was set up in the year 1965-66 for implementation of this new programme on proper lines. This committee met only once in the month of August 1965 and some important decisions were taken by it for the future guidance of the programme. One of the decisions was to set up three additional centres in the State. These three centres have already been functioning since February 1966 at Gorakhpur, Bareilly and Jhansi. Like the earlier ones these centres are also attached to the general educational institutions.

Place of the pre-vocational training in the vocational and technical education programme of the State:

1.20 In the plan of operations proposed by the Government of India nothing definite was spelt out as regards the linking of this training with the vocational and technical education programmes in the context of the overall pattern of vocational education system in the State. The only mention, that was made in this connection is as follows:-

" The Ministry of Education will be concerned with the implementation of the scheme with the technical advice of the D.G.E. & T., Ministry of Labour and Employment who will also be in the overall charge of coordination, the idea being that for certain programmes of training consultation with the Ministry of S.R. & C.A., Ministry of Agriculture and Ministry of Community Development and Co-operation will be

^{1/} This committee consists of Secretary Education; Joint Secretary, Labour; Director of Education; Technical Officer of the Employment and Training Directorate; Deputy Director of Education and nominee of the Secretary to Government in the Department of Technical Education.

necessary and this could be effected through the coordinating functions of the D.G.E. & T. The I.L.O. is also interested in this project and technical advice, to the extent possible, will be available through the I.L.O., vocational mission assigned to the Directorate General of Employment and Training." 1/

1.21 It was further stated in the same sequence that:

"Besides, this would, it is expected, develop into a big programme of education affecting the present education system both correcting immediately certain deficiencies and finally being integrated into a re-organised pattern for meeting educational and vocational training needs in the long run. The experiment will be watched also from the point of gainful employment of labour force both by the Government and UNICEF." 2/

1.22 At the level of the State Government there are no indications as to the place of this programme in broader context of vocational and technical education. However, the following decisions were taken by the Co-ordination Committee:-

- (1) Weight should be given to general education as compared to technical education. (And a sub-committee was appointed for examining the syllabus keeping in view the above decision.)
- (2) It was further decided that preference would be given to such candidates who successfully complete this pre-vocational training course in the matter of admission to Industrial Training Institutes from the session of 1967-68. (When the first batch of trainees is expected to be out.)

1.23 It is felt that the integration of this programme with vocational and technical education is an important thing as per the objective laid down. But

1/ Ibid, page 4.

2/ Ibid, page 4.

no clear cut directives have been issued by centre or State Government in this matter. This point would be further discussed in a subsequent chapter of this report.

-(Q):-

CHAPTER II

SOME BACKGROUND INFORMATION ON THE PROGRAMME WORKED OUT AT NATIONAL LEVEL

Criteria for locating training centres:

2.1 In the plan of operations for initiating this scheme of pre-vocational training, Government of India proposed a number of criteria for selecting suitable locations for establishing such training centres. It was specifically mentioned that this pre-vocational training was to be imparted with particular relevance to agriculture, animal husbandry and rural industrial needs. This naturally meant that the centre should be located in rural areas. It is further stated that at least one centre should be in one of the institutions located in the community development block which has been selected for implementing the "Demonstration project on integrated child-welfare services". Furthermore, it was stated that:

"The scheme should be initiated in those places where schools, basic schools, multipurpose schools, demonstration blocks, extension training centres, agricultural schools, regional workshops or cluster type training centres exist." 1/

2.2 A special provision was made to start one centre in a C.D. block where the "Demonstration project on integrated child welfare services was initiated." For the State of U.P. this demonstration project was started in Ajitmal block and as such one of the centres was located in the Normal Training School, Ajitmal.

1/ Ibid, page 6.

2.3 As to the location of other centres all of them have been attached to the general education institutions as there was provision in the directive of the centre that this could be attached to "schools". But the real spirit of the directive from the centre was to locate such vocational training units in institutions imparting technical education.

Criteria for selection of candidates:

2.4 For admission of trainees, a committee is constituted, whose members are Headmaster, Career Master, Block Development Officer and local Pradhan. This committee selects boys for admission to the pre-vocational training centre. It was provided that these children should be within the age group of 11 to 14 years and should have passed Vth class. Preference is to be given to the students who are mentally and physically handicapped and who are living within an area of 2 to 3 miles from the centre. It was further laid down that the children who have passed Vth class and are not continuing their studies any further or were drop outs from the general schools will be admitted to these institutions.

2.5 At present the policy is to admit only school drop outs. The Head Master did admit some other children who had not dropped out but who gave up general education because their parents preferred

1/ Based upon the statement of the Head Master of the school. This is the actual practice which is adopted in the Ajitmal School though there is nothing laid down like such in the Central scheme.

vocational training but this was objected by the Education Department. It is felt that it might not be possible to run the pre-vocational training centre at full strength if only school drop outs are admitted. Actually, the problem of unemployment of people who have received general education upto High School stage has assumed great importance recently and therefore it might be advantageous to review the policy of admission in this connection. It is felt that children trained in the basic trades which have relevance to rural life would prove an asset to the community as they would assist the development of agriculture and not be so keen to move out of the rural areas.

Duration of training and courses prescribed:

2.6 The duration of training was laid down as 3 years. Both part time and full time courses were prescribed. The intake of each centre was fixed at 45 trainees per year, out of whom 30 were to undergo training in two shifts for full time courses and 15 were to be given part time courses. The training course was to be of a composite nature, consisting of:

- i) General education comprising:
 - (a) Hindi/Regional Language/English.
 - (b) Elementary Mathematics & Science/
Agriculture & Animal Husbandry. 1/
 - (c) Social studies, Geography, Civics
and History, Agricultural marketing. 1/
 - (d) Development plans of the country.
- ii) Vocational training^{1/} consisting of:-

1/ This was to be imparted with particular relevance to agriculture, animal husbandry and rural industrial needs in the centres located in rural and agriculture oriented semi-urban area.

- Group I - (a) Basic fitting including turning.
(b) Sheet metal work.
(c) Gas welding (low-pressure)
- Group II - (a) Smithy.
(b) Moulding.
- Group III- (a) Carpentry.

Role of institution where the training centre is to be attached:

Accommodation:

2.7 The Central Government defined the role of the institution to which this type of training centres would be attached in the following words:-

"Separate accommodation for workshop and class rooms etc., will be provided. It should be in the form of a simple shed comprising a workshop, two class rooms, a store room and a Supervisor-cum-staff room with a total plinth area of 2600 square feet". *

Supervision:

2.8 It was provided that the head of the Institution to which this centre would be attached would be the Incharge of the centres. He would supervise the working of the centre, provide necessary guidance and perform necessary administrative duties. As viewed by the State Education Department, this scheme is being run on an experimental basis and if the results of this scheme are encouraging an effort would be made to integrate such type of training with all types of higher secondary institutions of the State.

* Ibid, page 6.

Resources prescribed for running such training centres in terms of teaching and training personnel:

2.9 The Career Master was to undergo a course of training of Vocational guidance. Three craft instructors were also required to attend a special training course in the regional institute at Ludhiana for performing their specific roles in vocational training.

Physical equipment for starting vocational training:

2.10 As discussed earlier, the UNICEF was supposed to supply all the tools, books for the library and some furniture on which the tools are fitted. The central Government was to make provision for the building, furniture and other office accessories. The Government of India had given clearance for the construction of sheds as early as in March 1963 which was communicated to the Head Master of the school by the state Government on October 1, 1964, i.e., with a delay of over 18 months. The Government of India had also asked for the details of financial estimates, if any, for construction of additional rooms in the selected institution. To start with a sum of Rs. 26,000/- was specifically allotted by the State Government in January 1965, but the construction work could not be taken up upto the time of

1/ The construction works required for the centres in the institutions where space built in accommodation will not be available, will have to be completed well before the commencement of the courses in the Centres which are to be set up in phasesDetails of financial estimates, if any, for construction of additional rooms in the selected institutions may kindly be intimated to this Ministry.....
Ibid; Page 3 Section (C).

this study, i.e. May 1966. This was because the District Engineer, Etawah was disagreeing with the plan laid down by the Central Government. A revised estimate consisting of some additional accommodation for Rs. 39,000/- was submitted by him which had also been approved but still no construction work had started.

Syllabus prescribed and distribution of training period:

Detailed syllabus:

2.11 The syllabus (both general and vocational) prescribed for this training centre runs into atleast 20 typed foolscap pages. The syllabus has been broken down into parts for the different years of training.

Distribution of training periods between practical work and general education:

2.12 For each day, two hours are allotted for general education and three hours for technical training. There are nine periods of 35 minutes duration with a break of 20 minutes as recess.

Total hours available for all trades in three years:

2.13 Mr. D.E. Fleming I.L.O. consultant to the Directorate General of Employment and Training has suggested the division of time for various trades in the following order for the total period of three years.

Table No. I

GROUP I	GROUP II	GROUP III
Fitting 500 hrs.	Moulding 250 hrs.	Carpentry 500 hrs.
Turning 200 hrs.	Smithy 250 hrs.	-
Sheet Metal) 190 hrs.	-	-
Gas Welding 150 hrs.	-	-
Total No. of hours.		2040 hrs.

Average working days per year -	226
(Based on total working school days in 1965.)	226
	3 (No. of years)
	<u>678</u>
	3 (No. of periods per day)
	<u>2034</u>

2.14 An approximate estimate based on the working days available with the school reveal that 2034 hours are available for training in all the 7 trades during the period of 3 years against the division of time suggested by Mr. D.E. Fleming.

CHAPTER III

PROGRAMME IN OPERATION WITH PARTICULAR REFERENCE TO AJITMAL CENTRE, U.P.

Date of starting the courses:

3.1. As has been indicated earlier, the first course was initiated on January 1, 1965. The second batch of trainees has been admitted in January 1966.

3.2 It will be pertinent in this connection to point out some genuine difficulties which were experienced in starting the courses from January instead of in the month of July. In the second batch admitted in January 1966, only seven candidates were available for admission against the stipulated strength of 45. More or less similar situation was also faced in recruiting the trainees of the first batch. However, this small number in the first batch was augmented by later additions made upto December. In view of this, it was suggested by the Headmaster, Ajitmal that the present practice of starting the session in the month of January should be discontinued and instead session should begin in the month of July. The Government of India have agreed to this suggestion and the Director of Education has conveyed this decision of the Central Government to the Ajitmal Centre only recently.

Admission and attendance of the trainees in the courses running at present:

3.3 In the first batch of trainees, only four joined on the date of starting the courses, i.e. January 1, 1965. Another 19 joined on different dates during the month of January 1965; 10 joined in -

the middle of November 1965 and lastly, one candidate joined on December 24, 1965. It is evident that the admission in the first course of training was literally open for the period of the entire year, i.e. from the month of January to the month of December, 1965. On account of the strain of training process with different periods of participation are too obvious to need any emphasis here.

3.4 Statement showing the strength of the trainees along with their joining dates and attendance for the 12 months of 1965 is given in Annexure 'I' of this brief report.

3.5 The attendance of the individual trainees, however, could be seen from the summary compilation given in a tabular form below:-

Table 2

Showing attendance of trainees of 1 year commencing from January 1965.

<u>No. of days</u>	<u>No. of trainees</u>
1 - 20	6
21 - 40	8
41-60	-
61 - 80	1
181 - 200	4
201 - 220	12
221 - 240	3
<u>Total</u>	<u>34</u>

3.6 The maximum attendance has been reported to be 226 during the year. As against this, minimum attendance has been as low as one. As to the overall class attendance, it could be observed that only 15 out of 34 trainees had more than 200 days of

attendance. Four candidates had an attendance ranging from 181 to 200 days and the remaining had attended the centre for less than 80 days. It is also significant that five candidates out of 34 left the training course; three of them in the month of February, one of them in July and the third who joined in November left in the month of December 1965.

3.7 The second batch of the trainees who were admitted in the part I course in January 1966, numbered only 8 on February 28, 1966. Out of these 8, one joined in the middle of February. Statement showing the joining dates and attendance of these 8 trainees is placed at annexure II.

The strength of the staff recruited for this training programme:

3.8 The total strength of staff of this pre-vocational training centre as on February 28, 1966 comprised 10 members including the Headmaster of the Government Normal School, Ajitmal, who was designated as the chief administrator and the officer-in-charge of the training centre. As to the other teaching staff members, there is one career master who was recruited in the month of May 1965, and three craft teachers all of whom were recruited in the month of December 1964. Besides, there are two general education teachers - one recruited in the month of February 1965 and the other in August 1965. In addition to the above, there is one office clerk, one workshop attendant and one office peon. This staff was according to the pattern suggested by

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<u>No. of days</u>	<u>No. of trainees</u>
1 - 20	6
21 - 40	8
41-60	-
61 - 80	1
81 - 100	4
101 - 120	4
121 - 140	12
141 - 160	3
161 - 180	3
181 - 200	4
201 - 220	12
221 - 240	3
<u>Total</u>	<u>34</u>

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Government of India.

Pay scales of the staff members:*

3.9 The Headmaster of the Normal School received an honorarium of Rs. 50/- per month for his additional duties in connection with the Pre-vocational training centre. The Career Master is in the pay scale of Rs. 150-350. His educational qualification is M.A. (Psychology) with training in vocational guidance for a period of three months from Secunderabad centre.

3.10 The Craft Instructors are in the pay scale of Rs. 120-220. The educational qualifications of two of them are High School and one is below High School. All of them have got special training ranging from one to two years in Government Industrial Training Institute. In addition, all of them are trained as Craft Instructors from Regional Training Centre, Ludhiana. As far as the general education teachers are concerned their pay scales are Rs. 120-250 and the educational qualifications of one of them are Intermediate with Certificate of Teaching and that of the other are graduate with certificate of Teaching. A statement showing the list of the teaching staff employed in the Ajitmal centre along with the nature of job, date of joining, qualifications and their attendance in the centre during the period of 12 months of the year 1965 is shown in annexure III of this report.

* The scales given are the revised pay scales recommended by the Pay Rationalisation Committee.

The working of the practical training programme in various trades:

Distribution of practical training during the period of three years.

3.11 The yearwise distribution of the practical training in various trades in Ajitmal Centre is shown in a tabular form below:

Table III

Showing yearwise distribution of the practical training in various trades as followed by the Ajitmal Centre.

1st year	2nd year	3rd year
Carpentry	Blacksmithy	Welding
Sheetmetal	Moulding	Turning
Simple fitting		

3.12 It is evident from the above, that practical training in three trades, viz., carpentry, sheetmetal would be imparted in the first year. Two more trades and simple fittings/would be covered in the second year viz., smithy and moulding. In the third year training in welding and turning would be given.

Availability of Craft Instructors:

3.13 It would be recalled that there are only three craft instructors meant to look after the seven trades. Consequently, one instructor would be required to look after more than one trade. Unfortunately all these instructors have specialised in one particular trade, yet, in view of the limited number of hands, they would be required to look after the other additional trades included in the programme of training of the Centre.

3.14 As to the availability of the Instructors, it was reported that there was no delay in appointment of craft instructors. In fact, they were appointed as early as October 1964, many months prior to the admission of trainees.

3.15 It would be pertinent to mention here that the practical training is still confined to three trades viz., carpentry, sheet metal and simple fittings. Both the batches are still engaged in these three trades and the training in blacksmithy and moulding listed for the second year, is yet to start. It was reported that the first batch of trainees would start practical training in the latter two trades from the month of July 1966.

Availability of tools and equipment for practical training:

3.16 The tools required for imparting practical training in three^{trades} listed under the first year have been made available to the centre in full by the UNICEF. As for the other trades, to be taken up in subsequent years, a portion of the tools and equipment has arrived and some more are still awaited.

Specialisation in trades:

3.17 As indicated earlier the vocational training in 7 trades would be spread over the entire period of 3 years. It is proposed to give somewhat generalised training in all the trades during the first two years. Thereafter specialised training in a particular trade would be given in the third year. The trade of specialisation of a particular trainee would be decided -

upon on the basis of his cumulative performance during the first two years.

Accommodation for practical training:

3.18 It was reported by the centre that there is no provision, whatsoever, for accommodating the practical classes. The need of a workshop type of building was keenly felt for carrying on smoothly the practical training in various trades. The Director of Education has sanctioned a sum of Ps. 3,000/- per year hiring a suitable building, but it is difficult to get any suitable accommodation of this type in a rural area like Ajitmal. A sum of Rs. 39,000/- has already been sanctioned by the State Government for the buildings of this centre, but the construction work has not been taken up yet.

Training in General Education Programme:

The composite nature of training:

3.19 In this pre-vocational training programme, besides the practical work relating to seven different trades, some subjects covering general education are also taught to the trainees. The emphasis of the Education Department has all along been that this pre-vocational training programme should be primarily general education oriented so that the boys who are reluctant to take up a vocational career could pass the Junior High or Higher Secondary School courses at some later stage, if they so desire. On the other hand, according to the Plan of operations worked out by the Ministry of Education, Government of India, in consultation with the other national and

international agencies, the primary emphasis was on pre-vocational training in technical trades. This is also evident from the statements of objectives contained in that scheme and cited earlier in this report. But, since the training courses are run under the auspicious of the State Education Department, this programme is often considered as biased in form of general education rather than vocational training.

3.20 It may be interesting in this connection to state the decision of the State Coordination Committee referred to earlier. This committee decided that the more weight should be given to the general education vis-a-vis practical training in the trades selected for pre-vocational training.

3.21 In arriving at this decision, the committee advanced the following reasons.

(a) The boys in the age-group of 11-14 years are not physically and mentally competent to take up vocational jobs which quite often demand hard manual labour.

(b) When a youth has pursued a three years course of training and if after subsequent assessment it is found that he is not quite well suited for vocational job, he may be able to avail of the opportunity to pursue his general education instead.

(c) Some of the trainees would be of 14 years of age (those who would join at the age of 11) at the end of training. These boys cannot be apprenticed anywhere under the existing Factories Act of the State Government and, therefore, it becomes all

the more necessary that they would be allowed to pursue their further studies in the direction of general education.

3.22 The reasons given above show that the Education Department does not appreciate the fact that, in the first place, children drop out of general educational institutions because of their inability to cope with the strain involved in that system. It is curious that on the one hand, the Education Department insists upon taking only school drop outs and further accepts that these may be physically or mentally deficient and yet, on the other hand, wishes to run the training programme with the hope of sending them back to the same schools from which they were taken out. At this stage, the general question of the importance to be given to vocational training in comparison with general education needs to be settled.

The subjects prescribed for general education:

3.23 The subjects prescribed for general education have already been listed in the preceding chapter. From the contents of the general education, as prescribed, it would be evident that a very ambitious programme has been conceived for this purpose.

3.24 It is felt that a much more simplified course of general education would have been sufficient to equip the trainees who are essentially going to be skilled craftsmen in some basic trades in rural

or semi-urban area. It is incomprehensible as to how the trainees of such young age would derive benefit from the wide variety of subjects listed under the scheme of general education. For the sake of convenience the break up of the syllabus under these subjects is given in annexure IV of this report.

The opinion of the staff members regarding the courses in general education:

3.25 The headmaster of the training centre as well as other staff members were unanimous that the programme of general education should be as simple as possible so that more emphasis could be given on the practical training in trades. All of them were of the view that the general education should be able to equip the trainees with some minimum knowledge of writing, reading and making out simple bills and in maintaining simple form of accounts.

Assessment of the attainment of trainees in general education:

3.26 Some eight trainees of the first batch who are at present in part II of the course, were examined with a view to assessing their standard of attainment in the subjects of general education. It was found that their comprehension regarding these subjects was very poor and most of them had no knowledge, whatsoever, about some of the elementary things of general science, social studies, rural extension work and the English language. This is the situation after almost half the training period is over. It would be worthwhile for the planners and executors of the programme to consider this situation and making suitable

modifications in the pattern of training and the relative emphasis on general or vocational education.

3.27 Last but not the least, it may be noted that most of the boys admitted in this course are either mentally or physically retarded, as a consequence of which they become the usual drop outs from the general school programme. Keeping in view this low initial level of intelligence of the trainees, it becomes an uphill task for the teachers to teach various subjects of general education to them.

Role of Career Master:

3.28 The role and the personal traits of the career master in the scheme of pre-vocational training was stated by the Central Government ⁱⁿ the following words:-

"Career master, besides, teaching social studies will be specially trained in vocational guidance. He will have enough rural background as to understand the problems of rural children and nature of work in rural areas."

It was further provided that "The career master will be trained for five months, for the first 3 months in the principles and methods of vocational guidance in courses to be jointly organised by the Central Bureau of Educational and Vocational Guidance and the Directorate General of the Employment and Training, and for next two months at Agriculture Extension Centres in modern methods and tools in agriculture and rural industries." 1/

3.29 It is quite apparent from the above that the career master was expected to play a very important role in the entire scheme of pre-vocational training for youth. Actually, his role was a pivotal

1/ Ibid, page 2.

one in distinguishing the training imparted to the youth in such centres from the teaching in institutions of general education. One of the main functions was vocational counselling. He was supposed to do this on the basis of mental and academic assessment of the trainees who joined this course. In Ajitmal Centre a detailed job chart enumerating the specific items of activities which the career master was supposed to perform in pre-vocational training programme, was evolved, a copy of which is reproduced in the Annexure V. From this job chart, it would be evident that the career master was supposed to perform a large variety of activities starting from teaching of social sciences, collection and dissemination of occupational information, counselling and guidance ultimately leading to psychological testing of the level of intelligence of the trainees.

3.30 The career master employed at present at the centre received five months specialised training as provided in the plan of operations. It would be pertinent ⁱⁿ this connection to examine as to what part the career master has played in Ajitmal Centre. It would be recollected that the career master was recruited in the month of May 1965 and as such he has been in position for about one year now. An attempt was made to find out as to what he had done uptill now against the items of activities listed in his job chart. After detailed probing it was observed that except for teaching social studies, he

had not carried out other activities. Headmaster of the training centre was also of this view but the career master maintained that he was performing all the duties listed for him though he could not produce any records pertaining to any of the activities. Even the schedules of tests supplied by the Bureau of Psychology, Allahabad could not be shown. It is thus apparent that the role that was conceived of for the career master has not materialised at all in actual practice.

Tools and equipment available for imparting training in various trades:

Position of supply of tools by UNICEF:

3.31 The full consignment of the tools and equipment pertaining to three trades, namely, carpentry, sheet metal and simple fitting have been made available by UNICEF to the centre. As for the remaining 4 trades, partial supplies have already been made.

Nature of tools supplied:

3.32 One thing that deserves mention in this connection is that the tools supplied by UNICEF are highly sophisticated and are very much different than those available and used indigenously. Although substitute tools for most of them are available locally, it was felt by the instructors that it would be somewhat difficult for the trainees to work with the local tools after becoming used to these sophisticated tools. Besides, the efficiency and quality of work with the sophisticated tools would be much higher than that with the indigenous ones.

3.33 It was decided by the State Coordination Committee that the examinations for first two years would be home examinations and as for the third year, the question was left open as to whether it would be home or public examination. A sub-committee has been set up by the Coordination Committee to go in the details of this matter. ^{1/}

3.34 So far, in the school at Ajitmal, promotions have been made on the basis of the results of monthly, six monthly and annual tests. In respect of general education these tests were conducted by means of written question papers and viva voce. For the vocational trades, theoretical knowledge was tested orally and for practical work 'job' was allotted for the assessing of skill and performance. There was, however, no strict adherence to the results of these tests in the matters of promotions. Apart from these periodical tests, no other assessment procedure like performance tests, intelligence tests etc., was employed. The school authorities made no efforts in this direction and even requisite stationery was not available for holding such examinations.

^{1/} One point, however, will have to be kept in view i.e, the number of such centres operating in the State. As has been already intimated by the Govt. of India, this programme is on experimental basis and as such to start with, only a limited number of centres would be opened in various states. Under such circumstances a public examination may not be worthwhile.

CHAPTER IV.

GENERAL OBSERVATION ON THE STUDY

4.1 When the study was taken up, there existed only two pre-vocational training centres in the state. It was decided to study only one out of the two centres because it was planned to focus attention on the administrative process of the implementation of the scheme rather than on the end results in quantitative terms. For the sake of convenience discussions relating to the various aspects of the scheme of the pre-vocational training have been categorised under the following broad heads:-

Administration, implementation and assessment:

4.2 It would be apparent from the facts stated in the chapters I & II that in the first instance the scheme was taken up as an experimental programme with the object of assessing the feasibility of its implementation and for the expansion as also for collecting valuable information for making modifications in the overall scheme of education in the country. Every experimental scheme which is introduced to ascertain the feasibility of its implementation and expansion must provide for the following

basic conditions:

- (a) Its objectives must be clearly stated and understood.
- (b) It must have a detailed plan of operation describing the content, the method and agency of implementation. A time schedule for operation, the criteria for assessment also needs to be incorporated in the scheme.
- (c) It must provide for careful and vigorous supervision so as to ensure that the implementation of the scheme is in accordance with the pre-determined time schedule and the pre-determined methodology and content.
- (d) Since administrative delays are a common feature in the working of the Government, special administrative arrangements for ensuring the provision of funds, equipment and personnel must be made so that the experimental scheme may yield result in the time span allowed in the plan of operations. The level at which a decision regarding the further expansion of the scheme would be taken should be specified in the very beginning together with the manner in which data to be collected and presented for taking the decision for further expansion.

4.3 It is obvious from this study that except for giving a fairly detailed plan of operation, the rest of the conditions were not fulfilled. The unfortunate

decision of the State Coordination Committee set up for guiding the scheme to place more emphasis on general education clearly establishes the fact that the objectives laid down in the scheme were not accepted by the State Government. In this connection the confusion prevailing in the Education Department is made even more obvious by the views expressed by a visiting Deputy Director of Education in his tour note dated 27-9-1965. In a scheme meant for school drop-out and mentally and physically deficient children he suggested that "the standard of general education subjects should be similar to that of Junior High School so that the trainees after completing the course may join higher secondary courses." Obviously this pre-vocational centre was being thought of as a kind of a special coaching institution for preparing children for pursuing general education which, in the school from which they dropped out, they were unable to continue.

4.4 It is often felt that the present system of primary and higher secondary education does not equip children with the knowledge and experience which is required for fulfilling the many tasks undertaken by them in real life. An average matriculate is unable to adjust himself to rural life and yet he is not at all equipped to undertake even clerical work efficiently. The modernisation of agriculture and the setting up of agro-industries in the rural areas requires the dispersal of basic schools of carpentry, blacksmithy, fitting, welding etc. on a very wide

scale so that atleast ordinary tools and simple machines can be maintained, serviced and repaired almost everywhere.

4.5 For those living in the rural areas and engaged in agriculture or other ancillary profession, possession of a reasonable degree of manual dexterity and mechanical competence is far more relevant than the knowledge of extension methods, social studies, Algebra or the three laws of motion propounded by Newton.

4.6 Scheme of the pre-vocational training is extremely important when considered in this background. The scheme shows the existence of some prejudice against manual work. Otherwise why would this scheme which aims at developing mechanical aptitude have been confined, only to school drop-outs mentally and physically deficient children. It is probable that many parents would realise the present imbalance in the employment opportunities available and the number of "educated" children coming out of schools and deliberately decide to send their children to a pre-vocational training centre. In fact bright children whose parents are not in a position to send them through prolonged course of general education would benefit most from the scheme of a pre-vocational training. Moreover, this training could be profitably fitted into the overall pattern of vocational and technical training operating in the country. It could thus become the first rung

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of the ladder of the technical training in the light of above remarks if the present restrictions on admission are waived.

4.7. A great deal has been said earlier about the manner in which the programme has been implemented. It is not intended to repeat the observations. It may, however, be mentioned that there was hardly any justification for the decision to expand the programme so soon after the initiation of the scheme. It is suspected that once a programme starts its expansion, it takes place almost by itself. Past performance is not evaluated either for the basic decisions regarding expansion or for the modifications of the programme. It is worth mentioning that for the state, the prospect of central or international assistance should not be a deciding factor for extension of any scheme. A careful internal assessment should be done before a decision is taken.

Place of practical training and general education in the curricula of the pre-vocational training:

4.8 The contents of the course of pre-vocational training worked out by the Government of India and recommended to the State Government consists of two parts:-

- (a) General education.
- (b) Vocational training in 7 trades.

In the scheme outlined it was stated that:

"There is a felt need to provide elementary vocational training to a large number of children who mostly for reasons of economic necessities or lack of aptitudes, do not continue their studies through the middle school stage."

4.9 Similarly the State Government while placing its budget demand for establishing the centre stated the following objectives in the schedule of new demands:-

" The main objective of the scheme is to provide pre-vocational training and lesser measures of further academic training to children, who for economic or other reasons would not ordinarily continue in the regular academic courses. This would also provide a means by which a larger section of the population may receive training in the manual skills."

4.10 Discussions with the staff of the school and interviews of the trainees revealed that the curriculum for general education is beyond the level of comprehension of the trainees. Elementary acquaintance with Arithmetic, Geography, History and Agriculture and Animal Husbandry etc. would be far more useful than the sophistication envisaged in the curriculum at present in force. It is also felt that the tools which are used at present for practical training are somewhat more sophisticated than those most of the boys will use later on. At present job assignments for practical training are also not always related with the kind of work usually undertaken by rural artisans. The scheme is still in its initial stages and it is hoped that the importance of this will be kept in view.

4.11 These students are getting a monthly stipend of Rs. 10/- which is mostly utilised in the domestic expenditure of the family. This gives a picture of the economic conditions of the parents. When the trainees after the completion of the training would like to start a trade of their own, the parents

would not be in a position to purchase necessary equipments and tools for them. Therefore at the end of the training a kit consisting of minimum essential tools relating to specialised trades should be supplied to each of the outgoing trainee who would be willing to pursue the trade of his specialisation. Such a step would go a long way in the fulfilment of the objectives laid down for this new experimental venture.

Job satisfaction and efficiency of the teaching staff:

4.12 There are three craft instructors each of whom is trained in one trade yet they have to impart training in seven trades. It is difficult to believe that the quality of training that will be imparted to trainees in the trades for which the instructors have no training themselves will be quite upto the mark. All the craft instructors are the persons trained at Industrial Training Institutes and then trained at Ludhiana to work for such types of schools. As they belong to middle class families having no occupational backgrounds of such types of trades and having preference for a white collared jobs, they feel secured and satisfied with their present jobs. Hence they give no attention towards taking up any independent occupation which might have given more remuneration than what they are getting in their present jobs. The teachers employed for imparting general education have not gone through any orientation training which would enable them to fit the methods and contents of general education within

the overall plan of vocational training. Considering the level of intelligence of trainees and limited time available for general education the stereotyped methods would not produce adequate results.

4.13 Apart from the teachers of general education craft instructors and career master are drawn from the urban areas and in that way they do not possess enough rural background which may help them making this training oriented towards rural life.

4.14 The job of career master particularly requires a level of sophistication and commitment which would be difficult to find within the scale of emolument laid down in the scheme. It might be worthwhile either to simplify the job of career master or to raise his emoluments. Reference in this connection is invited to annexure V which gives a job analysis of the career master.

Future prospects:

4.15 The Department of Education as well as the State Coordination Committee guiding this programme appear to be quite undecided as to the future of the trainees who would come out after completion of the Pre-Vocational Training. This situation appears to call for careful consideration at the higher level. At present, it does not appear to be clear as to what are the specific objectives and purpose that these training centres would serve in the wider perspective of national economy. As mentioned in the schedule of new demands it has been specifically stated that the main purpose of this training is to

impart vocational training to such rural youth who are not able to pursue general education due to economic and other reasons. Therefore the question of pursuance of higher general education should be all together ruled out. It will be in the fitness of things that after the successful completion of this pre-vocational training the trainees may be admitted in some poly-technic to acquire greater specialisation and skills for pursuing any independent job or in taking up any service. In this way this pre-vocational training would be utilised in the larger interest of the vocational technical education.

Supervision and guidance:

4.16 Discussions were held with the Headmaster of the school and the officers of the Education Department about the procedure in which proper supervision and guidance should be made available to the centre. It was the opinion of the officers of the Education Department that for supervisory purposes a panel of persons from various trades and subjects of general education should be constituted from time to time and they should visit the centre and see the way in which things are done and provide immediate guidance.

Parents cooperation and interest:

4.17 Discussions with 19 parents revealed that most of them have sent their children to the pre-vocational training centres chiefly because there was a stipend attached with the training. They do not see the significance of this training in terms either of employment or of advance training elsewhere.

The integration of pre-vocational training with whom vocational training had already been suggested earlier for those who may not be able to go for higher training, it may be worthwhile to set up a common workshed and provide some equipment so that they may make a start at the centre itself. In any case the present attitude of the parents shows that it was a mistake not to have involved the parents with the working of the centre as was envisaged in the scheme. Even the parents, leaving aside the other persons, of the locality possess no awareness about the existence of this type of school. Therefore sufficient number of students have not been available for admission in the first year's course. As envisaged in the original scheme it is necessary that enough publicity about the services which are available in this centre in the local and adjacent area should be made. It is felt that the employment and information bureau which exists at the block headquarters should be associated with the school in some way or the other to have a wider publicity regarding this school.

Actual working of the schools and original objectives laid down in the scheme of operations:

4.18 Ministry of Education, Government of India had very clearly laid down on the advice of I.L.O. certain specific objectives regarding the actual working of these schools. It was strange to find out after making a thorough analysis of the actual working of this centre that not even a fraction of the objectives laid down by the Central Government were

fulfilled. The study of the existing activities show that there is no clarity of thought and there are no plans regarding the future of the boys who are under going training here.

4.19 A deeper scrutiny of the extent of fulfilment of objectives was made and it was found that with regard to the first objective (mentioned on page No.4 of this report) nothing has been done as yet. Some of the school boys and parents who were interviewed during the course of the study, informed that such type of information dissemination was not done at all. Apart from the children, it was envisaged that parents would also be going to the school for educational and vocational advice. Uptill now nothing like such has occurred though the staff of the school has informed that they were doing some work in this direction but no documented evidence could be made available in this connection.

4.20 It was also laid down that this training will be orientating children and young persons towards the kind of industries and work projects in the area. But no orientation in this direction was done even for the boys who were studying in this school.

4.21 As was emphasised by Government of India that these schools will be promoting greater interest in the boys of the rural areas for agricultural occupations. Apart from certain topics included in general education nothing could be observed in this direction. The job which were allotted to the students for completion in the workshop were not even the least related to the agricultural occupations.

4.22 Certain guidance functions were also recommended. This comprised of collection of detailed information on employment and training opportunities maintenance of records of each child and recording of periodical assessment; interviews of the parents for vocational guidance in counselling; analysis of educational, personal and social problems of the children was to be all done. These were the activities for the career master but as discussed in the report, though career master verbally informed that he was performing all these types of activities but in absence of any documented evidence little reliability could be placed on his statement. It could be concluded that not a single item of activity listed under the guidance activities was ever carried out.

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CHAPTER V

SUMMARY AND CONCLUSIONS

5.1 The idea of pre-vocational training was initiated in 1960 by the late Prime Minister, Sri Jawahar Lal Nehru, because he felt that low grade professional training was necessary not only to develop creativity and imagination of children but also to answer the urgent need of trained personnel of this type for economic development. In 1963, sixty five pre-vocational training centres were sanctioned by the Ministry of Education for the entire country. The scheme was drawn up with the active participation of UNICEF, UNESCO and I.L.O. Ministeries of Agriculture, Community Development, Employment and the Council of Scientific Research and Cultural Affairs were also closely associated.

5.2 In the first instance two training centres were allotted to Uttar Pradesh but the intention was to expand the number later, on the basis of experience gathered.

5.3 Initially, the Government of India committed itself to cent-percent grant for the running of these centres for a period of three years. This period has been extended further by three years.

5.4 It was intended to provide simple and practical pre-vocational training to school drop-outs, specially mentally and physically handicapped of 11 to 14 years of age. This training was to be oriented to the overall vocational training opportunities and employment opportunities in the context

of conditions prevailing in the rural areas.

5.5 The actual setting up of the centre was to be preceded by an overall assessment of vocational training and employment opportunities. The centre was to provide consultative service for better adjustment to training and rural life both to the students as well as to the parents. In this connection a cumulative and detailed record of children under training was to be maintained.

5.6 A career master with training in psychology and vocational guidance, two general education teachers and three crafts teachers were provided for providing consultative service, imparting general education and giving training in seven trades over a period of three years.

5.7 Though there was an indication that these centres should be attached to the institutions of a vocational or multi-purpose character, there was no unequivocal directive on this point. The training centre at Ajitmal started functioning from January 1, 1965 under the overall guidance of a State Coordination Committee set up in 1965-66. This committee met only once in August, 1965 and besides deciding upon giving greater emphasis on general education, resolved to start three new centres at Gorakhpur, Bareilly and Jhansi.

5.8 It was hoped that experience gained by running these centres would help in the reorganization of the educational set up so as to meet both educational as well as vocational needs in the long run.

5.9 The centre under study was located at Ajitmal because of central directives to locate one of the two centres at a place where "integrated child welfare programme" had been started.

5.10 The Central Government provided funds and prescribed a plan for accommodation which included a workshop, two class rooms, a store and a staff room.

5.11 It was envisaged that 45 trainees would be recruited each year bringing up the strength finally to 135 trainees.

5.12 In the first year, even though recruitment continued from January to December, the strength never exceeded 34. Most of the trainees did not have more than 50% attendance to their credit. In the second year, only 8 as against 45 trainees could be enlisted in the first two months of the course.

5.13 The base line assessment of overall situation in respect of education, training and employment was not undertaken. Cumulative records of adjustments of trainees were not maintained and no efforts were made to involve either the parents or other young people or the government departments carrying on more advanced programme of vocational training.

5.14 The general education programme was also not followed perhaps because it laid down a standard beyond the competence of school, drop outs of 11 to 14 years of age.

5.15 The tools used for training are too sophisticated and the job training is not related to the tasks required in the context of rural economy.

5.16 The quality of supervision and guidance has been very poor. The schemes though experimental in character, has been running in a routine fashion.

5.17 No accommodation has been provided for the training even though funds are there. The stipend of Rs.10/- per trainee could also not be paid to trainees because of delay of one full year in the allocation of funds. Raw material, for which expenditure at the rate of Rs.6/- to 8/- per month per trainee had been envisaged, could not also be provided because of absence of allocation.

5.18 The State Co-ordination Committee's decision to place more emphasis on general education completely reversed the basic policy underlying the establishment of these centres.

5.19 The Pre-vocational training has not been integrated with higher vocational training. The employment (including self employment) aspect has also not been in all its implications taken care of.

5.20 Most of the parents send their children to the centre because of immediate gain of Rs.10/- p.m. The parents otherwise are not aware of any benefit except this incentive.

5.21 The decision to increase the number of centres was also taken without acquiring adequate experience.

5.22 The Pre-vocational programme should not have been confined, only to the school drop-outs. The age level of trainees should have been between 13 to 16 years rather than 11 to 14. Preference for mentally and physically deficient children should not have been laid down. This preference and the decision of the State Co-ordination Committee to treat this programme only as a halting

place between two laps of general education shows a bias in favour of general education which is completely contradictory to the objectives laid down by the then Prime Minister in 1960. There is no evidence to show that anyone in the Education Department believed that this scheme had anything special to offer.

5.23 The programme was initiated as an experimental programme and its expansion should have taken place only as a result of adequate and favourable experience. Besides, it should have been given a great deal of attention by persons interested in such a programme. In fact, the programme was given poor guidance and it also suffered from inexcusable delays even in the provision of funds and accommodation. It is incomprehensible as to why the State Coordination Committee decided to set up three more centres when its experience of six months running offered no positive results.

5.24 The importance of low grade technical training for assisting the process of rural development is generally recognised. The Education Department, however, does not seem to be fully convinced of this as yet. Because of inapt handling of this programme, whatever little interest had been created in the area, initially has been frittered away. That is why very few trainees were forthcoming in the second year. Even if this scheme is given greater attention hereafter, a great deal of psychological resistance will have to be overcome to ensure the full utilization of facilities provided.

— Sub. National Systems Unit.
National Institute of Educational
Planning and Administration
17-P, Sri Aurobindo Marg, New Delhi 110 016
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ANNEXURE - I

Study of the Pre-Vocational
Training Centre, Ajitmal.

STRENGTH OF TRAINEES ALONG WITH JOINING DATES AND ATTENDANCE (1ST BATCH
RECRUITED IN JAN., 1965) REFERENCE PERIOD-JAN., 1965 to DEC., 1965.

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No. of Trainees	Joining date	A T T E N D A N C E												Total atten- dance in 12 months.	R e m a r k s
		Jan.	Feb.	Mar- ch	Apr- 11	May	Jun- e	Jul- y	Aug.	Sept.	Oct.,	Nov.,	Dec.		
1.1.65	22	21	9	25	22	--	25	19	23	12	22	20	220		
1.1.65	21	21	9	25	23	-	23	19	20	10	22	19	212		
1.1.65	23	21	9	25	24	-	25	21	23	12	23	20	226		
1.1.65	22	21	9	25	24	--	24	21	23	12	23	20	224		
5.1.65	3	-	-	-	-	-	-	-	-	-	-	-	3	Did not continue due to personal reasons.	
5.1.65	1	-	-	-	-	-	-	-	-	-	-	-	1	-do-	
5.1.65	20	21	9	24	24	-	22	19	22	12	21	29	214		
5.1.65	20	21	9	25	24	-	23	21	22	12	23	19	219		
5.1.65	20	18	7	25	22	-	25	20	23	11	22	19	212		
5.1.65	4	-	-	-	-	-	-	-	-	-	-	-	4	-do-	
5.1.65	19	21	9	24	23	-	24	21	23	12	22	20	218		
5.1.65	20	21	9	23	7	-	-	-	-	-	-	-	80	Could not conti- nue due to his delinquent habits.	
5.1.65	20	21	9	23	24	-	24	21	21	12	20	18	213		
5.1.65	20	20	9	25	24	-	24	19	23	12	19	20	215		
5.1.65	20	21	9	24	24	-	23	18	23	12	22	20	216		
5.1.65	20	21	9	25	24	-	23	21	23	12	23	20	221		
5.1.65	20	20	8	23	24	-	16	20	20	10	18	20	199		
5.1.65	20	20	7	25	20	-	23	20	21	11	18	17	202		
7.1.65	17	21	7	25	21	-	23	20	20	12	19	17	202		
8.1.65	16	19	7	24	21	-	24	21	21	11	20	16	190		
9.1.65	16	21	9	25	24	-	25	20	21	12	22	20	215		
21.1.65	6	21	9	25	19	-	23	14	21	12	18	20	188		
21.1.65	7	21	7	25	20	-	23	17	21	12	17	19	189		
18.11.65	-	-	-	-	-	-	-	-	-	-	9	19	28		
18.11.65	-	-	-	-	-	-	-	-	-	-	8	12	20		
18.11.65	-	-	-	-	-	-	-	-	-	-	8	18	26		
18.11.65	-	-	-	-	-	-	-	-	-	-	9	20	29		
18.11.65	-	-	-	-	-	-	-	-	-	-	9	20	29		
18.11.65	-	-	-	-	-	-	-	-	-	-	9	20	29		
18.11.65	-	-	-	-	-	-	-	-	-	-	9	20	29		
18.11.65	-	-	-	-	-	-	-	-	-	-	9	20	29		
18.11.65	-	-	-	-	-	-	-	-	-	-	9	20	29		
18.11.65	-	-	-	-	-	-	-	-	-	-	9	20	29		
18.11.65	-	-	-	-	-	-	-	-	-	-	9	20	29		
18.11.65	-	-	-	-	-	-	-	-	-	-	1	-	1	Did not continue due to personal reasons.	
24.12.65	-	-	-	-	-	-	-	-	-	-	-	8	8		
1 no. of working days of the centre.	23	21	9	25	24	-	25	21	23	12	23	20	226.		

A N N E X U R E - III

A study of the pre-Vocational
Training Centre, Ajitmal

LENGTH OF STAFF OF THE CENTRE ALONG WITH OTHER RELEVANT DETAILS REFERENCE PERIOD
FOR ATTENDANCE -JAN., 1965 to Dec., 1965.

Designation of the staff member	Date of joining	Scale of pay & present salary	Qualifications	A T T E N D A N C E												Total attendance	Remarks
				Jan.	Feb.	Mar- ch	Apr- il	May	June	July	Aug	Sep	Oct.	Nov.,	Dec.,		
Head Master, G.N. School & Executive & Administrative in-charge of the centre.		Usual salary Normal school+Rs.50/- P.M.as Honorarium.	M.A.B.T.	22	21	24	24	24		24	21	22	12	23	17	234	
Career Master.	7.5.66	Rs.120-8-200-10-300.	M.A.(Psy.) Dip.in Vocational Guidance & Career Master Training from Secunderabad.	-	-	-	-	19		25	19	22	11	23	21	140	Appointment of the Career Master after six months of the establishment of Pre-Vocational Training Centre was provided in the scheme.
Craft Instructor (Moulder)	12.12.64	Rs.85-5-120-5-150. Present emoluments Rs.145/-P.M.	High School trained from Govt. Ind. Training Institute, Lucknow, and trained in craft Instructor from R.T.C. Ludhiana.	20	21	24	24	21		19	20	23	11	22	20	225	
Craft Instructor (Welder)	10.12.64	Rs.85-5-120-5-150. Present emoluments Rs.145/-P.M.	High School trained from I.T. Centre, B.H.U. Varanasi; trained as craft Instructor from R.T.C. Ludhiana.	23	19	24	25	20		25	20	23	8	24	18	228	
Craft Instructor (Turner)	17.12.64	Rs.85-5-120-5-150. Present emoluments Rs.145/-P.M.	Non-Matric, trained from G.I. T.I, Lucknow & trained as Craft Inst. from R.T.C. Ludhiana.	23	16	24	24	22		24	20	22	7	23	20	225	
General Education Teacher.	8.2.65	Rs.75-5-200 Present emoluments Rs.145/-P.M.	Inter C.T	-	15	24	22	22		23	16	23	12	23	20	200	Appointed Feb., 1965
General Education Teacher.	17.8.65	75-5-200 Present emoluments Rs.145/-P.M.	B.A., C.T.	5	21	24	21	21		25	11	23	12	23	20	206	He succeeded previous incumbent who was transferred in Aug. 1965.
Office Clerk.	19.3.65	Rs.60-3-90-4-110. present emoluments Rs.115/-	(Not recorded)	-	-	11	23	25	2/22	25	19	2/24	20	21	2/25	215	
Workshop Attendant.	1.2.65	Rs.32-1-37 Present emoluments Rs.80/-P.M.	Fifth Class	-	23	24	24	24		25	18	23	9	23	20	213	
Office Peon.	1.1.66	Rs.22-1-27 Present emoluments Rs.71.50 P.M.	Non-matric	-	-	-	-	-		-	-	-	-	-	-	-	
Total no. of working days of the centre.				23	21	24	25	24		25	21	23	12		20	241	

Subject to revision in view of the P.R.C. recommendations. The information in this column was collected in Feb., 1966.
He worked during Holidays.

ANNEXURE IV.

DETAILED SYLLABUS.

Sl. No.	Subject	P R E S C R I B E D P A P E R S (D E T A I L E D)		
		First year	Second year	Third year
1.	Hindi	Correct reading and writing of the language.	Correct reading and writing of the language.	Correct reading and writing of the language.
2.	English.	Correct reading and writing of the language.	Correct reading and writing of the language.	Correct reading and writing of the language.
3.	Elementary Maths:			
	(a) Arith:	Fractions, Decimals; simple interest averages unitary system etc.,	Ratio and proportion; Profit and loss, Finding out area of Plane surface by calculating squares, Metric system,	Work, Volume, Difficult problems, question on profit and loss, compound interest, Book keeping.
	(b) Geom.:	Angle and its measurements, use of scale and setsquares relationship of angles, and sides of a triangle.	Use of set-squares Drawing of parallel line and its characteristics, Drawing of triangles, practical knowledge of height & distances.	Use of scale and divider in dividing the lines and angles solving of the problems on Geometry.
4.	History	Ancient History from Pre-Historic Age upto Victory of Arabs on Sindh.	Mediaeval History From Mahmood Gaznavi upto Anglo-French War.	Modern History: From before the establishment of E.I.Co., Upto Nehru.

1	2	3	4	5
5. Geography	Study of Indian Physical maps, weather and its changes, Rotation of Earth, Occurances of day & Night, Surface and Natural vegetation, study of globe, stories on Inventions & discoveries; Trade & Professions, population	Study of Indian maps, Study of weather and seasons, Asian Geography latitudes and longitudes, Volcanoes, soil and its classification, forests and their utility.	Study of maps (world) Rotation of Earth, Seasons, Barometers etc., World Geography development of means of transport and water and air ways, etc.,	
6. Civics	Gram Sabha and Panchayat Organization of blocks Committee District Board, Municipalities and their functions, National festivals Independence day, Republic day, Rights and duties of a citizen.	Study of states and Indian Union, study of Government Cabinet Legislative Assembly & Legislative Council, Election system & Adult enfranchisement.	Study of union Government (Cabinet Assembly etc.,) International peace Organization U.N.O. and Its agencies, UNICEF.	
7. General Science (Theory)	Principles of pendulum lever; Mass Weight & Gravitation; Principles of balance; fresh air and its uses; water: light & heavy water; Effects of heat upon solids, liquids & gases;	Use of pulley system; weather and climate; oxygen and Carbondioxide gases; Temperature, conduction, connection and radiation; Domestic insects and their eradication;	Working of the simple pump; Siphon and its principles; relative density; Acids bases and salts, Appliances of electricity (heater iron etc.) Vegetative reproduction;	

	1	2	3	4	5
			Mosquitoes; Malaria and its prevention; human Anatomy; Respiratory Respiratory system ; circulation of blood, Digestive system and first aid; seeds and its germination;	Land; its type and important features; plants, its different parts and their functions; Use of different fertilizers; Infectious diseases and their prevention; Measures for fire fighting.	Animal diseases improved agricultural Implements etc.,
		Practical	Experiment as per above syllabus	Experiment as per above syllabus	Experiment as per above syllabus.
8.		Extension	Extension work; Adult education, village contact village sanitation; Health & Hygiene;	Awareness of the facilities provided by the different deptts. for village uplift i.e., Agriculture Cooperative Animal Husbandry Community Development.	Social work; various campaigns on development works viz. Rat and White-ant eradication, Plantation (Van-Mahaotsava) Transport, village contact etc.,

A N N E X U R E - V

Study of the
pre-vocational
training centre,
Ajitmal.

JOB OF THE CAREER MASTER.

- (1) Teaching of social studies.
- (2) Collection of occupational information and job opportunities.
- (3) Dissemination of occupational information.
- (4) Vocational ^{ms}counselling and guidance.
- (5) Mental and academic assessment of trainees.
- (6) Interviews and contacts with the parents regarding instruction of students and guidance in the matters of training and employment.
- (7) Baseline and Periodic socio-economic survey of the centre.
- (8) Placement and follow-up of the trainees.
- (9) Liaison with the Directorate of Employment and Training and other prospective employers.
- (10) Visits to other vocational type Institute and industrial places with the trainees.
- (11) Maintenance of cumulative records, analysis of sociological and psychological data v available for counselling and guidance
- (12) Observation of trainees in workshop and playground.
- (13) Teacher's guidance.
- (14) Periodical meetings with trainees for solving their difficulties and problems.
- (15) Assisting the Head Master in the day-to-day administration.
- (16) Psychological testing of the level of intelligence of the students.

Annexure - VI.

Summary of the proceedings of the II All India Seminar on
Pre-Vocational Training.

After the report of this study was written, a Seminar on Pre-Vocational Training Centre was held at Calcutta. Many of the observations made and issues raised in this report were covered in this Seminar. A summary of the recommendations of this seminar are given below along with the serial number of the paragraph of this report which deals with the same subject:-

	<u>Page.</u>	<u>Paragraph.</u>
1. The success of the scheme would lie in linking it up with the general system of education on the one hand and with the vocational training and employment opportunities on the other. In isolation, the schemes would not achieve the desired results in full measures.	10	2.1
2. The criteria of admission to the Pre-Vocational Training Courses should not stress the negative aspects of the failure of the student at ordinary level. An attempt should be made to identify the strong points in the educational record of the child so that they could be built up during the Pre-Vocational Course.	11	2.3
3. It is not possible scientifically to assess the aptitude of a child at an early age of 11 years.	24	3.21
4. Poorer children should get preference in admission to these courses		(a), (b), (6)

	<u>Page.</u>	<u>Paragraph.</u>
5. Formal arrangements be made to provide the	39	4.15
following openings to the children who complete	41	4.18
the Pre-Vocational Training Course.		

(i) Eligibility for admission to Junior Technical Schools, I.T.I. Courses....

(ii) So far as the equivalence of the Pre-Vocational Course is concerned, the Group is of the view that it should be so organised and strengthened as to stand on its own. This could well be the terminal point for these children who wish to go back into family occupations to help their parents... Pre-Vocational Training Course should be regarded as having passed class VII and he should be eligible for admission to the 8th class....

The number of crafts should be reduced to 2 from the second year of the course. In the general education course science and mathematics should be given greater weightage than other subjects.

6. Recommended the placement of these children as apprentices in non-factory units and establishment... agro-industries.... some simpler trades of comparable level may also be introduced in order to give a rural bias to Pre-Vocational courses.
7. Every successful trainee should be awarded a certificate indicating the percentage of marks obtained in various subjects and in aggregate.
8. Recommended a further expansion of the scheme.

	<u>Page.</u>	<u>Paragraph.</u>
9. Pre-Vocational courses, may also be usefully located in children's Homes and other Institutions for orphans and delinquents.	46	5.21
10. Before a programme of expansion is undertaken, there should be an internal assessment of the progress made by the scheme.	35	4.7
11. A 'Refresher' Course' may be organised for the instructors and also for the general education teachers for a brief duration of two months or so.	37	4.12
12. The urgent need of constituting an Inter Departmental Coordination Committees at the State Level is emphasised.	7	1.19
13. Certain recommendations were also made in connection with problems relating to the construction of workshop sheds.	13	2.7
14. It was also recommended that deficiencies in the supply of tools and equipments should be made complete.	29 36 46	3.32 4.10 5.19
15. The 3 year's course may be extended for six months if training in all the vocational trades is not completed due to many reasons.		
16. Provision for physical education and recreation should also be made after usual hours.		
17. The duties and responsibilities of the staff should be more clearly and specifically defined.		
18. Provision for imprest or advance should be made.		

	<u>Page.</u>	<u>Paragra</u>
19. Head Masters should be authorised to purchase raw-material locally.		
20. The approach to the implementation of the scheme should not be rigid but should be flexible and teaching of general subjects and science should be more related to the vocational training.	36-37	4.1 ^o
21. It was recommended that time allotted for general education should be extended by an hour.	25 36 46	3.23, 3.2, 3.25 4.1 ^o 5.1 ^o
22. Instructions should be given in regional languages. Some tuition should be given in second language.		
23. The teaching of mathematics should be co-related to the vocational trades in which they will be trained.		
24. The topics included in the Science were too heavy. Certain modifications were recommended.		
25. The full time intake should be restricted to 30.		

