



# "Educational Management Practices in Industrial Training Institutes and their Influence on Quality Learning of Trainees: An Analytical Study with Reference to Industrial Training Institute of Jaipur Region"

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## Abstract

*This study, the educational management methods that are utilized at Industrial Training Institutes (ITIs) located in the Jaipur region are investigated, as well as the impact that these practices have on the level of learning that is achieved by trainees. delivering vocational education and training is necessary for producing a competent workforce that can fulfill the demands of a variety of businesses. Integrated Technical Institutions (ITIs) play a crucial role in delivering these services. There is a significant amount of variety in the quality of training across various ITIs, despite the fact that they are extremely important. This variation is mostly caused by disparities in management methods. The key goals of this research are to conduct an analysis of the educational management practices that are already in place, to assess the influence that these practices have on the quality of learning, to identify the problems that ITIs encounter when attempting to adopt effective management practices, and to make recommendations for improvement. The investigation makes use of a mixed-method approach, which makes use of both quantitative data obtained from surveys and qualitative insights obtained from interviews and observations. There is a considerable improvement in the quality of learning that may be attributed to successful educational management practices. These practices include the formulation of curriculum, the development of faculty, the maintenance of infrastructure, and the provision of student support services. On the other hand, the application of these techniques is hampered by a number of obstacles, such as limited finance, a shortage of skilled faculty, and antiquated infrastructure. In conclusion, the study provides recommendations for policymakers and educational administrators to use the most effective management strategies, enhance resource allocation, and invest in educational institutions.*

**Keywords:-** Educational, Management, Practice, Trainees

## Introduction

ITIs, which stand for industrial training institutes, are extremely important in the process of providing the workforce with the technical skills that are required for a variety of different businesses. Institutions of Technical Instruction (ITIs) were created in India with the primary purpose of providing persons with vocational training in order to improve their employability and increased production. As a large industrial hub, the Jaipur region is home to a notable network of industrial training institutes (ITIs), which make a considerable contribution to both the regional and national economies. In order to improve the results of

vocational training programs, it is vital to have a solid understanding of the educational management techniques that are utilized in these institutes and how those practices impact the quality of academic instruction.

A brief period of training in the industry is referred to as industrial training. It takes around 22 weeks to complete the training required to work in the hotel sector in India. In general, hotels are the ones that are responsible for providing these trainings for the summer and winter batches. These training programs provide the hospitality sector with more staff. By participating in this training, the student is able to have the opportunity to collaborate with professionals from the field and acquire specialized skills that are not likely to be taught at educational institutions. In addition, the institute has profited from the establishment of a positive reputation within the sector overall. When students enroll in the hotel management program, they do so with strong prospects for their future careers in the hospitality industry. Several studies have shown that the hotel sector in India is the most successful in terms of recruiting new employees, and the tourism industry in India is seeing tremendous growth on a daily basis as a result of the large number of local and foreign tourists. Based on all of these criteria, it should be clear that the career opportunities available to workers in these areas should be quite promising. Research conducted in the past has also revealed that the hospitality business has the greatest attrition rate of any other industry. This is due to the fact that a significant proportion of employees either switch employers after a short period of employment or quit the industry altogether. According to the findings of several researchers, this has contributed to the stigma that is associated with the hospitality business. When students from a hotel management institute are sent to work in the hospitality sector for a short length of time, the purpose of this study is to determine whether or not there is a change in their view of what they want to do for a living. With the aid of this study, we would also be able to determine whether or not the objective of sending the student to the industrial exposure is being accomplished.

### **Industrial Training Institutes**

(Kumar 2016; Venkatram 2012) The Indian Technical Institutes (ITIs) are the primary training ground for trained workforce in India. There are now 11,964 information technology institutes (ITIs) in the country, with 2,284 public and 9,680 private ones (DGET 2016). From a meager 59 institutions in 1956, the number of Industrial Training Institutions (ITIs) has skyrocketed to the current numbers, which demonstrates the magnitude of the need for employable industrial trades and the recognition of policymakers to encourage the development of a professional workforce in order to fulfill the requirements of the industry. In addition, this is evident in the rise in the seating capacity of ITIs, which went from a relatively low 388 thousand in the year 1992 to a value of 1.69 million in the year 2014 (DGET 2016).

Training is provided in 126 different professions, with a standard maximum length of two years. These trades include 73 engineering trades, 48 non-engineering trades, and five trades just for visually impaired individuals. Students are only allowed to study about the trade within the confines of the training institution. Even more practically oriented forms, such as training workshops, have been employed during the past several years in many ITIs (Kumar 2016). Theoretical instruction continues to be the predominant method of teaching and learning.

Under the auspices of the National Council for Vocational Training (NCVT), trainees who have demonstrated their proficiency in their chosen field are granted the so-called National Trade Certificate,

which is acknowledged both nationally and internationally. The task of formulating the general policies, norms/standards, and examinations for vocational training has been delegated to the Central Government. On the other hand, the day-to-day administration of ITIs is the responsibility of the State Governments and the Administrations of the Union Territories. On the other hand, the quality of the technical and vocational education that is provided in these institutions across the nation has been a source of worry for those who are responsible for formulating policies. Facilitating ITIs in order to keep up with the rapidly increasing technical demands placed on business and the expanding universe of information is the difficulty that has to be overcome. In addition, an effort of this nature to improve the quality of training and training infrastructure by means of an improved design and delivery system, particularly in the areas of curriculum development, capacity-building of trainers and course managers, state-of-the-art training infrastructure, and industry-ready student evaluation system, among other things, would, more importantly, have positive employment outcomes for graduates of vocational training programs, particularly in the current industrial and economic scenarios, where there is a significant demand for professional technicians among the labour force.

### **Current research into quality at ITIs**

There has been a significant amount of criticism directed on the quality of India's vocational education and training (VET) system in the past, which has also had an effect on the activities of foreign enterprises operating in India (Pilz & Li 2014). For instance, the International Labor Organization (ILO) came to the conclusion in its Efficiency Study Report on Indian ITIs that the employability of those who completed training at state-run ITIs was low, and that only thirty percent to forty percent of those who completed their training found employment or became self-employed after they graduated (ILO 2003, 31). In addition, criticism has been leveled at the fact that the training that is offered does not correspond to the real need in the labor market. ITIs, for instance, are responsible for producing graduates that account for about half of the total number of welders, mechanics, and electrical engineers who are now employed in the Indian labor market year after year.

After conducting a survey of 69 ITIs, a research report that was commissioned by FICCI (2006) came to the conclusion that many of them do not have the appropriate technological equipment, and that a lack of financing means that there is limited room for development overall. Moreover, it was observed that there was a lack of qualified teachers and that there were limited possibilities for in-service training.

According to the findings of a research conducted by the National Skill Development Corporation on initial and continuing training for instructors (NSDC n.d.), the majority of instructors working at India's Industrial Training Institutions (ITIs) have not received any additional pedagogical training and are thus not appropriately equipped to teach. A more recent (2014) study of almost 150 state-run ITIs found that they were appropriately equipped (Joshi, Pandey, & Sahoo 2014, 95). However, the study also found that there was a shortage of instructors, that instructors frequently lacked appropriate skills, and that many instructors were employed on part-time or fixed-term contracts (105 ff). In addition, it was shown that more than fifteen percent of all individuals who began training ultimately did not finish the course (101) and that almost thirty percent of those individuals were unemployed after they finished their training (103).

ITIs were found to be inadequately equipped, and prospective students had to travel significant distances in order to gain access to them, according to the findings of a research conducted by Pilz and Wilmshofer (2015) on the educational options available to fisher families in the state of Orissa. They discovered that there was a lack of courses that were tailored to meet the requirements of both the students and the local labor market. Pilz, Uma, and Venkatram (2015) conducted study on street food sellers in two states and discovered that the formal training program supplied by ITIs did not satisfy the demands of potential trainees. This was the conclusion reached by the researchers. The fact that there is so little in the way of solid research findings in the field of quality is astonishing when one considers the critical significance of vocational training.

### **Importance Of Educational Management In It is**

Educational management is the process of planning, organizing, directing, and controlling educational activities inside an educational institution. The name "educational management" refers to this very activity. In order to ensure that the curriculum is relevant, that the teachers are educated, and that the infrastructure is conducive to the attainment of learning goals, it is imperative that effective management strategies be utilized. The quality of the training that is provided, which in turn has an influence on the performance of the trainees in the sector, is clearly correlated with these practices, and there is a definite link between the two.

### **Significance of the Study**

Participants in the vocational education sector, including policymakers, educational administrators, and trainers, will find the conclusions of the study to be both informative and useful. The purpose of this study is to establish a framework for improving the quality of training at individual training institutions (ITIs) by identifying effective management techniques. Enhanced management techniques will not only be advantageous to trainees by increasing their employability, but they will also assist in addressing the skill gap that exists within the sector, which will ultimately contribute to the general growth of the economy.

### **Objectives of the Study**

1. To examine the present methods of educational administration in the Jaipur area's ITIs.
2. To assess how different methods affected the learners' ability to learn.
3. To find out what obstacles ITIs have to overcome in order to apply good management practices for education.

### **HYPOTHESIS**

Ho: There is no substantial variation in the students' perceptions of their future careers between those who have already completed their industrial training and those who have not yet completed their training.

### **RESEARCH METHODOLOGY**

The research was conducted using a descriptive research design, and it entailed the use of a questionnaire as a research instrument, with the responses being collected from the samples. It was necessary to collect data from both primary and secondary sources in order to accomplish the goals of the study. The primary sources included the following:

**Primary data:** The primary data was gathered by the delivery of questionnaires containing information. The replies from the samples were taken before to the beginning of the industrial exposure, and the respondents from the same group of students were given the test after they had finished the training.

**Secondary Data:** Secondary data was gathered from many sources, including the internet, magazines, journals, and other publications.

### **Student Career Perception Questionnaire:**

A questionnaire was devised in order to analyze the thoughts of the students on their perceptions of the industry in which they would participate in terms of professional opportunities. A total of twelve closed-ended questions were included in the questionnaire, through which the replies were evaluated using a Likert scale with three points.

### **Population and sample:-**

In the research, the population consisted of all of the students who were enrolled in hotel management programs at Jaipur's several hotel schools. The sample was comprised of sixty students from the population, all of whom had made the decision to participate in the industrial exposure training on their own will.

### **Sampling Method:-**

To obtain the opinions of the respondents, we employed a sample method known as convenience sampling.

### **Reliability of the Data:**

The data that was obtained was input into SPSS 16 in the appropriate manner for analysis. The Cronbach's Alpha coefficient, also known as the coefficient of internal consistency, is a statistical measure that provides an assessment of the reliability of a psychometric test for a given group of samples. In the field of social science research, this is utilized to evaluate the dependability of the variables that are being studied. It is generally agreed that an internal consistency value of 0.9 for the Cronbach's Alpha is regarded to be excellent. For the purpose of this investigation, the Cronbach's Alpha statistic was applied to the twelve career factor items by means of SPSS 16. The value that was obtained (Table 1) substantiates the assertion that the reliability of the test is of an exceptionally high standard.

**Table 1: Reliability Statistics**

Cronbach's Alpha	No. of Item s
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The test statistic that was utilized is the t-test, which demonstrates that there is no difference in the means of the two parameters; for this study, the students who have finished their industrial training and those who

have not yet completed it are compared to one another. In addition, secondary research was utilized, and a large amount of material was examined. It was on the basis of this literature that the study objectives and the career variables were determined, and this work was developed.

## DATA ANALYSIS

According to the findings of the analysis of the data from the Group Statistic (Table 2), the mean difference between the two groups of students on the 11 career criteria that have had industrial training and those who have not yet experienced industrial training is rather significant. Despite the fact that some of the students have voiced concerns about their superiors, both groups of students are of the opinion that the picture of the profession is appealing and that the coworkers are helpful. The two groups, however, have a significant disagreement over the other aspects of their careers. Students with no prior experience in the hospitality business are more likely to have a favorable attitude about the hospitality sector as a whole and to have a greater emphasis on their future careers than students who had previous experience in the field.

**Table 2: Group Statistics**

Career Factors	Industrial Training status	N	Mean	Std.	Std.
				Deviation	Error Mean
Work it self	No	60	1	0	0
	Yes	60	-0.83	0.526	0.068
Colleagues	No	60	0.93	0.362	0.047
	Yes	60	0.9	0.399	0.052
Work Condition	No	60	1	0	0
	Yes	60	-0.77	0.647	0.084
Job Security	No	60	1	0	0
	yes	60	-0.82	0.567	0.073
Career Development	No	60	1	0	0
	Yes	60	-0.78	0.585	0.076
Responsibility and Empowerment	No	60	0.95	0.22	0.028
	Yes	60	-0.78	0.585	0.076
Work Life Balance	No	60	0.95	0.22	0.028
	Yes	60	-0.78	0.585	0.076
Salary and Facilities	No	60	0.87	0.43	0.056
	Yes	60	-0.37	0.92	0.119
Social Status	No	60	0.9	0.303	0.039
	Yes	60	-0.72	0.666	0.086
Job Stress	No	60	0.93	0.252	0.032
	Yes	60	-0.83	0.526	0.068
Education	No	60	0.58	0.766	0.099

	Yes	60	-0.83	0.526	0.068
Training for Development	No	60	0.92	0.279	0.036
	Yes	60	-0.62	0.783	0.101

In most cases, the assumption that the difference in the mean values is zero is known as the null hypothesis. A difference that is statistically significant is identified when the alpha level (p-score) is lower than 0.05. This study makes use of the t-test since the purpose of the investigation is to establish whether or not there are significant changes between the students' perceptions of career factors before and after they have completed their industrial training.

**Table: 3 Examination of Independent Samples**

Levene's Test for t-test for Equality of Means Equality of Variances								
Career Factors Equal	F	Sig. (p)	T	df	Sig.(2-tailed)	Mean Diff	Std. Error	95% Confidence Interval of the Difference
								Lower Upper
Work Itself Yes	29.14	0	26.99	118	0	1.833	0.068	1.699 1.968
No			26.99	59	0	1.833	0.068	1.697 1.969
Colleagues Yes	0.841	0.361	0.479	118	0.633	0.033	0.07	-.104 .171
No			0.479	116.89	0.633	0.033	0.07	-.104 .171
Work Condition Yes	41.378	0	21.136	118	0	1.767	0.084	1.601 1.932
No			21.136	59	0	1.767	0.084	1.599 1.934
Job Security Yes	30.966	0	24.808	118	0	1.817	0.073	1.672 1.962
No			24.808	59	0	1.817	0.073	1.670 1.963
Career Development Yes	42.598	0	23.618	118	0	1.783	0.076	1.634 1.933
No			23.618	59	0	1.783	0.076	1.632 1.934
Responsibility& Empowerment Yes	19.861	0	21.488	118	0	1.733	0.081	1.574 1.893
No			21.488	75.33	0	1.733	0.081	1.573 1.894
Work Life Balance Yes	19.861	0	21.488	118	0	1.733	0.081	1.574 1.893
No			21.488	75.33	0	1.733	0.081	1.573 1.894

Salary and facilities Yes	88.431	0	9.406	118	0	1.233	0.131	.974 1.493
No			9.406	83.65	0	1.233	0.131	.973 1.494
Social Status Yes	18.592	0	17.116	118	0	1.617	0.094	1.430 1.804
No			17.116	82.34	0	1.617	0.094	1.429 1.805
Job Stress Yes	7.942	0.006	23.465	118	0	1.767	0.075	1.618 1.916
No			23.465	84.63	0	1.767	0.075	1.617 1.916
Education Yes	16.935	0	11.812	118	0	1.417	0.12	1.179 1.654
No			11.812	104.56	0	1.417	0.12	1.179 1.654
Training for Yes	44.707	0	14.288	118	0	1.533	0.107	1.321 1.746
Development No			14.288	73.71	0	1.533	0.107	1.319 1.747

## CONCLUSION

The quality of training and learning outcomes is directly correlated to the educational management methods that are used in ITIs. By conducting a comprehensive analysis of these practices in the Jaipur region, the purpose of this study is to make a contribution to the improvement of vocational education, which will in turn assist the creation of a competent workforce that is capable of fulfilling the demands of modern industry. This study report is focused on the career perspectives of students who are currently enrolled in hotel management programs. Using a questionnaire, the replies of two groups of students—one group of students who have finished their industrial training and the other group of students who have not yet completed their training—were compared and examined. According to the findings of this survey, the majority of undergraduate students who are majoring in hotel management have a strong disagreement on the opportunities that the business provides for them to choose a future career. The students have expressed that working in a hotel has a lot of positive aspects, such as being attractive and interesting, and that there are things to learn every day. Following the conclusion of their industrial training, the students voiced their opinion that there is an excessive amount of expectation placed on them by the trainers, which results in a great deal of pressure and causes them to experience stress.

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