CHAPTER V

SUMMARY OF FINDINGS AND CONCLUSION

In the previous chapter, a detailed discussion on the analysis of data collected about the infrastructure of the skill-providing Institutions, the ability and strategy of the skill providers, the scope and use of ICT tools for the skill development programme and the barriers faced by the skill providers. Finally, the requirements for the skill provider’s are accessed to enable the youth with potential skilled person of the current situation in and around Dindigul District. In this chapter, the findings and suggestions based on the outcome of the analysis are highlighted to prove the hypotheses and fulfill the stated objectives. The findings and observations are broadly classified under appropriate headings.

Title of the thesis

A Study on the use of ICT Tools in Vocational Skill Development Programme in Dindigul District.

Objectives of the Study

The objectives of the study are given below

1. To understand the environment for imparting vocational skills in the skill providing institutions in Dindigul District.
2. To identify the ICT skills among the teachers who are providing vocational skills in the skill providing institutions.
3. To identify the strategies and ICT tools for providing vocational skills in the institutions.
4. To understand the problems faced by the vocational skill providers in Dindigul District.
5. To offer a suggestion for the efficient implementation of the vocational skill through ICT.
The data collection was done with the help of a well-structured and pre-tested interview schedule. The collected data were coded, tabulated, analyzed and presented in the form of tables in order to make the findings meaningful and easily understandable. The findings emerged from the analysis were duly interpreted and conclusions drawn. Data were analyzed by using the Statistics Package for Social Science (SPSS). Analytical tools such as simple percentage and Chi-Square were applied for finding out the degree of difference existing between two variables. The major findings of the study are presented below.

I. Profile of the vocational skill providers

- In total 59.6 percent of the respondents were working in ITI’s and 31.6 percent of them are in schools.
- Nearly 50.0 percent of the respondents were having only diploma or equivalent level educational qualification and nearly 50 percent of the respondents have minimum Experience. This arrangement reflects in the skill providing level to the students.
- More than 83 percent of the respondents were in the maturity age group of 26 to 50 years. There are 58.8 percent of them are male respondents.
- 60 percent of the respondents were aware of the schemes in Vocational Education among them 51.2 percent of them were knowing about the NCVT.

II. Environmental of the Vocational Skill Providing Institutions

- More than 50 percent of the target people are not aware of the vocational skill development programme.
• 84 percent of the respondents said that they are conducting skill training for six months’ duration and above.

• Significant to note that 80.0 percent of the respondents said that institutions are conducting the Vocational skill training more than five years and the Government sectors support 78.0 percentage of the institutions.

• Nearly 78.0 percent of the respondents said that there is need to improve the infrastructure for Vocational skill training.

• Regarding hard skill training, 86.8 percent of the respondent said that the institution has sufficient Tools and Machines.

• The infrastructure facility is more 86.8 percent for hard skill training and minimum level 20 percent for soft skill training.

• More than 78.0 percent of the skill providers are having problem with financial hardship in conducting vocational skill training.

III. The Teacher’s Ability And Strategies For Imparting Skill

• 75.0 percent of the respondents stated that the vocational skill training was conducted in theory and practical equally.

• 95.6 percent of respondents have accepted the ICT based teaching will give a better understanding, and 73.2 percent of respondents have attended the training on ICT-based teaching and equipment operation.

• On ICT materials usage 37.2 percent of the respondent said they are using the Power Point and 34.8 of the respondents stated that they are using the Videos in the skill training.
Only 22.4 percent of the respondents said that they are using the Animation Videos and 3.2 percent of the respondents stated that they are using the e-journals.

IV. Barriers among the skill providers

- 63.6 percent of the respondents' opinion is that the preparation of ICT material is ‘expensive’ for the vocational skill programme.
- Regarding the problem for ICT mode class, more than 70.0 percent of the respondents have said that they have a lack of facility in the projection hall and support.
- More than 72.0 percent of the respondents said that the institution is not having sufficient virtual class facility for hard skill and soft skill training.
- In soft skill training, 55.2 percent of respondents said that their computers are not suitably configured and 56.0 percent of the respondents said that there is a low level of necessary software.
- 50.0 percent of the respondents said that institutions are having a low level in power backup and nearly 50.0 percent of the respondents said that they are not having Internet connectivity.
- 42.4 percent of the respondents stated that they are not having the awareness about the agencies those who prepared video tutorials in vocational skill trades.
- 68.0 percent of the respondents said that they do not use the ICT materials developed by National Instructional Media Institute (NIMI).
- 66.0 percent of the respondents said that the teachers are not providing any e-materials to the skill training students.
• Only 50.8 percent of the respondents said that their institutions have sufficient safety measures.
• 66.0 percent of the respondents stated that the trained students are not confident in the skilled trade of the vocational training.
• Nearly 60 percent of the respondents said that the MoU had not been made with Institutions/Industries for the academic and technical support to conduct skill training.
• 63.2 percent of the respondents stated that they ignore the ICT equipment usage with some reasons.
• 88.0 percent of the respondents are willing to undergone training on the ICT-based teaching of vocational skill programme.

**Requirement for the skill providers**

• 88.0 percent of the respondents are willing to undergo training on the ICT-based teaching of vocational skill programme.
• More than 65.0 percent of the respondents preferred holidays and after class hours for ICT training for the vocational skill programme.
• 63.0 percent of the respondents expected theory and practical based ICT training.
• More than 50.0 percent of the respondents expect Tamil medium for the ICT training.
Suggestions

The following suggestions arrive from the experience of the study for the betterment of Vocational Skill training and further research. The present study has been done only in selected Vocational Skill Providers in Dindigul district.

- More efforts should be taken to change the negative attitude in the society and make them aware of the importance of vocational skills and improve the enrollment. Also, the media has a vital role to play in raising community awareness about the importance of vocational skill development.

- The institutions are conducting vocational skill training for long a period with experienced teachers, but the infrastructure should be improved for the teaching and practical of vocational skill in all trades.

- Maximum skill providers conduct the skill development programme in theory and practical equally. This should also be modified with more practical followed by the theory that is ‘Education through Vocation’.

- The majority of the respondents accepted that ICT influences better understanding of the subject but the ICT skill among teachers is at a moderate level. Therefore, Intensive training on ICT-based teaching & learning should be given to all the vocational skill providers.

- The inconvenience of the ICT mode vocational skill teaching should be rectified in a prompt manner and facilitate the ICT integration in the vocational and technical classroom.
• Skill providing institutions should develop appropriate modern technological equipment with internet connectivity, power backup and help teachers and trainers to practice such a technology in their teaching and training.

• Most of the respondents felt that the preparation of ICT materials is expensive. They should be updated with current applications and keep pace with changing technology which is relevant to produce ICT materials at a reasonable price.

• Actions should be taken to ensure that teachers do have the skills needed for them to integrate ICT in teaching vocational and technical subjects, why because, most of the teachers and trainers simply ignore ICT based classes due to lack of technical support.

• The skill providers must be aware of the agencies which are producing ICT based tutorials for teaching and learning of various vocational trades and make use of the resources.

• The skill providers should be oriented through training/workshops, practically with ICT tools, its relevance, equipment and revise their teaching ability using Web resources.

• The ICT materials produced by the National Instructional Media Institute (NIMI) should be modified by the felt need of vocational skill teachers and trainees because most of them are not confident with it.
Conclusion

In the area of vocational skill education and training, the integration of ICT is not only an option but also essential for making the learning process more attractive. ICT has become a powerful technological tool in delivering vocational skill program around the world. ICT technologies are developing at a rapid pace, carrying the potential to provide the vocational skills to more learners in satisfying ways. Therefore, vocational skill providers update themselves with changing technology, because their competency in ICT is essential if they are to be successful instructional leaders as they transfer this ability to their students and make them confident in the skilled trade. The Government of India has been taken steps in a war foot manner to provide vocational skill development among the youth. Rationally the available skill providing centers should accommodate the existing youth population, to upgrade and upscale their skills in a qualitative manner. In this juncture, ICT-based tools like video tutorials, web resources; social networks have the power to play a vital role to educate vocational trades and enable the learners to understand the skilled trade with confidence. These ICT based tutorials also play a role of a teacher, where ever they have doubt in their career.

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