DEMAND FOR TECHNICAL EDUCATION AND THE STRUCTURAL CHANGES INTRODUCED TO THE SYSTEM OF TECHNICAL EDUCATION IN SRI LANKA

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Abstract

Technical education, the academic and vocational preparation of students for jobs involving applied science and modern technology. It emphasizes the understanding and practical application of basic principles of science and mathematics, rather than the attainment of proficiency in manual skills that is properly the concern of vocational education. Technical education has as its objectives the preparation of graduates for occupations that are classed above the skilled crafts but below the scientific or engineering professions. People so employed are frequently called technicians. Since 1893 Department of Technical Education and Training (DTET) has played an integral role as the pioneer in the field of technical education. Accordingly under DTET there are 9 College of Technology (COT) and 29 Technical Colleges (TECH) all over the Island. In 2005, the DTET introduced the National Vocational Qualifications (NVQ) framework which was an important milestone for the education, economic and social development of Sri Lanka. The NVQ system seeks to resolve the perceived mismatch between training offered and the requirements of the labor market, the duplication of training provided by institutions and the lack of consistent training standards and delivery. In this research the researcher has tried to identify the effectiveness of the NVQ system and to increase the demand of the technical courses by introducing new NVQ courses and converting existing courses to NVQ system. Accordingly this study utilized both Inductive method and Deductive method to assess the demand for technical education and the recent structural changes introduced to the system of technical education in Sri Lanka. According to the results obtained from the survey conducted regarding the courses, by the view of the 98% of respondents, it has been evident that the technical education can be expanded in accordance with the NVQ system. The students those who are and were engaged in for their career development hope to continue degree level and therefore all the existing courses may be organizes according to NVQ system, and it is a bounden duty of the government to introduce relevant courses to enable them to follow the courses in the respective field to obtain a degree.

Key Words: Technical Education and Training, Technology, Technical Colleges, National Vocational Qualification, Tertiary Vocational Education.

1. Introduction to the study

To accelerate economic growth, it is compulsory to design technical education and vocational education in order to fulfill the demand of labor market in the country. According to the statistics of year 2010, the unemployment rate has decreased up to 4.9% in Sri Lanka (Central Bank Annual Report 2010). Therefore, through organizing the technical education and vocational education under the formal plan, above unemployment rate could be reduced further. Similarly in this situation economic growth was 8% in 2010. And further increase can be expected in the future. (Explained clearly Tertiary and vocational Education Commission 2010) Therefore the technical education has been developed to supply the qualified workforce needed for our economy.

According to Education, Man power and Economic Growth (2007) Alam reported that human capital theory has powerful influence on the analysis of labor market. Alam noted that the investment in education and training produces benefit both to the individual and to society as whole. The return on investment for society will be a
skilled workforce that will enable global competitiveness and economic growth, while the return of the individual will be a better career path, increased earning and a better quality of life.

The government perceives increase demands for skills when the labor supply shows rapid growth, when employment grows quickly or when employment increases significantly. (Education, Manpower and Economic Growth 2007, Alam).

2. Background of the Study

The first Institution for formal Technical Education in Sri Lanka was established in the latter part of the year 1893. This Institution was known as Government Technical School and was housed in a renovated coffee store situated at close proximity to the Ceylon Railway Terminal building at Maradana in the Central Colombo. (Gnanalingam committee report-1979)

Until 2004 the number of Technical colleges in existence was 38, but after 2005, 29 of them were categorized as Technical Colleges and 9 were categorized as Colleges of Technology for each province.

Now technical education is developing under a vision and a mission. The vision is to be the most trusted leader in providing technological and technical education and competencies to the global market. And mission is to produce competent and productive manpower for better livelihood through quality and relevant technological education and occupational training to meet the challenges of changing global socio economic and technological needs. (Technical education & training, statistical handbook on technical education 2010)

Today these institutions are managed by the Department of Technical Education Training which functions under the Ministry of Youth Affairs.

These Technical colleges and colleges of technology are conducting 127 courses under the categories; National Diploma, National certificate, National craft certificate, College certificate. (Statistical hand book on technical education 2009).

There is considerable requirement for technicians from different fields for the development of the country, and such skilled persons are not provided by the formal General Education system.

Asian Development Bank introduced improving technical education and vocational training strategies for Asia. The environment for technology should facilitate its passage through four stages of absorption. One is learning by doing, learning by adapting, learning by design, and learning by innovation (Asia Development Bank 2004)

“Economic growth at this stage witnesses acceleration in demand for skills. Particularly at the higher levels and a corresponding decline in demand for unskilled or low skilled production workers and craftsman as stated in the project document for a recent ADB TEVT project in Nepal (Ashton and Coreen, 1996).

In comparison with the number of student getting admission to grade one in schools with the number of students getting admission to universities is very less about 6%. According to the statistics in 2009, the number of students admitted to grade one in schools was 323422, whereas the number of student got admission universities and technical and vocational education was 182306. The number of students passed the G.C.E.O/L examination in 2009 was 150583, and the number of failures was 224430. The failures have joined the workforce without technical and vocational training but they can be produced to the workforce with much productivity after Technical and Vocational training. The number of students who were eligible for University entrance after the G.C.E.A/L examination was 125146 in 2009 and those who got admission to
According to the statistics it is proven that the need for the supply of skilled workers and technicians in Sri Lanka is significantly large. In this context and therefore technical colleges Education system play a vital role in producing such skilled workers and technicians in the country.

The existing of Technical Education and Vocational Education can be distinguished evidently. In addition to the theoretical and practical process of technical education in the field of English, Mathematics and Sciences are included. But Vocational Education in Sri Lanka focuses only on theoretical and practical part of the courses in Sri Lanka. The courses under Department of Technical Education are organized under the categories of commerce, trade and engineering. After that in 2005 NVQ framework was introduced in Sri Lanka to make a change in the field of Technical Education. The demand for the technical courses must be increased as it directly influences to increase the productivity of the country. (Department of committee reports-2009)

The development of science and technology and more appropriate scientific and technical education have become the key factors of economic growth in course of time. (Mohammed 1980)

A society, in economic terms, it may be called an accumulation of human capital and its effective investment for the growth of a society. This implies that the economy not only require a rise in capital investment but it is also a higher rate of supply of scientific and technical man power i.e. the human capital in this context technical and scientific education enjoys an envious position as a major input factor to economic growth.

The field of Technical Education includes industrial training. Accordingly, Technical Education is offered in technical colleges, college of technology and UNIVOTECH are to train technicians, supervisors and managers under the NVQ framework. Therefore large number of students must be directed to Technical Education. This indicates that there should be a big demand for their courses. However, the demand for technical courses has been continuously reducing due to various shortcoming of the education system. Therefore to fill up the gap through modification of former courses or introducing new courses according to NVQ sustainable for the country are being surveyed.

3. Statement of the Problem

Technical Education in Sri Lanka has been poorly organized although the opportunities are available to develop Technical Education System in Sri Lanka. There is less demand for technical education. It shows the demand increased by moderate existing courses and introduce new course to match the industry demand.

The present education system of the country does not produce skilled technical persons although there is a greater demand for such people. To fill this gap the policy makers have taken several steps to promote technical education in the country. Irrespective of these measures the growing need for technical education and more job prospects available for technical areas (Department of National Policy Planning). The number of students registered for technical courses conducted by the technical colleges in the country has been reducing. In this context, the main question is whether the demand for technical education in Sri Lanka can be increased by moderating courses existed and introducing new courses through NVQ system?
4. Objectives of the study
The main objective of this study was to examine how recent structural changes introduced to the system of technical education in Sri Lanka influenced its effectiveness. Accordingly researcher is supposed to examine the productiveness in National Vocational Qualification (NVQ) system.
Specific objectives
1. To identify how the courses must modify in order to satisfy the demand in society.
2. To examine how recent carrier development paths influenced to increase the demand for technical education.
3. To evaluate how physical and human resources and current management environment influenced to increase the demand for technical education.

5. Research Questions
1. Whether the demand for Technical Education in Sri Lanka can be increased through NVQ system?
2. Whether the students are satisfied with the relevant physical and human resources, the Modification of courses?
3. Whether the students like the future career development and Management environment?

6. Significance of the study
The hope of this research is to find out as to how the demand of current courses are in existence? It is the researcher’s main objective to see how the introduction of new course affects the existing processes and modernizing of the existing courses affect the demand.
The technical education is very important for uplifting the economy of the country. But there is an unsatisfactory impression about technical and vocational education within students, school leaders and their parents. Therefore Department of technical education & training, started career guidance and counseling unit in 2002. This, introduces career and job opportunities in the country. Some technical colleges carry out this unit successfully. Not only that but also they supply information regarding courses and also help the students engage in different training and find out job opportunities for them. Finally the researcher says according to courses in technical colleges and college of technology, the demand for their courses have increased.
Although a number of researches have been done in this regard, there is no research done regarding the demand for current courses in the Technical colleges and college of technology. As the researcher found it necessary and timely to have a research regarding the above matter the researcher undertook this research.

7. Definition of terms
Technical Education:
The term technical education will be used to represent the type of education which aims at the training of technicians or supervisory personal and managers in industrial occupations.
Vocational Education:
Vocational education will identify the vocational industrial educations which aim at the education of skilled workers and trade men in industry. It may be worth nothing that the terms technicians and managers and skilled workers have different scope in different economic situation.
NVQSL: (National vocational qualification framework of Sri Lanka)
Provides the opportunity for sustainable, strategic solution for national training needs as well as for the employment mismatch for both the formal and the informal sectors. The NVQSL will easily be able to achieve international recognition for qualifications, skills and knowledge of Sri Lanka in an increasingly globalized and competitive world.

Figure: 1 NVQ framework

Change of period for Admission:
Student enrolment period, generally the admission period for technical courses was in January in each year but since 2006 it has been July.

Changing of study path:
Established study path for technical education by structural change in technical education, technical colleges student can study for a certificate course according to NVQ and from there She/He can gain admission to college of technology for NVQ level five or six and from there She /He can gain admission to university of vocational technology for degree or post graduate.

Management decision:
The decision of technical college and COTs are taken by the director general and other directors of department of technical education and training as acting managers, the principal and directors of COTs are responsible for implementing those decision successfully.
Structural change:
Namely technical college and college of technology categorized the level of courses according to NVQ after 2005. Earlier all colleges were namely technical colleges.

Demand for technical education:
Tendency and inclination of school leavers and employees to have technical education from the courses which are conducted in Tech and Cots.

8. Research Methodology overview
The data collection through the questionnaire was analyzed with the help of SPSS Minitab packages. Researcher follows a questionnaire to handle the study as primary data. Questionnaires are cented to current students and passed out students for gathering data. Published annual reports and progress report of Department of Technical Education and Training (DTET), Ministry of Youth Affairs, Tertiary Vocational Education Commission (TVEC), Department examination and evaluation, Ministry of education Central bank are used as secondary data. The four provinces have six districts each and there college of technology and technical colleges are Maradana Colleges of Technology (COT), Kandy COT, Kurunegala COT and Gampaha Tech, Kegalle Tech, Kalutara Tech Technical Colleges and College of technology conduct 127 courses under the categories of National diploma, National certificate, National craft certificate and college certificate. Researcher selected ten courses from above courses. Questionnaires deliver for each institution. A probability sampling technique of convince judgment quota sampling will be used. All together 270 sample elements will be there and from each sample element of three colleges of technology and three technical colleges will be taken from different courses.

9. Limitation of the Study
When designing the whole research project following several limitations will be found by which that raise some problems to some extent when the outcomes are considered in the context of generalization. Results of the study were limited to a numerical presentation Therefore it limits persecuting student’s feeling and attitudes

The researcher has considered the Technical colleges (TECH) and College of Technology (COTS) by representing districts such as Colombo, Kurunagala, Kandy, Kegalle, Gampaha, and Kalutara. In addition to that Researcher has chosen colleges of Technology and Technical colleges representing four provinces namely: Western, North West, Sabaragamuwa, Central For the review of the demand of technical education. Only ten full time and part time courses of colleges of Technology and technical colleges have been selected and considered students are currently studying and passed out. Here the researcher did not pay any attention to other institutes such as other technical colleges and other vocational institutes, Vocational Training Authority of Sri Lanka, National Apprenticeship and Industrial Training Authority, National Institute of Business Management, National Youth Services Council, University of Vocational and Technical Training (UNIVOTECH) Youth Corps, National Institute of Fisheries and National Engineering (Ocean University), Ceylon German Technical Training Institute and other Vocational Institutes.

However this study mainly attempts to discuss the problem Demand of Technical Education under the Department of Technical education and training, only.
10. Literature survey

As Sri Lanka is a developing country there is an approach to implement NVQ system in order to fulfill the demand for skilled labor force. In Australia they have introduced a Vocational Education Training (VET) system which is correspondent with NVQ system to overcome the above matter. As investigation of Hoeckel, et.al (2008) has found that as a strength, Australia has a very well developed VET system, which enjoys a high degree of confidence. In particular, the engagement of employers is strong, the national qualification system is well established and understood, the VET system is flexible and allows for a fair amount of local autonomy and innovation to adapt learning to local circumstances, the data and research on most VET issues are good. Jayalath et.al. (2011) revealed, NVQ course content practical and industrial training the theory content is useful for their vocation or higher qualification. NVQ certificate is useful for the job training receivers and training is very useful for NVQ holders to get higher vocational qualification.Jayalath et.al. (2011) revealed, there was a higher tendency of looking National Vocational Qualification at young ages. In the age distribution of NVQ certificate holders, the average age of the NVQ certificate holders is 26 years. It was clear identification that the ICT diploma courses are female dominated in order to assess the job training (OJT) status of the certificate holders.Piyasiri et.al (2010), both qualitative and quantitative data collected by using the questionnaires, and observation schedules and at focus group discussions have revealed that male participants dominate the trainee population of NVQ5/6 Diploma Programmes.For some NVQ5/6 programs, there is a high demand but for these high demanding courses comparatively less students are taken. In some courses student’s attendance capacity is comparatively lower than required intake capacity. Teaching learning process is mostly inspected by internally. External infection is carried in low level. There are no teacher guides or trainer guide published up to date.According to the student’s view allocations for stationaries and Field visit are not sufficient.On the other hand, raw materials required for practical classes are not supplied on time inadequately but Multimedia Facilities are adequate. The majority of Academic staff in Diploma Programs are newly recruited & has less teaching experiences. Not only them but also well experienced staff members are also involve in teaching in these courses.There is not sufficient Registered Assessors for these technological areas.Employers suggested to training providers to focus more on practical training within the training period, Attitude development of trainees as punctuality & team work and training on modern technology. Though the information Management system exists, the system does not provide required information like employability data when taking decision in different courses. Sabellariou (2006), has found while the pattern of returns to an additional year of education for general educator followed that of other high income countries habiting increasing returns countries habiting increasing returns to education as one goes from lower to higher income quintiles the returns to vocational education exhibit much lower heterogeneity. Based on the findings the vocational education system in Singapore has served women with secondary vocational qualification parties fairly well.

Afect(2006), has found that the primary objective of all technical and vocational education and training programs is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area. The need to link training to employment (either self or paid employment) is at the base of all the best practices and strategies’ observed world-wide.

Yildirim (2009), reveal the effectiveness and efficiency of the curriculum development process in selected local vocational schools in Turkey through individual and group interviews. The participants included
administrators, school industry coordinators, teachers and students in selected secondary vocational high schools and managers and workers in selected companies. Relevance of the vocational curricula to industry, needs assessment, curriculum development efforts, school industry relations, and on the job.Hartl(2007), has found that technical and vocational education and training (TVET) as well as skills development in rural areas, TVET has suffered from a focus on basic and especially primary education, which led to the neglect of post basic. The study of Kumar (2008), has found that Technical education plays a crucial role in the growth of human resources by generating skilled manpower, enhancing industrial productivity and the quality of life. The study of Nyerere (2009) has found that Kenya’s general election crisis of December 2007 highlighted the problems of a large population of unskilled, unemployed youth amidst growing poverty. To address some of the underlying causes of the restlessness among youth, the government made initiatives for skills development. This includes investment within the framework of the Kenya Education sector Support Programme 2005-2010(KESSP). The historical development of vocational education in the 20th century reveals two distinct visions on its role in preparing students for occupational and social life. Concerned with the present popularity of instrumental skills curricula in vocational education, this paper proposes an alternative approach that protects democratic ideals while still preparing students for future career challenges.Mir Mohammed (1980), revealed Educational structure is a well-established fact that the requirements of technical manpower differ at various levels. At the lower level of technical skills there is a big need for skilled and semi-skilled workers. Whereas it gradually decreases at the intermediate and higher levels. We need more skilled workers than technicians.

### 11. Figure: 2 Conceptual framework

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<td>2. Physical &amp; human resources</td>
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<td>3. Modification of the courses</td>
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Source: Prepared by the Researcher
12. Findings and Discussions

This part presents the statistical analysis of the data gathered, including the sample size and characteristics and demographic data of the respondents. The purpose of this study was to examine the demand for Technical education. This study could help five specific research objectives and answer the research questions and this study measured the, percentage of frequencies, chi square value, Descriptive statistics and frequencies.

As there are no other previous researches about “Demand for the Technical Education and structural changes Introduced to the system of Technical Education in Sri Lanka.” The researcher has utilized researches about Technical education and Vocational education to have an idea about it. Therefore the researcher couldn’t be able to compare findings with literature.

Two hundred and seventy students participated in the survey; 138 were non NVQ students, 132 were NVQ students. The researcher selected three colleges of technology: Maradana, Kurunagala, Kandy and three technical colleges: Kegalle, Kalutara, Gampaha while representing most population areas.

According to questionnaire the researcher hoped to review the awareness of the new courses which are categorized according to NVQ system. The percentage of awareness of the new courses by students were respectively, 63%, 34%, 49% in Advance diploma in information technology, Advance diploma in mechatronics, and Advance diploma in welding from the total sample.

It was very evident that the rate of awareness of the new courses of the students was very poor. Awareness programmes regarding NVQ system must be launched to increase the demand for the existing courses in COTs and TECHs. Therefore it is necessary to make the entire students, parents and school teacher population aware of the NVQ system at all levels.

It is hoped that demand for the NVQ courses will be increased as a results of the above awareness programs. Consequently the demand for all courses on the whole will be increased. As a sub question the researches endeavored to find out whether the students recognized the NVQ system. It was found that 66% of the non NVQ students were willing to have their courses categorized according to NVQ system. There for it is necessary that the conversion of non NVQ courses into NVQ system of courses must be done rapidly.

Out of the 10 selected courses, six have been categorized according to NVQ system, and the rest must be categorized according to the NVQ system. Then consequently the demand for all courses can be increased.

Thirty out of 132 of the students those who were already following courses according to NVQ system were ignorant if they were following the courses according to NVQ system.

The reason for less demand for these courses may be due to lack of awareness of courses and therefor the demand for the courses can be increased by making others aware of these courses.

Similarly in surveying if the students were aware of the advantages of the NVQ courses it was revealed that the majority of the samples who were aware of the advantages of the courses will be helpful to increase the demand for the courses.

The students were examined to see whether the categorization of technical colleges in to COTs and TECHs according to NVQ levels was good or bad, 260 out of 270 were of the opinion that it was good. It was revealed that the demand for theirs courses can be increased as a result of this categorization.

Students gain the opportunity for admission to COTs after following and passing levels 3 and 4 of courses at technical colleges.
According to these NVQ level 3 and 4 certificate courses at technical colleges must be further namely introduced and diploma courses NVQ level 5 and 6 must be introduced in parallel to same in COTs, and there by demand for technical colleges can be increased.

In surveying a possibility of expanding technical and vocational education according to NVQ, 256 were responded of the possibility of the total sample. Among the above number of the agreed the non-agreed were of the opinion that the management was not aware of the courses, and therefore it is necessary to make the management aware of the courses.

In surveying the availability of number for the courses according to NVQ level 5, it was revealed the number following level (4 four) out of 4, 5, 6 was high. It is further revealed consideration with the above survey that effectiveness to NVQ system is very high and therefore this system of education should be improved.

In surveying whether the students are satisfied with the relevant physic and human resources, it was revealed, particularly whether the lectures or instructors were competent and satisfactory, 242 out of the total respondents were of the opinion that they were competent and satisfactory.

257 students were of the opinion that the dedication and teaching methods of the instructors and lectures were highly satisfactory. The attendance of the students is likely to decline for lack of competency and dedicated service of lectures or instructors proposed target of any institute can be attained if there is capable, efficient and resourceful human resources.

Similarly the availability of physical resources is as important as human resources for fruitful achievement of the proposed goals, a substantial amount of the national revenue, must be allocated to enhance the physical resource and human resource in the field of technical education.

In surveying the availability of physical resources such as science laboratory, library, computers and computer laboratory and other, it was revealed that 254 of total sample were of the opinion that they were inadequate and unsatisfactory.

A purchasing method of raw materials for practical of student has been centralized, and in survey if this method courses delay in the supply of materials, it was revealed that 169 responded to have delay and 101 to have no delay.

If the purchasing process is decentralized to COTs and TECHs the cost of transport and delay in distribution can be minimized and reduced to ease the regularity and punctuality of practical process of the students.

The punctual and regular supply of raw materials will be helpful for the increase of demand for courses and in the absence of regular and punctual supply of raw materials students may be forced to dropout rapidly.

In the process of surveying the possibility of increasing the demand for the courses by modification of the exiting courses and introducing new courses, it was revealed that 66% of the respondents were of the opinion that some subjects must be amended and 16% of the responds were of the opinion that the entire curriculum must be amended. So it was revealed that with the amendment of some subject the technical courses can be continued to conduct perfectly.

In surveying the willingness and the choice of medium of instruction 77% of the respondents were of the opinion and willingness was to continue the courses in their mother tongue. As majority of the students among them were Sinhalese, even if it is so the candidates can be prepared for the international and local labor market by giving them English technical education. As the rate of sending persons for foreign employment is in the increase, they should be given comprehensive knowledge of the language if they are supposed to work. Skill persons are sent to countries like Korea, Italy, etc. Under the state sponsorship, they should be given sound knowledge of the language to increase the utility of the surveys.
In surveying the adequacy of the syllabus of the courses 215 were of the opinion that the syllabus was sufficient and 14 were of the opinion that the syllabus was more than the necessity and some other were of the opinion that addition of the subjects must be made to the existing curriculum like information technology, architecture, electronic, macaronic, landscaping, English, auto cad, visual basic, hardware, mobile phonerepair, LCD LED technology, CNC machines, software development, PIC programming, satellites, foreign languages, computer typing, modern technology, costing and estimating and construction.

When the respondents were surveyed as to what they expect with addition of new subjects to the curriculum they were of the opinion that they could be convinced to be creative, to be flexible to modern technology, to be working with the machines in the industry, getting rid of the problem at work place of modern technology, setting the qualification for the modern world of work, getting new job, setting the English knowledge relevant for the field, because of using computer technology in all activities, operating all the modern vehicles automatically, becoming a multitalented person, developing the skill and knowledge for job. It is therefore necessary that the designers of the curriculum must pay special attention to include the suggestion in formulating for the betterment of both students and the country to increase the demand for the courses in COTs and TECHs.

In survey in the frequency of introduction of new course and modification of existent courses in TECHs and COTs 112 were of the opinion that they were rare chance for changes and amendments, and 42 were of the opinion that there was hardly any change or modification.

According to this a deficient in the process of introduction in new courses and modification of exciting courses must be done as it is necessary for them to be revised once in three years or four years and there by the demand for the courses in TECHs and COTs can be increased.

By future carrier developments the demand for the courses can be increased in surveying the tendency for following the subsequent level of the courses. The respondent for the opinion that they were willing and hopeful to go to next level.

As followers 05 non NVQ courses were willing to following NVQ courses It is necessary to transform non NVQ courses in to NVQ courses.

When students were surveyed whether they were willing to continue their studying up to degree level, 225 were intending to follow the degree courses.

When they were surveyed as to why they followed these courses they expressed that they could get occupation and high education knowledge, 17% were responded that they followed the courses with the hope of getting opportunity for higher education.

When they were surveying of the availability of job opportunities, it was revealed that the knowledge they gain by the course will be helpful to get an employment.

The knowledge and the practices they gain through this will help them to be employed in an industry. This information was from the passed out students of the courses.

When the employed ones among the passed out students were surveyed, it was revealed that 43 were in private company and 17 were in government departments, 13 were in board and state companies.

When the nature of their employment was surveyed, it was revealed that 34 were employed as trainees, 17 were employed as draftsmen, 8 were in teacher service, 9 were supervisors, 2 were in Forman, and 4 were in reception.

They were surveyed of the wages they gain and most of them were satisfied with what they were paid (Rs.500 per day). According to current economic situation of the country, amount paid for them must be increased.
When they were surveyed of the measures taken by the head of institutes to increase the number of applicants for courses, it was revealed that 196 were of the opinion that the step taken to increase the number of applicant was highly satisfactory.

Further they were surveyed as to what step has been taken by the department to increase the number of applicant and they said that the situation was of good condition.

The respondents were surveyed if they were aware of the changes and measure taken by the department to improve the courses, and it was revealed that 65% were not aware of the changes done by the departments. It is obvious that if the students are aware of the changes made and taken from time to time by the department, it will be helpful and important to increase the demand for the courses.

In the matter of increasing the quality of the courses a survey was made to know if the suggestion and complains made by the students to the administration were properly conveyed to the department and it was revealed that 75 respondents express that the suggestions were not conveyed to the department by college management and 122 express that the measures have been taken by the college management to convey their suggestions and complain to the department. If the suggestions and the complains are properly and punctually conveyed to the department through college management, it will be of great help and importance for the decision makers in the department to make further important amendments in the matter of preparing the courses.

When the students were surveyed their views about the categorization as COTs and TECHs, most of respondents were of the view that almost all the TECHs may be nominated as COTs. Besides, 94 respondents were of the view that exiting structure is better and therefore the surveyor is of the view that the structure of all the TECHs must be nominated as COTs. As a result of the survey made regarding the academic year, 250 of the total sample were of the view that commencement of the academic year of the institute must be in January. It is therefore very obvious and effective that the commencement of the academic year must be in January.

### 13. Suggestions

1. Students and the parents must be made aware of advantages and performances of the NVQ system by making an island wide propaganda.

2. The existing physical resources must be increased in accordance with the courses and the necessity of the students.

3. The enrolment of the academic staff, human resources must be doubled.

4. Introduction of new courses and amendments for existing courses at the COTS and TECHS must be done.

5. Decision makers of the management must be recruited on merits.

6. The human resources must be trained from time to time.

7. All courses must be categorized according to NVQ system

8. The commencement of academic year must be January.

9. All TECHs must be converted as COTs.

10. Courses must be organized according to the availability of ethnic groups in the area of the TECHs and COTs.
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