



A SURVEY ON ITI EDUCATION FOR WOMEN IN NAGPUR, M.S., INDIA

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ABSTRACT

The constitution of India the character of India's freedom is a unique and rare blueprint of democracy constitutional provisions has much significance for education in the emerging Indian society. Article 15 of the Indian constitution provides, "The state shall not discriminate any citizen on the grounds only of sex." It again states "for all development of our human character of children during the most impressionable years of their infancy the education of girls is of greater importance than that of boys." After India got her independence the constitution as India laid the foundation for creating a social, order where men and women are treated as equals. Personal interaction was used as a means to collect data from the people living in respective villages in the study region since at least past 10yrs. The research objectives were clearly communicated to the respondents prior to data collection. According to 45% instructors from ITI of Nagpur district, parents are not interested in girls training through ITI, only 50% women from ITI's of Nagpur district think that, to make able to start self-business is the aim of CTS scheme. Where 37% women say that aim of CTS scheme is to provide needed manpower.

KEYWORDS: ITI, Indian constitution, literates, women education and empowerment.

INTRODUCTION

The constitution of India the character of India's freedom is a unique and rare blueprint of democracy constitutional provisions has much significance for education in the emerging Indian society. Article 15 of the Indian constitution provides, "The state shall not discriminate any citizen on the grounds only of sex." It again states "for all development of our human character of children during the most impressionable years of their infancy the education of girls is of greater importance than that of boys."

India has been a male dominant society. From ancient times and as a result women and girls received less education than men. Women were expected to take care of household chosen only. Though interestingly in the Vedic period women were treated equivalent to men and had access to education. The position of women in society started to decline and situation with Islamic inversion in India after which the rights and freedom of women were severally restricted the status as women went for below than that of men & they were not allowed to study or beings part as important society affairs.

Considering near about 3000 year period shows the following features and status of women's education in ancient India.

- 1) Home was itself a center of education.
- 2) Religion was the 'Center Point' of education.
- 3) 'House managing' is the central view of education.
- 4) 'Education for a life' was the key point of education.
- 5) Education was based on work experiences.
- 6) Listening & Memorizing are the methods of education.

- 7) Education was passes only from rich family.
- 8) There was not separate arrangement of physical education but the education of dance & other arts was given.
- 9) Educated women's were bold in the view of debate.
- 10) In the period of 'Vedopnished' the women's education was developed.
- 11) After the period of 'Vedopnihad' the status of Women's education was not satisfactory.

❖ Women's Education in Medieval India: (1000 to 1800)

Women education in Medieval India further weekend and declined with the introduction as purdash system. Different customs and conventions as diverse religions like Hinduism, Islam and Christianity further deteriorated and depreciated the state of women in the country.

Some features of women's medieval India were as follows –

- 1) Home was itself a centre of education.
- 2) Some Hindu girls were studying form **Pathashala**& Muslim were form **Mukhtaba**.
- 3) The period of education was not more than **2 to 3** year.
- 4) Generally higher education was only for the girls form king families.
- 5) Military education was available for the girls form Rajput, Muslim, Maratha.
- 6) Some women come forward education in the period of mogul's because of '**JananaShala**'
- 7) Some educated women tried to develop library.
- 8) Maximum Hindu women stood mythology.
- 9) Because of printing technology some books were available but the percentage of women having reading listing skill was less.
- 10) Listening and memorizing were the method of learning.
- 11) Mother tong was the Medium of learning.
- 12) Women's education was not well planned.

❖ Women's education in British Period (1800 to 1947)

The British set in motion an era of social reform when they imposed a ban on the inhuman practice of Sati and lack of opportunities for education.

Some features of women's education in British period are follows -

- 1) Women's education was well developed up to the **1947**.
- 2) Women's education was the right of rich family only.
- 3) To develop women's education from rural area, concession in fees, free learning material & prizes only for women were some motives adopted in that period.
- 4) Higher education was taken place only from class rooms.
- 5) Motivation for choosing the job of teacher for women was there.
- 6) Listening, reading and basic concepts of mathematics was focused.
- 7) Listening, reading & memorizing were the methods of learning.
- 8) There was lack of work experience. At some extent '**Mulodhyog schools**' of **Mahatma Gandhi** leads to work experience. From the Institutes of **AnnasahebKarve** the practical knowledge of washing of cloths, sewing, wewing& cooking was available.
- 9) There was more attention on spread of women's education rather than quality of education.
- 10) Religious education was thrown out from the education.
- 11) Some courses like sewing, wewing, home science were available only for girls but because of lack of Separate teaching girls were attending the course & Subjects available for boys.
- 12) There were no consistencies in education, so the class of educated women was not developed.
- 13) Elementary education was compulsory for girls & boys. Separate course and schools for girls were there.

❖ Women's Education in Independence period (After 1947)

After India got her independence the constitution as India laid the foundation for creating a social, order where men and women are treated as equals.

Main features of women's education after the Independence are as follows.

- 1) As per the Indian constitution the education was compulsory for **6 to 14** age group.
- 2) Competition with the boys about education was started.
- 3) Primary education must be co-education.
- 4) Number of job doing women's was increased.
- 5) There was the choice for women as per their interest, capacity, ability. The subject as such as home science, fine art was developed and available at university stage.
- 6) Adult women education paid much more attention.
- 7) Job oriented, business oriented education was also available.

In presence, educational trends are formal education, Informal education, Industrial Training, Technical education, Vocational education. It has some limitations, drawbacks or a problem which comes to know time to time. Here Researcher deals with the problem of women studying from Industrial Training Institutes from Nagpur district. So create in quarasity is if there are some problems in developing skill base women power from Industrial Training Institute, then which are they? What is the nature of problem? Who tries to solve or overcome it? What are the solutions on it? What should be done to overcome such problem?With respect to above some questions Researcher is interested to work on this problem. Because this problem is related directed or indirectly with the socio-economic development of our country.

MATERIAL & METHODS:

Invitation involved identifying how the respondents would be invited i.e mainly through group discussions at choupal of village with villagers and identification, selection of cultivars was done to answer the survey interview schedule. Personal interaction was used as a means to collect data from the people living in respective villages in the study region since at least past 10yrs. The research objectives were clearly communicated to the respondents prior to data collection. There were five main parts of an invitation:

- Introduction of the topic
- Why the respondents have been selected to respond
- How long will the interview take
- What benefit will they get for responding
- How their responses will be used (confidentiality)

Based on the objectives, questions/statements were framed such that each statement would yield single response.

RESULT & DISCUSSION:

❖ The Status of Women

Following table's No. 1.1, 1.2 and 1.3 shows the status of women in literacy, population, enrolment, Drop out, etc. in Maharashtra. Population of women in Maharashtra is 4.65 crore and the % of literacy of female is 67% as shown in Table no.1.1 and in 1.2. But only the 0.65 lakh women complete the certificate & diploma course as shown in table no. 1.2 Dropout rate of girl student in 2002-03 at X level is 55% as shown in Table 1.3. It means 45% girls complete their X level education. High dropout rate of standard VIII & X for both the boys & girls may be due to the need of students participation in the economic and domestic activities of the families.

Table No. 1.1
Salient features of population in Maharashtra and
India - Census 2001

Item	Maharashtra	India
Population in crore		
Total Persons	9.69	102.86
Males	5.04	53.22
Females	4.65	49.64
Rural- Persons	5.58	74.25
Males	2.85	38.16
Females	2.73	36.09
Urban- Persons	4.11	28.61
Males	2.19	15.05
Females	1.92	13.56
Decadal Population Growth Rate (%) Persons (1991-2001)	22.73	21.54
Sex Ratio(Female/1000 Males)	922	933

* Source: 1) Government of Maharashtra Web Site <http://maharashtra.gov.in>, Economic Survey of Maharashtra 2006-7

Table No. 1.2

According to **2001** census figures, out of the total population of district (**84.03%**) Persons are literates, the literacy percentage in the rural area is **75.58%** and in Urban area it is **88.65%** Further details regarding literacy are given in Table 3.3.

Table No. 3.3
Showing literacy % in the Tahsil

Sr. No	Tahsil	Total		
		Total	Male	Female
1	Nagpur(Urban)	89.28	93.90	84.36
2	Saoner	81.24	88.40	73.48
3	Parshiwni	76.45	84.57	67.76
4	Ramtek	72.30	82.40	61.80
5	Mauda	75.06	83.78	65.95
6	Kamptee	84.43	90.59	77.72
7	Kuhi	71.94	81.30	62.33
8	Bhiwapur	70.14	80.02	59.89
9	Umrer	77.33	85.83	68.25
10	Nagpur(Rural)	83.41	89.53	76.45
11	Hingna	82.01	89.15	73.62
12	Katol	78.97	86.40	70.95
13	Narkhed	77.40	84.33	69.98
14	Kalmeshwar	80.00	87.48	71.86

Table No. 1.3
Drop Out Rates of Student (%)

Standard	2001 - 2001	2002 - 2003
V -Boys	15	13
Girls	19	14
VIII -Boys	35	31
Girls	41	36
X -Boys	52	50
Girls	57	55

* Source: 1) Government of Maharashtra Web Site <http://maharashtra.gov.in> Economic Survey of Maharashtra 2006-7

Nagpur District consists of fourteen tahasil Out of which each 14 Tahasil has Govt .Industrial Training Institutes. From this year one Government Industrial Training Institute is going to start at Tahasil. Tahasildoses not have Government Industrial Training Centre. In Nagpur there are **30 Governments**. Industrial Training Institutes (ITI's) out of which **one** is for girls only. There is **26** private .Industrial Training Institutes (ITI's) Thereis one Govt. and two pvt. Polytechnic technical centers, Ten Govt Technical Institutions, five pvt and forty three for **+2 stages**. In Govt. Civil Engineer, Mechanical Engineer courses are conducted while in pvt 1) construction Technology 2) Communication Engineer are the branches. In every branch 60 students are admitted.

Table No. 1.4
Industrial Training Institute (Girl's) Nagpur
List of Engg. and Non-engg. Courses with entry Qualification

Sr. No	Trade	Qualification	Trade Year	Units
1	Mechanic electronics	SSC Pass	Two Year Engg.	1
2	Information Technology & Electronic system Maintenance	SSC Pass	Two Year Engg.	1
3	D' Man Civil	SSC Pass	One Year Engg.	2
4	Hair & skin Care	SSC Pass	One Year Non - Engg.	1
5	Dress Making	SSC Pass	One Year Non - Engg.	1
6	Secretarial Practice	HSC Pass (English sub with min 50% marks & relaxable by 5% for SC/ST/OBC candidates)	One year non engg.	1
7	Fruits & Vegetable Processing	SSC Pass	One Year Non - Engg.	1
Total Intake Capacity				246

* Source: Directorate of Vocational Education and Training Web Site <http://dvet.gov.in>

Purpose of Admission to ITI

Sr. No.	Purpose	Number of Women trainees	Percentage
1	To start self business	29	53.70
2	To find employment	4	7.41
3	To help parents in their business	2	3.70
4	To use knowledge and skills in their daily life	19	35.19

*Source - Field Survey (2006-07)

54% women trainees are admitted to ITI to start their self-business, 7% admitted to get employment, 4% women trainees admitted to help the parents in their traditional business and 35% women trainees are interested to use their knowledge and skill in their day to day life.

Private Industrial Training Institutes in Nagpur Region

Sr. No.	Name of / ITC
1	Late Laxmanraowastad ITC, Saraswati Nagar, Hudkeshwar Road, Post Narsada, Nagpur.
2	Hasnoor ITC, Weocom, Co-operative Society, Plot No. 103(B), 104, 105, 106, BorgaonGorewada Tank Road, Nagpur
3	Mahatma Fule ITC, Parsodi, Wardha Road, Nagpur
4	Late WamanraoBhure ITC, At Post Kohli (Mohli)
5	KeshavraoPawar ITC, Saoner, Nagpur Road, Post Waghola, Nagpur
6	VSPM ITC, In front of Railway Station, Khutanba Road, Katol
7	Netai ITC, TalmaleBhavanKhat (Railway)
8	Late Devraojiltankar ITC, Near GraminHospital, BudhwarPeth, Umrer.
9	Prakash ITC, Wadi, Nagpur – 32.
10	BhatijaBai ITC, Managal Bazar Road, Sadar
11	Bhawani ITC, Near Sutgirani, Harpur Nagar, Umrer Road, Nagpur
12	Rajiv Gandhi ITC, 381/3, Uttar Ambazari Marg, Gandhinagar
13	Vikas ITC, AmbadiTah. Kuhi
14	Ravi ITC, Great Nag Road, Sant Gulabbaba Ashram, Shiraspeth
15	HajratTazuddin ITC, Tajabad, Umrer Road, Nagpur
16	Anjuman ITC, Mangalwari Bazar, Sadar, Nagpur
17	Late MahadeoraoMahalle ITC, E2/F3, Trimurti Chowk, New Nandanwan, Nagpur
18	AnjanabaiDhote ITC, Manewada Ring Road, Nagpur
19	Chaitannya ITC, 34, 51, 52 Chikhali Layout, Kachimet opp. N.B.S.S., Amravati Road, Nagpur
20	Bharatiya ITC, Dighori, Umrer Road, Om Nagar, Nagpur
21	Navnath ITC, SARvashri Nagar, Dighori Road, Nagpur
22	Vidyasagar ITC, NavinBina Main Road, Khaparkheda
23	DattaMeghe ITC, Wanadongari, Hingna Road
24	Parshooram ITC, Nagpur
25	Kothale ITC, DehgaonSaoner Road
26	Shreeram ITC, Mouda

CONCLUSION:

Most of Instructors, say that parents are not interested in girl's Industrial Training & admission of girls should increase from ITI's. All Instructors are qualified according to the norms of Directorate. 45% Instructor say that the strength of girls from ITI is not enough. 55% Instructor express that topics & theory part is according to syllabus it is useful, only 5% Instructors say that the syllabus is old. 85% instructors say that the Government achieves its objective of women's Industrial Training from ITI's. They also stated that they get expected response of women during the teaching. It is interested that 100% instructors say that the time table is comfortable. 95% instructors complete their syllabus by extra periods if necessary. Evaluation method includes the practical examination, written examination and oral examination. Most of instructor says that the practical from ITI's are useful in developing independencies in women. It is also stated by instructor that government provides necessary facilities to ITI. They are satisfied about the knowledge & skill getting by students. Most of instructor always uses teaching aids. According to 45% instructors from ITI of Nagpur district, parents are not interested in girls training through ITI, only 50% women from ITI's of Nagpur district think that, to make able to start self-business is the aim of CTS scheme. Where 37% women say that aim of CTS scheme is to provide needed manpower.

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