International Journal of Advanced Research and Development
ISSN: 2455-4030, Impact Factor: (RJIF 5.24)
www.newresearchjournal.com/advanced
Volume 1; Issue 4; April 2016; Page No. 43-45

Spreading out of technical education in the valley of Kashmir: A case study of industrial training institutes (ITI's) in south Kashmir

[1] Maroof Maqbool, [2] John Mohammad Akhoon, [3] VK Dixit

[1] Research Scholar, Department of Adult, Continuing Education and Extension, University of Delhi, Delhi, India.

[2] Directorate of School Education, Kashmir, Jammu and Kashmir, India.

[3] Department of Adult, Continuing Education and Extension, University of Delhi, Delhi, India.

Abstract
Technical education is considered as the backbone for the development of a country in the modern era. Technical education was almost negligible not only in south Kashmir region but in the whole of the Jammu and Kashmir till 1960's. The foundation stone of technical education (ITI) was laid down in 1970's at very low pace. But, thing had changed from last two decades and there is at least one ITI in a district, Still this kind of education is out of reach to a very large portion of population because of the scarcity of such institutions. In the present paper, an endeavour attempt has been made to study the overall conditions, growth, progress and development of technical education in South Kashmir region of the valley of Kashmir from 1981-2013. The present paper studies growth of ITI's along with enrolment. The present study will also enlighten the programmers and policy makers to give due importance for the further development of technical education in Jammu and Kashmir in general and South Kashmir in particular qualitatively as well as quantitatively.

Keywords: technical education, industrial training institutes, south Kashmir

Introduction

Jammu and Kashmir is not only the chosen destination for studying general courses but also for pursuing technical courses. Today, technical curriculum has become very important because more and more people, both men and women, want to enter into a technical life as soon as possible in their lives; therefore a technical degree is very important.

The growth and development of technical education in India during the pre-Independence and post-Independence periods is that whereas during the earlier period, the growth was haphazard and erratic, during the post independence period, it has been more organized and planned on scientific lines. The realization and development of technical education as essential to meet the technological needs of the country made it an area of high priority in economic planning. Technical education plays a significant role and can be considered as backbone for the economic progress and development of any nation. This fact has been realized by the education planners and emphasis on the development of technical manpower was given right from the first five year plan.

The scope of technical education is very comprehensive. It incorporates within itself all subjects of study in engineering and technology. Civil engineering, mechanical engineering, electrical engineering, mining engineering, aeronautical engineering, metallurgical engineering, industrial engineering, chemical engineering, agricultural engineering, production engineering, and a host of other fields of engineering form part of technical education. Similarly, there are various subjects in technology, namely, leather technology, paint and varnish technology, food technology, fuel technology, marine technology, textile technology, etc., which fall within the purview of technical education.

It is only during World-War II that technical and vocational education received encouragement in India. But the number of technicians and engineers was very small in comparison with India's need. So, free India turned her immediate attention to technical education. A large number of technical institutions have been opened.

There are both diploma and degree courses. Post-graduates and research training is also imparted. There are many colleges for engineering. Polytechnics have also been set up all over India. For the development of higher technical education, Indian Institutes of Technology (IIT) have been established at Delhi, Kharagpur, Bombay, Kanpur and Chennai. The Indian Institute of Science at Bangalore has been reorganized and several new departments have been added. Stipends for practical training abroad and scholarship for the promotion of research in universities and technical institutions are being awarded. Then, there has been set up All India Council of Technical Education. It looks to the development of scientific and technical education and research in the Indian universities and technical institutions of higher training. The Defence, Labour and Rehabilitation Ministries have opened a large number of training centres all over the country to impart training to lower grade technical personnel.

Technical Education As per the provisions AICTE Act, "Technical Education" means programmes of education, research and training in the following fields:-

- Engineering & Technology
- Architecture
- Town planning & Management
- Pharmacy & Applied Arts and crafts

- ❖ Such other programmes or areas as the Central Government may declare in consultation with the council by a gazette notification.

History of Technical Education in India

The history of imparting formal technical education in India can be traced back to mid 19th century, although it got momentum in 20th century with the setup of Constitution of Technical Education Committee of the Central University Board of Education (CABE) in 1943; Preparation of Sergeant Report in 1944 and Formation of All India Council of technical Education (AICTE) in 1945. With the country gaining independence in 1947, the development of technical education had become a major concern for the government of India to face the new challenges and move the country forward.

The setup of Indian Institutes of Technology, Indian Institutes of Management and Indian Institutes of Science was a major step in the development of technical education in the country. The quality of education of these institutes has managed to change the outlook of India so much that this ancient country which was earlier known for yoga and mediation is now known for computer engineers. However, it does not mean that the challenge of making technical education accessible to the rural populace and other under developed sections of the society has been overcome.

In order to maintain the standard of technical education, a statutory authority- The All India Council for Technical Education (AICTE)- was set up in 1945. AICTE irresponsible for planning, formulation and maintenance of norms and standards, quality assurance through accreditation, funding in priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring coordinated and integrated development and management of technical education in the country.

Objective

The following objectives were formulated for the present study:

1. To study the various Industrial Training Institutions of South Kashmir.
2. To study the growth of enrolment in Industrial Training Institutions of South Kashmir.
3. To study the Pupil Teacher ratio in Industrial Training Institutions of South Kashmir.

Data Base

The data for the present study was collected in the following institutions:

1. Industrial Training Institute, Anantnag.
2. Industrial Training Institute, Pulwama.
3. Industrial Training Institute, Pampore.
4. Industrial Training Institute, Shopian.
5. Industrial Training Institute, Kulgam.

Tools and Techniques

The data for the present study was collected through Information blank. Following tools and techniques were employed for the present investigation:

1. **Information Blank:** It was used to collect the data decade-wise from 1981-2011 along with the years 2012 and 2013 of their total enrollment gender-wise, and total number of Teachers, Gender-wise from different Industrial Training Institutes of South Kashmir.

Analysis and Interpretation

Table 1: Showing the total No. of Industrial Training Institutes in South Kashmir from 1981-2013

Year	Total No. of Institutes	Total No. of Enrolment	Male	Female	Total No. of Teachers	Male	Female	Pupil Teacher Ratio
1981	1	80	44	36	7	6	1	11:1
1991	3	290	190	100	17	15	2	17:1
2001	3	362	241	121	27	22	5	13:1
2011	5	1336	891	445	70	56	14	19:1
2012	5	1699	1143	556	74	60	14	23:1
2013	5	1789	1195	594	76	60	16	24:1

Source: Field Survey

The table shows the statistics about the Industrial Training institutes of the south Kashmir region. The industrial training institute which was in existence before 1981 was badly damaged in a fire accident and the institute was re-established in the year 1981. The above table shows that there has been an increase in the total no. of institutes from 1 in 1981 to 5 in 2013, the enrolment in these institutes has also increased from 80 in 1981 to 1789 in 2013. The pupil teacher ratio has been increased from 11:1 in 1981 to 24:1 to 2013.

Conclusion

The south Kashmir region is having a rich historical background, once it was the capital of the Kashmir then Srinagar was part of the Anantnag district as it was also the oldest district of the valley. South Kashmir region is the birth place of many eminent personalities which includes poets, educationists, politicians, philosophers, economists, saints, etc. The present paper reflects that technical education is not developed as per the social needs. From the above we can say that the first ITI which was established in the year 1981 and the number of such institutes has been increased to 5 in the year 2013. We can also see rapid increase in the enrolment. The pupil teacher ratio is also increased from 11:1 in 1981 to 24:1 in 2013. Thus, we can say that technical education sector is not growing parallel with the pace of other areas of education. Government is also lacking in establishing more ITI's in the region of South Kashmir to cater the plethora population.

Suggestion

Some qualitative as well as quantitative technical institutes with a wide range of courses may be opened in the South Kashmir while keeping in view a plethora population and the professional technical demands of the said region. Besides, separate technical institutes should be establishing for the

women is the need of an hour keeping in view the social scenario of the society of Kashmir.

References

1. Working group on Secondary and Vocational Education for the 11th Five Year Plan (s.d.) Report, Delhi, Government of India, Planning Commission, 2007-2012.
2. Governance of Technical Education in India, World Bank working paper no.190
3. Joint publication with NASSCOM and NPIU (National Project and Implementation Unit of TEQIP).
4. TEQIP–Project implementation programme by government of India, Department of secondary education & Higher education, Ministry of HRD, New Delhi.
5. Various issues of University News – A weekly journal of higher education, Association of Indian Universities, New Delhi.
6. Tenth Five Year Plan by Planning Commission Government of India.
7. Eleventh Five Year Plan 2007-2012 New Planning Commission Government of India.
8. Ahmed T, Satija MP. Growth of technical education at degree level in Punjab: A historical perspective. The Indian Journal of Technical Education. 2005; 28(3):81-91.
9. Sen Biman. Technical education in India 1921-80. In Studies in educational reforms in India. P.R. Panchamukhi. Ed. part-2. Bombay, Himalaya. 1989; 3:189.
10. Awale SD. Engineering teachers in the development of technical education system in India. ISTE, New Delhi, 1996, 3.
11. Awale SD. Some critical issues relating to engineering teachers in the development of technical education system in India. New Delhi, Indian Society for Technical Education (ISTE), 1996, 1.
12. Chanderkant LS. Polytechnic education in India. Bombay, D.B. Taraporewala, MacMillan publishers, 1971, 26.
13. Sedwal, Mona. Technical education in India; from past to present. In Recent trends in technical education. R. Hariharan. Ed. Delhi, MacMillan publishers, 2008, 495.
14. Madan PJ. Technical education. In Education in India in the 20th Century. S.N. Mukerji. Baroda, Acharya Book Depot, 1969, 233.
15. Dass, Dayal. Development of technical education in India. New Delhi, Ministry of Education and Culture, 1984, 1-2.