

IN PLANT TRAINING PROGRAMME - CONSTRAINTS AND SUGGESTIONS

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ABSTRACT

In-plant training programme play a very important role in assisting the students to make an adequate adjustment to the next step in his training ,whether taking a full time or part time job or making a choice of additional educational training. The B.Sc. Home Science programme (3+1 pattern) offers in-plant training of two months duration. The present study was planned to find out constraints and suggestion by the B.Sc. Home Sc. graduates regarding In-plant training program. Study was conducted in College of Home Science, Udaipur and College of Home Science, Bikaner with 138 Home Science graduates. Questionnaire technique was used for data collection . Findings of the study indicated that the major problem being faced by the students were lack of supervision & follow up by the administration and short duration of training program. The suggestions put forth by the students were for increasing the duration of the training up to six months, regular supervision and follow up by the college and appointment of placement officer.

INTRODUCTION

Vocationalization and career-oriented courses at degree level are the new challenges introduced in the teaching system , which necessitates a well-framed link between the institution and industry to train and equip invocation envisaged. Introduction of In-plant training in the curriculum plays a very important role in this regard. The B.Sc. Home Science program (3+1pattern) offers job oriented courses in the seventh semester and In-plant training of two months duration in the eight semester with the view that the internship in the related industry or institution is essential to provide practical training exposure and also for the industries to be acquainted with the potentialities of B.Sc. Home Science graduates (3+1pattern) for mutual benefits. The present study was planned to find out the feedback information by the students regarding In-plant training.

Objective

To find out the constraints and suggestions pertaining to In-plant training program of B.Sc. Home Science program (3+1pattern) of SAUs of Rajasthan state.

RESEARCH METHODOLOGY

Present study was conducted in College of Home Science, Udaipur and College of Home Science, Bikaner , under SAUs of Rajasthan state. Total sample consisted of 138 Home Science graduates from the selected colleges, just after completion of eight semester of their degree program. Questionnaire technique was used for data collection . After due permission from administrator of respective colleges students were collected in their college in small batches of 8-10 students and requested to fill the questionnaire. Collected data were analysed statistically by frequency & percentage.

RESULTS AND DISCUSSION

In the B.Sc. Home Science program (3+1pattern) following vocational elective (specialized course) are offered to the students in the seventh semester -

1. Dietetics & Diet counseling .
2. Institutional Food Services Management.
3. Computer Aided Garment Designing and Production .

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4. Computer Aided Textile Designing and Printing.
5. Computer Aided Interior and Exterior Designing.
6. Instructional Technology.
7. Childhood Care and Development.

In the eight semester students were placed for internship training at different institutions\ organizations according to their area of specialization viz-. Hospitals, Hotels, Media organization , NGOs. Textile mills, Garments production units, Architectural units and institutions dealing with wholesome development of the family with emphasis on children.

Constraints Faced during In-plant Training:

Constraints faced by the students of both the colleges during internship in different areas of Home Science are presented in table 1. Perusal of data indicates that lack of supervision and follow up by the college was reported by 50.7 students of almost all the vocational packages. Another limitation reported by the students on all the packages was that the two months duration for internship was very short, because it is a job oriented training and professional competencies can not be developed within such a short duration. Further such a short training may not be adequate for job prospects. Hence, there is need to increase duration of In-plant training.

Table-1 : Distribution of students by Constraints faced during In-plant Training

(n=138*)			
S. No.	Constraints	f	%
1.	Lack of supervision and follow up by the college	70	50.7
2.	Duration was very short	48	34.8
3.	Transportation problem	35	25.4
4.	Financial problem	16	11.6
5.	Long and strenuous working hours i.e. 8-10 hours per day	15	10.1
6.	Adjustment problem with organization's staff	14	10.1
7.	Accommodation problem	9	6.5
8.	Placement institution was not according to vocational package	4	2.9

* Multiple responses

Few students of Home Science Extension & Communication Management reported that placement institution was not according to the content of vocational package. It was pointed out that placement of students at International Centre for Entrepreneurship and Career Development (ICECD), Ahmadabad and Centre for Health Education Training and Nutrition Awareness (CHETNA), Ahmadabad was not suitable because projects assigned to them were not according to their vocational package. Discussions with the Head of the Department about this aspect brought out the fact that these organizations are actively working in the area of health, nutrition, child development , education and entrepreneurship development addressing to rural families with focus on women and children . Thus , exposure of working in these organizations would provide first hand job

experiences of working with rural people . Beside this they also have lot of instructional technologies, video films etc. and the experiences gained in such organizations would provide them realistic subject matter for the development of institutional materials. Transportation for reaching at placement institution and accommodation in metro cities were very expensive and extra financial burden was another problem by the students.

Multiple responses

Coming over to the suggestion for modification in In-plant training programme, majority of the students reported that the duration of the internship was very short. Further, such a short duration training may not be adequate for job prospects also. Internship of one semester was suggested. Another suggestion given by three

fourth of the students was regular supervision during internship and follow up by the college. Almost 54% percent students suggested for the having a placement officer in the college.

Table 2. Distribution of students by their suggestions for improvement in In-plant training programme

Udaipur=51*, Bikaner=87*, Total=138*

S. No.	Suggestions	f	%	f	%	f	%
1.	Duration should be increased to six months	41	80.4	53	60.9	94	68.11
2.	Regular supervision and follow up by the college	38	74.5	64	73.6	102	73.91
3.	To facilitate trainers, guideline should be provide to placement organizations	36	70.6	56	64.3	92	65.94
4.	There should be placement officer in the college	26	51.0	78	55.2	104	53.62
5.	Stipend should be given in advance	-	-	6	6.9	6	4.35
6.	Students should not be placed in their home towns	-	-	4	4.6	4	2.89

CONCLUSION

On the basis of the major outcomes of the study it can be said that the job oriented training and development of professional competencies to high extent there is a need to increase the duration of In-plant training programme.

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