

**SUMMARY OF THE FINDINGS****5.0 INTRODUCTION**

This chapter deals with the conclusion and suggestion of the present study. A very brief account of the entire investigation is discussed in the present chapter. Along with the conclusion, some recommendations and implications of the study are discussed here.

Results of the present study highlight some important issues which are built on ideas examined in the literature review. Presently Tibetan vocational training centers have been performing quite well in various levels. Still, education quality for trainees in a rural setting and sometimes in urban is a waste due to the socio-economic condition of the family, lack of school facilities, and lack of funds, etc. All these factors inspire the investigator to investigate this topic.

**5.1 THE TRAINEE'S MAJOR FINDINGS**

- I. The study revealed that these Tibetan vocational institutes might have other resources but the trainee's exchange problem is almost zero due to many reasons but if you narrow it down; many trainees aren't even aware of the exchange program as they haven't seen any seniors or juniors doing so. As well as, the training centers have failed to sustain professional contacts with neighboring training centers, and eventually the exchange program doesn't exist as it should be.
- II. The study found that few types of equipment are lacking since these institutes are completely administered on foreign funds and they find it hard to keep up with the new types of equipment. But they do have enough pieces of equipment even though it is outdated but it is still functioning; unfortunately, it is not enough to get the best practicals on this old equipment. Furthermore, some courses were shut down so many types of equipment are discarded in some corner which is a complete waste so they are planning to sell it and buy new equipment.
- III. The study also found that trainees had to go through many extra workloads during those Tibetan festivals and auspicious days; they have to attend many prayer sessions which are compulsory and to even learn Buddhist Philosophy which is good for some trainees but not everyone is

interested in it. It is seen they started implementing these Buddhist philosophy classes with good intention but it is not for every Tibetan.

IV. Some (50%) trainees mentioned that most (75%) of the trainers are always willing to guide them whenever it is necessary and they even support them emotionally besides working hours. Trainees are happy to any kind of emotional support from trainers even though they are not professional counselors but they always love to guide them.

V. The study recorded that majority of the trainees need counseling as they are in a completely different environment which is hard to adapt and the emotional imbalance could surely happen at any stage of life. Counseling is a must at any stage of life so these vocational institutes must have counseling but they don't have it and they never felt the importance of it. Trainees can't open up emotionally to their trainers and friends can mislead them and drop-out cases are eventually increasing.

VI. It was observed from the study that industrial visits are not practiced very often in these institutes due to lack of networking with other institutes and these could be more burden on their budget as it runs on funded money. Industrial visits are casually practiced among all Tibetan vocational training centers which don't have much exposure. They were shown videos of industries where they are supposed to work in the future but visiting those industries is more impactful compared to watching them in videos.

VII. It was revealed from the study that few of the classes are held in workshops or laboratories due to lack of proper classroom so trainees cannot differentiate the theory and practicals. Some classrooms are empty but they aren't utilizing those due to adamant administration who do not want extra workload. It can be concluded that separate classroom and workshop is missing in some Tibetan vocational centers.

VIII. It was found from the study that female trainees staying in the institute hostel faced problems due to untidy toilets, congested accommodation, safety issues, and canteen food. Sometimes, the charges for food in the canteen are high and not everyone can afford it. Additionally, Toilets facilities are valuable but the maintenance is very low which leads to many infections UTI (Urinary Tract Infection), and sanitary pads are thrown everywhere due to fewer trash bins. To

maintain the physical amenities are more essential than just possessing them.

- IX. It was also found from the study that resource person talk or experts are not called upon very often; it could be due to this pandemic but even before that they don't have much practice of inviting them for the benefit of both the trainer and trainees.
- X. The majority of the students (80%) say that some types of equipment are to be shared between two trainees when it is supposed to be for one trainee. It constraints the proper practical during practical classes in a workshop or laboratory. Even computers need to be shared among two or three trainees which are not possible at all. The only smartphone is not enough to watch up everything but they can't access it freely and have no private space to grow intellectually.
- XI. It was observed in the pandemic time that the internet facilities are improvised a lot and wifi was enabled everywhere in the campus to attend the classes online. Trainees were happy with facilities and they could focus more on uninterrupted classes. But some trainees who went to their hometown; had internet issues due to their extreme locations like Arunachal Pradesh, Ladakh, and Himachal Pradesh but those trainees on campus didn't have any issues with online classes.
- XII. When it comes to the textbook, due to the unavailability of an exact textbook so trainers have to gather some material and make it a textbook without proper reviews but trainees fail to understand and they will have to deal with it quietly. The backbone of the training is missing which is the good textbooks to follow intensively for the future competitive job market.
- XIII. Trainee wants more leniency in their timetable as they feel that their whole day is filled with classes and practicals so they want to relax a bit which could let them feel more relaxed and mingle more with their friends for their peace of mind.

## **5.2 THE TRAINER'S MAJOR FINDINGS**

- I. The personal growth of the trainers is missing at the large scale (85%) and without any growth then the trainer's job consistency would not retain for long. Many trainers are lacking in skill up gradation and mostly engaged with non-academic activities. With this kind of extra benefits for trainers to make them satisfied but it fails most of the time.

- II. The majority (80%) of the trainers said that many Tibetan vocational centers don't have their textbook so trainers have to make one almost every year; unfortunately, the textbook which they already had is outdated and it is of no use in the contemporary field of vocation education. Owing to the fact that, the new textbook isn't revised by an expert so it's not very authentic and relevant to trainees. But some trainers are helpless and proceed accordingly.
- III. Some (50%) of the trainers said that they have issues with the salary which is very low according to their workload and the increment system doesn't prevail in these institutes. Thus, trainers aren't satisfied and it will hamper their performance. The administration cannot do anything as it's fully administered by the fund from the different sponsored organizations.
- IV. Most (75%) of the trainers said that they don't have any recreational activities for the refreshment and they have to share the recreational centers with trainees which don't give them privacy. Trainers don't have time to enjoy every time but they do need to pull off their stress so that we can concentrate and work better without any mental block. Especially young trainers need it more than old trainers.
- V. Most (90%) of the trainers said that their co-workers are always willing to help them whenever they needed some help with academics. A positive working environment is very essential for the growth of every individual trainer. They seemed to be satisfied with the colleague in these Tibetan vocational centers.
- VI. Some (40%) trainers said that the teaching aids like charts and models are outdated and in some cases, it is not available so they either have to make it on their own or they will have to use the old teaching aids. Moreover, not all the trainees are interested in teaching aids so trainers are facing difficulties to teach them.
- VII. It was also found from the study that some workshops or laboratories do not have first aid kits or any safety protocol if an accident occurs while attending practical classes. Even fire extinguishers are missing from classrooms. Some trainers even requested the administration to provide these amenities but it takes a long time to execute.

- VIII. When it comes to discipline then the trainers face a lot of problems; some students are school
- IX. dropped out and they don't adhere to discipline which influences other trainees in a bad way. Thus, trainers had to tackle them but some trainers are not experienced and they get frustrated without any counseling or guidance.
- X. Few (30%) trainees believe that the trainers should have the full liberty to arrange the classes according to the need and demand of the trainees but the administration wouldn't support them as it might add up to the extra load on them.
- XI. It was also found from the study that few trainers (35%) need the proper orientation when they are newly recruited so that they can start on the right track but some institute fails to perform orientation.
- XII. It was mainly observed that few trainees are not serious about any vocational courses and simply joined these institutes as they don't have to pay fees and even their parents force them to join without seeking their interest.
- XIII. In some vocational courses, they take some orders from outside for the actual practice of baking and cooking for their trainees but sometimes the order exceeds and the trainers have to work overtime to finish the orders on time but they are not paid for the overtime work even though the order money goes to administration.
- XIV. Indian trainers said that some trainees faced difficulties in understanding any language besides Tibetan which is their mother tongue but they manage to deliver the theory classes somehow with the help of other trainers and even some trainees from the same class.
- XV. Few Indian trainers said that they could appreciate it if the institutes give them more holidays on big festivals like Holi, Diwali, Dasheera, etc. Tibetan festivals and auspicious day holidays are not much of a use to them.

### **5.3 MAJOR FINDINGS OF THE STUDY**

Major findings according to the specific objectives of the present study are as follows:

- I. Enrolment is decreasing as many Tibetan students are applying for further education

- II. qualifications in universities in India and in abroad.
- III. Many courses are shutting down due to zero enrolment and the misconception about the work status; especially technical courses like Auto mechanic and driving, Iron fabrication, Reflexology, Mobile, Electricians, etc.
- IV. Lack of priorities for vocational training courses when compared to other educational courses.
- V. Lack of awareness and advertisement of these Tibetan vocational training centres; social media could have boosted up the admission and many youths would join willingly. But it is very important to provide wide choices of course for them to choose happiness.
- VI. Lack of Introducing new vocational training courses due to shortage of funds, shortage of trainers, etc.
- VII. Lack of efficiency in monitoring and supervision in the institute.
- VIII. These training centres should provide further vocational courses for trainees who are willing to study further ahead to make their career strong. Simultaneously, they should hire well-qualified trainers to teach these trainees for further courses.
- IX. The placement cell has to improve drastically as some of them fail to get a job but some of them are placed abroad. There are two extreme points when it comes to job hunting.
- X. They are mostly school dropped out so they possess some bad habits of consuming drugs and alcohol which causes them to expel them from training institutes on the spot.
- XI. Some workshops for trainees were too expensive to effort as it is a non-profit organisation.
- XII. They don't maintain any institutional syllabus and trainers have to make it which gives them extra workload which isn't in their work agenda while appointing.
- XIII. Lack of sufficient time for practical classes in some Tibetan vocational training centers.
- XIV. In Neelamangala - Bangalore, There is the unavailability of matron for girls trainees and it was handled by the warden which could be uncomfortable for girls as the warden can walk inside the girl's hostel anytime. Unfortunately, the training centres couldn't retain for long on their own so they merged in with ITI, Dehradun and they added the prevailing courses on it.

XV. Some trainees aren't even 12th pass so it's hard to get a job even after finishing their vocational courses successfully. They must be persuaded to finish their formal education by counsellors and trainers in case some trainees might change their mind and complete their education after their vocational education.

XVI. Many Tibetan organisations open up their gates for these trainees to practice; such as hairdressing and cookery. Trainees cut their hair and trainees cook at their functions for free which is the perfect practical practice.

XVII. The food and beverage course is doing excellent and they serve the lunch with full decor with the high class service to trainers.

#### **5.4 DISCUSSION OF THE FINDINGS**

Trainees are the backbone of the Tibetan community in exile and Tibet; the Tibetan government-in-exile (CTA) is trying its best to provide the best facilities and opportunities which could unlock the doors for many unemployed youths. Additionally, a 1998 demographic survey of people from Tibet shows that there was around 4099 youth who were unemployed and they couldn't get a job due to a lack of vocational skills.

In general, there are around 750 Tibetan youth who are graduating every year from a different course, different colleges, and different Institutes for a better future but the dropout rates are even alarming at the same time in the 1990s to early 2000s. Due to these dropout issues, the Tibetan Government in exile started focusing more on advancing the vocational courses for the mass and to making dropout students more productive for the community. In the beginning, they opened these training institutes in southern India in five main parts of India. Eventually it was productively increased into 8 settlements in 2001 and 10 Tibetan settlements in the year 2003 and onwards.

The timings of the training could differ from 3 to 6 months to 18 months depending upon the time requirement of the particular training. The duration of the courses is decided by the officers from the Department of Home, CTA after throwing a vast input of local research from different Tibetan communities. But from 2007 onwards it started running on the full scale for the better outcome of these vocational training institutes. A large number of trainees are placed in good companies like VLCC, Lakme, ABKJ Infrastructure & Design Solution, Gu-Chu-Sum, Aditya Birla, Columbia Asia

Hospital, Taj West End, Freelancers, etc.

If we look into the loopholes of those low placement, then it could lead us to the broader perspective of their ground-level problems; they didn't get proper counseling while choosing the courses which could have channelized their right choice and ended up adding in drop-out list. Even if they get the job but they leave the job and become unemployed. Furthermore, these training institutes tend to fail when it comes to student exchange policy which is of utmost importance to get exposure to the real job market. Only if the trainees are given the proper student exchange policy then it could amaze us with the percentage of employability after the completion of their course. To chase away the employability, we should always promise them to give a prominent scope which would let them live an independent and self-sufficient life without relying on others.

In addition, some trainees are planning to settle abroad so they take admission in these courses and then fly out for a better future which would surely make them employed but not directly help any Tibetan community in Tibet or in exile. Surprisingly, some monks and nuns join to extend their skills to uplift their monasteries. Moreover, few unemployed graduate and postgraduate students take up these courses to improvise their resumes for the upcoming job openings. Unfortunately, few trainees couldn't cope up with the job pressure and bounced back to being unemployed which is a total waste but CTA can't force them to sustain the prevailing job.

## **5.5 SUGGESTION FOR IMPROVEMENT**

- I. The job placement cell should be implemented with the properly established services for the trainees so that they won't have to be jobless even after receiving the training degree. With the good placement rate then the trainees will join willingly and they don't have to shut down any courses due to low enrolment.
- II. The Micro-loan project has to revise to build more employability in Tibetan society and to encourage and support our trainees to begin their business independently.
- III. The number of vocational training centres should increase so that there will be more enrolments in the future.



- IV. The trainers and trainees said that they have issues with mental health and they seek
- V. professional help but they have very limited access to it. So it is very essential to have one separate professional counseling office with a counselor who should be appointed only for counseling rather than giving them any other work.
- VI. The student exchange policy must be reintroduced properly for the benefit of every trainee. They must strengthen their connections with other training centers so that they can exchange the students productively. And the industrial visits are also essential for trainers and trainees for the benefit of everyone.
- VII. The Buddhist Philosophy classes must be optional for people to choose on their own but some skill-based training centers are making it a compulsion for trainees which many trainees are objecting to it so it has to be flexible.
- VIII. The trainer's salary must be revised every year so that they won't leave the job and trainees don't have to struggle to adjust with new trainers every semester.
- IX. Problems, awareness, and requirements of sex education are crucial at that stage of life. So they must introduce sex education in these institutes as many trainees are still young and they might get distracted and end up getting all kinds of sexually transmitted diseases and it could lead them to stress and depression.
- X. The majority of the trainer and trainees faced issues related to their syllabus and textbook so they should hire some expert committee and fix the syllabus and arrange proper textbook which should revise accordingly.
- XI. Some trainers contribute extra hours to the institute so the administration must acknowledge them and reward them to encourage them to perform better in the future.
- XII. Research findings indicated that teaching aids in these vocational centers are either outdated or trainers are reluctant to use them due to the transformation in teaching methodology. Thus, teaching aids must be improvised and trainers must be even workshops regarding it especially the old trainers.

- XIII. The present study revealed the library trainers level libraries should be well equipped with a
- XIV. requisite number and good quality of books. The library staff should be oriented towards helping trainees with patience and care. Regular orientation programs should be conducted for students by staff members of training institutes libraries.
- XV. They should conduct a proper admission test which can assess their interest and aptitude for which they want to choose vocational courses. Their evaluation must be conducted very strictly and continuous for the perfect score.
- XVI. It is mandatory to provide new and latest books on their current courses for everyone with enough numbers so that trainees have to wait for trainers to return the books to the library.
- XVII. It is important to have separate matrons and wardens in the hostel as many hostels are simply managing the trainees under one matron or one warden which is not applicable and safe for anyone. They must have experience of dealing with the different age groups of trainees.
- XVIII. It is suggested that they should hire only well-qualified trainers and well-experienced trainers to teach in these institutes. As they are the backbone of our trainee's life so they have to choose them carefully by looking into the perspective of job requirements in future.
- XIX. Hosting annual functions and picnics are quite essential for trainees which could open up more exposure to them with low expenses and everybody can get closer productively.

## **5.6 RECOMMENDATIONS FOR FUTURE STUDY:**

The present investigation was carried on, with certain limitations. The result and discussion of the study revealed several some many fields where intense research is needed to enhance vocational training institutes. Further research may therefore be carried in the following areas:

- I. Studies may be taken up to identify the areas where vocational educational growth of trainees has not taken place as desired even if provision is universal and causative factors may be investigated.
- II. Comparative studies of all the Tibetan vocational centers in India and as well as abroad.

- III. There an urgent need for researching a comparative study of Tibetan vocational training centres and Indian vocational training centers.
- IV. Studies regarding the impact of ITI and ISTL in Tibetan society as a whole and the main reason the downfall of admission may be taken up into research.
- V. A study of the unused machinery of every Tibetan vocational training centres may be taken up the future.
- VI. An intensive study of problems due to the closure a few courses in future.
- VII. Comparative study of boys and girls the school level concerning for to psychological variables may be taken up.
- VIII. Studies of the customs and practices in Tibetan settled in India and their impact on vocational education may be taken up.
- IX. The Detailed study on the factor called to follow up which could give them proper feedback for the establishment of the future vocational training centers in India and in abroad.
- X. A study on the sponsors and their fund sources from all over the world and even to study the sustainability of these funds for these Tibetan vocational training centers.

## **5.7 SUGGESTIONS FOR FURTHER RESEARCH**

According to the investigator ,more research studies can be conducted in the field of vocational education for Tibetan. Some of the suggestions regarding areas that can be taken up for further research are:

- I. A comprehensive study of problems of trainees in all the vocational training centers in India and in abroad.
- II. A comprehensive study of problems of trainers in all the vocational training centers in India and in abroad.
- III. A psychological study of those prevailing trainers and trainees along with those remaining staff in this institute.

- IV. A detailed researched reasons for not retaining the number of admission for every course.
- V. A study of implementations of various educational committees and other vocational commissions and its influence more trainees to join these institutes instead of lying financially on their families.
- VI. There should be a provision for further studies in vocational education for trainees for the overall development.
- VII.A Comparative study on academic and non-academic problems of trainers and trainees in these vocational institutes.
- VIII.A study of the online procedure of these vocational institutes would be very important for the future if any trainees want to join.
- IX. The cause and effect of the fund money could bring in financial crisis the long run.
- X. A study to focus on the trainer's retention issues for the benefit of the whole vocational training centers.
- XI. A comparative study between the Indian vocational ITI's and Tibetan vocational ITI's institutes for the overall benefits of everyone.

## **5.8 RESULTS AND INTERPRETATION**

Trainees are not sure of their choice of courses due to the lack of guidance/counseling while choosing the course and unavailability of workshops and student exchange policy. Cultural differences between the Indian trainers and Tibetan trainees create a gap while teaching and trainer have a minute scope for growth and development. Therefore, it is imperative to conduct skill-relevant workshops, quality job placement, introduce a student exchange program that will benefit the institute at large. Trainers and training managed to sort the major problems within them but some problems can be solved only with the help of administration.

Results are vast regarding this study and the researcher tried her best to accumulate and present it in a simple layperson language for better understanding for the readers and many people can gain interest out of this study the future as there is not any single research on this topic.

## 5.9 CHAPTER SUMMARY

This chapter contains the summary and conclusions of the entire investigation on the basis on interpretation and analysis of data. This study intended to study the status of Tibetan vocational institutes in India. The review of related literature provides the theoretical framework of the present study and on the basis on that theoretical framework, the entire investigation was done. Seven Tibetan training centres were selected for the collection of data and 270 trainers were selected by the investigator.

After the collection of data, these were organized and analyzed a simple statistical method. Descriptive as well the simple percentages and graphical representations were applied in the present study. It was revealed after analysis of data of the present study that from the very beginning of the 1960s Tibetan government in exile has been trying its best to make everyone skilled and independent. But unfortunately, some trainees are lagging to achieve the goal which was formulated by them. The data of the present study revealed the status of trainers and trainees was not fully satisfactory. The administration needs to be liberal towards their staff and trainees so that there is scope for everyone to speak and grow exponentially.

Many times, people assume that after the establishment of the training institutes; it functions properly but it fails in unexpected ways and we need to address it. This study provides an insightful finding of understanding the status of trainers and trainees of Tibetan skill-based training institutes at the grassroots level. It was found that many courses have been shut down due to zero enrolment and the interest of the trainee are shifting from technical courses to hospitality courses. There is need for more research to provide viable solutions especially for policymakers who run the Tibetan training institute. Isn't it crucial enough to research further on this field to stop unemployment in youth? This chapter concludes with the implications of the finding, recommendations, and recommendations for further study.