

Educational Industrial Training Institute of Meghalaya

¹Prof. A. Henia, ²Rimeka Wahlang

¹Department of Education, North Eastern Hill University, Shillong

²Research Scholar, North Eastern Hill University, Shillong

Profile of Meghalaya

Meghalaya was carved out from the erstwhile state of Assam and became a full fledged state on January 21, 1972, and with that till 2011 the state has been organized into seven administrative districts. But, by 2012, the districts have been increased to eleven. The State Government plays a promotional role in supplementing the efforts of the community by extending liberal maintenance grants to recognized schools either under deficit or adhoc grant - in -aid system. The State Council for Technical Education is giving a special thrust for the elimination of illiteracy from the State by the implementation of the Total Literacy Campaign. The literacy rate in the state, according to the 2001 census is 62.6 %. Emergence of Industrial Training Institute ITI in Meghalaya

The Training Wing of the Directorate of Employment and Craftsmen Training implements

programmes for Vocational Training as envisaged by the Ministry of Labour, Government of India. It may be mentioned that the Government of India has identified many trades, prepared their syllabi and issued the National Trade Certificates to successful trainees/students. All the ITIs can introduce these identified (designated) trades in their own Institutes and seek affiliation to the National Council for Vocational Training under the Ministry of Labour, Government of India through the State Government after complying with all the norms as prescribed. The Ministry of Labour then examines the reports submitted thereon by the Standing Committee constituted by the State Government and may or may not grant affiliation depending on the merits of each case. Efforts were made to set up more ITIs in the state through Plan Schemes. The trades now operating in the State of Meghalaya ITIs are noted below:

Sl.No	Location of ITIs	Trades	Unit	Seating Capacity
1	Industrial Training Institute, Rynjah, Shillong	i. Stenography	2	32
		ii. Welder	2	24
		iii. Fitter	2	32
		iv. Motor vehicle	2	32
		v. Electrician	2	32
		vi. Draughtsman	1	16
		vii. Wireman	2	32
		viii. Radio and Television	1	16
		ix. Surveyor	1	16
		x. Plumber	1	16
	Industrial Training Institute, (women), Rynjah, Shillong	i. Dress making	1	16
		ii. Hair & Skin Care	1	16
		iii. Advanced Course in Dress making	1	20
		TOTAL 13 trades	19 units	300 seats
2	Industrial Training Institute, Araimile, Tura	i. Stenography	1	16
		ii. Welder	2	24
		iii. Fitter	2	32
		iv. Motor vehicle	2	32
		v. Electrician	2	32
		vi. Carpentry	1	16
		vii. Plumber	1	16
		viii. Radio & television	1	16
		ix. Typing	1	16
				TOTAL 9 trades
3	Industrial Training Institute, Khliehtyrshi, Jowai	i. Stenography	1	16
		ii. Electrician	1	16
		iii. Motor vehicle	1	16
		iv. Welder	1	12
				TOTAL 4 trades

4	Industrial Training Institute, Nongstoin	i. Carpentry ii. Wireman TOTAL 2 trades	1 1 2 units	16 16 32 seats
5	Industrial Training Institute, Williamnagar	i. Wireman TOTAL 1 trade	1 1 unit	16 16 seats
6	Industrial Training Institute, Baghmara	i. Wireman TOTAL 1 trade	1 1 unit	16 16 seats
7	Industrial Training Institute, Nongpoh	i. Wireman ii. Welder iii. Plumber TOTAL 3 trades	1 1 1 3 units	16 12 16 44 seats

All the trainees / students are awarded Special Stipend at the rate of Rs.400/- per month for trades requiring HSLC passed as minimum entry qualification and Rs.350/- per month to trainees in trades requiring Class VIII passed as a minimum entry qualification.

During the last ten years, about 1000 trainees have come out successful in various trades from ITIs and ITCs. Efforts were being made by the Directorate of Employment and Craftsmen Training to know about their employments. Many successful trainees have been employed in Government undertakings like Meghalaya State Electricity Board, Meghalaya Transport Corporation, Mawmluh Cherra Cement Limited etc., and as well as in Government offices. A survey was also conducted where it was found that quite a few have also set their own ventures like steel fabrication, motor garage, dress making, and so on.

It has always been the endeavour of the State Directorate to see that quality training is ensured as a special measure. Accordingly instructors are deputed for training conducted by the Government of India from time to time, and much care has also been taken up to equip the ITIs with adequate tools and equipment and also replacing the old ones. Industrial Training Institutes are also found in Nongstoin, Jowai, Nongpoh, Williamnagar, Tura and Shillong. The Directorate which looks after the Industrial Training Institute is the Directorate of Employment and Craftsmen Training which falls under the Labour Department. These ITIs provide vocational training in such fields as welding, fitting, stenography, mechanical skills, radio and television repair, dressmaking, hair and skin care, etc.

Rationale of the Study

Vocational education aims at increasing the employment potential of the people through education for selecting vocations or for self employment in agriculture, industry, and related occupations including art and craft, agro-industries, mechanization etc. It helps individuals to more productivity through preparation for

specific competencies in different vocations. With a view to making students capable of sharing equitably the benefits of economic development, necessary endeavours should be made for developing various facilities and improving the quality of life throughout the country, particularly in the rural areas. It is necessary to develop the potential for rural agricultural resources from lower grassroot levels to middle class vocations. The proper preparation for these vocations implies a good quality general education supported with considerable practical training. It needs mixed technologies of agriculture, industry, commerce and other disciplines. The general education at present hardly enables youths to secure any worthwhile jobs. We find that many youths with brilliant university education have remained unemployed or underemployed. The growing unemployment among the educated youth of the country and especially of the North East has made it imperative to divert a large number of pupils to courses of a vocational character. Industrial training and the nature of vocational education will prepare youths for some skills and understanding of the processes and principles involved in production, but no guarantee can be given for providing jobs to millions. As such, it will conduct self-employment opportunity and promote independence of the youth. Delimitation of the Study. The study is delimited to the Educational Industrial Training Institute of East Khasi Hills of Meghalaya. Objectives of Study

1. To study vocational education provided in ITI;
2. To find out the problems of the Educational Industrial Training Institutes of East Khasi Hills District of Meghalaya in (a) Infrastructural, (b) Administration and (c) Financial matters;
3. To find out various academic problems of the institutes with reference to theory and practice: duration, curriculum, examination, teaching methods, etc.
4. To find out the problems of the teachers in the Educational Industrial Training Institutes;

5. To explore the problems of students in the Educational Industrial Training Institutes;
6. To suggest measures for improvement.

Methodology

A descriptive method of study was followed. The data were collected from various sources such as reports, reviews, various documents of ITI, the Directorate of Employment and Craftsmen Training, primary and secondary sources dealing with ITI with regard to technical/vocational education. Based on the factual information about such education prevailing in the Industrial Training Institute, conclusions were drawn.

Population and Sample

The population of the present study includes the Industrial Training Institute in East Khasi Hills district which also happens to be the only ITI in the District, where Head, all teachers and students trainees were included in the study. The sample of the study consists of the principal, vice-principal and a representative sample of 19 teachers and 100 student trainees. Tools

Tools used for Data Collection:

Three separate sets of questionnaires were originally developed and administered to obtain exact information pertinent to the research from various categories of the respondents i.e. (a) principal, (b) teachers, (c) students. Besides, interview schedules were made for the Director of Employment and Craftsmen, Training and the Government of Meghalaya that is involved in the betterment of the Industrial Training Institute and its vocational technical education in the state. Procedure for Data Collection Field survey was carried out to gather the required data, primary and secondary sources were consulted to establish the authenticity of data. Analysis of Data

The data collected from various sources i.e. primary and secondary sources were analyzed categorically keeping in view the specific objectives of the study. Qualitative and Quantitative data were presented where 'percentage' was used as a statistical technique for interpretation of data. Findings of the Study

Findings related to Objective 1 about vocational education provided in ITI in East Khasi Hills District of Meghalaya are the following: Electricians, wiremen, plumbers, welders, fitters, motor mechanics, surveyors, civil- draughtsmen, stenographers, radio and T.V. mechanics, hair and skin specialists, dress makers, advanced workers in dress making. The courses given to them consist of both theory and practical classes. Findings related to Objective 2

(a) Infrastructure:

Classroom Condition: Overall, teachers (57.89%) teaching different courses in the institute reported the classroom condition to be convenient whereas acute problems were faced by teachers (42.11%) teaching courses in hair and skin care, dress making and motor mechanics etc. The classrooms are small and congested. They find it quite inconvenient to teach in such classrooms.

Sitting Arrangements: Almost all the students (94%) were provided long benches and desks for writing. This showed there is little modernization of the systems in the institute. On the other hand, students (6%) from the dress making trade revealed that they used cloth cutting tables and sewing machines by the side of the tables for writing because of the smallness of the classrooms and because they were provided few benches and desks.

Theory and Practical Rooms: The findings showed that teachers and students (30%) from women's trades faced great problems in the following courses such as dress making, advanced courses in dress making, hair and skin care trades as they were not provided separate rooms for theory and practical classes.

Conditions of Practical Rooms: 100% sampled students revealed that some of the items of equipment and instruments are found to be old, outdated and needed immediate repair. Insufficient equipment in the practical rooms for every student was also being reported.

Closeness of Practical Rooms: 100% sampled teachers mentioned that the practical rooms are too close to each other which creates tensions and disturbances. Therefore, the sounds of the machines and the noise of the students are some of the disturbing factors that distract their concentration in teaching - learning.

Library Condition and Facilities: The condition of the library is found to be quite poor as there are no adequate computers for students. However library facilities such as journals, textbooks, reference books and newspapers were provided. Yet again students (20%) specializing in dress making, advanced courses in dress making, hair and skin care trades revealed that the library did not contain sufficient textbooks required for their courses.

(b) Administration and Management:

This was purely done by the Directorate of Employment and Craftsmen Training in which the State council for vocational training is its advisory body. Specific duties of the principal are being prescribed in the training manual of ITI. Regarding inspection work it is being carried out twice a year by the state

government officials where they also suggest measures for improvement in the institute.

Maintenance of Record Books: for proper administration and management, the institution maintains necessary. Duration of course varies from one trade to another ranging from one year to two years. More stress is laid on practical side than theory.

Curriculum Syllabus: Almost all students and teachers (90%) in the institute are satisfied with the syllabus. At the same time 10% of students and teachers mentioned that the syllabus should be revised from time to time in order to keep at par with the needs of the present day society. With regards to medium of instruction majority of the teachers in the ITI used English as the medium of instruction. Whereas 25% of the teachers used both English and state common language, i.e. Khasi as the medium of instruction in order to make students understand better. In the case of Teaching Methods both teachers and students mentioned that teachers used lecture cum demonstration method for imparting knowledge.

Examination: The study found out that annual system of examination was conducted. Students will have to sit for the All India Examination known as the All India Trade Test. This consisted of both theory (60 marks) and practicals (40 marks) respectively. Mode of practical examination revealed that different trades conduct practical examination in different ways, for e.g. courses like Electrician, Wireman, Fitter, Motor Mechanic, Welder, Plumber, Radio and Television Mechanic and Civil Draughtsman trades (52.63%) are asked to detect the problems and repair the machines during practical examination. In courses like Dress making and Advanced course in Dress making (21.05%) are asked to draft different patterns and finally asked to cut the clothes and make them into garments. In courses like Hair and Skin care (10.53%) students are asked to cut different hairstyles using dummies and for skin care facial massage is being experimented upon one another. In the case of Stenography (10.53%) the students are given speed test in order to examine how fast a student can write. Similarly Surveyor trade (5.26%) students are asked to examine and record features of an area of land or to examine and report on the condition of buildings.

Co-curricular Activities: There was no provision of co-curricular activities for students in the institute. The students felt co-curricular activities are important for the all round development of personality. Findings related to

Objective 4: To find out the problems of the teachers in Industrial Training Institutes -

Teachers (42.11%) find problems with the small and congested classroom condition. They find it very inconvenient to teach in such classrooms. In the case of

Dress making, Hair and Skin Care trades, teachers revealed two major problems i.e., no separate room for theory and practicals. Hence teachers have to adjust the classes in such a way that it does not coincide with one another. Secondly, the general library does not contain books, reading material, catalogues related to the subjects concerned. Hence the teachers have to order the books directly from the publishing company. Another problem faced by the teachers teaching stenography and surveyor trade have revealed that it is difficult to teach students who do not show interest in their work.

Findings related to Objective 5: To find out the problems of students in Industrial Training Institutes and to suggest measures for improvement -

The study has found out that students from different trades faced different problems. They are as follows - the students specializing in Motor Mechanic trade have revealed that they have to work and experiment on vehicles that are not at all in working condition. Students under Hair and Skin care and Dress making have also mentioned like that of their teachers that there are no separate provision of rooms for both theory and practical classes. Hence these classes are conducted in the same congested and inconvenient room with inadequate sitting benches and desks for writing etc.

Students specializing in electrician, welder, and television trades, 35% have revealed that the tools required for practical work are not available. Another major problem faced by them was fluctuation of electricity in the institute, absence of power generator backup. In this connection students are affected greatly in their practical classes as they find less time for thorough learning and preparation for final examination.

Finance is a major problem faced by students in the institute. 100% of the sampled students mentioned that they face financial problems such as a) Stipends were not given to them in time, b) with inflation affecting the society it was not sufficient for them to meet their ends, c) liberal grants to students for purchasing updated books (required for theory courses) and equipments/tools required for the practical courses were not provided. In this context students suffer greatly. **Suggestions for Improvement of Institutions:**

The Industrial Training Institute should provide more trades so that other youths who are interested in different trades such as Carpentry, Letter Press Minder, Book Binder, Hand Compositor, Desk Top Publishing Operator, Typing, Computer Operator and Programming Assitant (COPA) can join the course.

The ITI should improve the infrastructure and should see that the latest equipments and tools are provided to the trainees and teachers which are

according to the needs of time. Equipments which are outdated should be immediately repaired or replaced so that the machines are not wasted.

The institution should see that separate rooms for theory and practical classes are being provided for women's trades so that students can work conveniently during practical classes.

Library should be stocked with sufficient reading material for all courses.

The institution should see that the trainees attend classes regularly. Serious action should be taken against those who are irregular in attendance.

Syllabus should also be revised every 2 -3 years according to the change of time and the needs of the society.

The institution should be equipped with a generator so that in case of electricity failure, the generator can be operated. Since most of the machines that are used in this institution depend on electricity there ought to be an alternative back up.

The Directorate of Employment and Craftsmen Training which is in-charge of this institution should see that the government provides the funds properly and on time so that the institution can plan the whole year's programmes efficiently and adequately.

The government officials should conduct inspections on a regular basis so that the problems

identified are rectified and suggestions for improvement can be made.

Hence, in conclusion, we can see that vocational education provided through such institutes such as Industrial Training Institute is very important.

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