

**APPENDIX- 1**  
**QUESTIONNAIRE**  
**TRAINEES**

1. Name of the student :

.....

2. Age :

.....

3. Sex : Male ( ....) Female (....)

4. Qualification :

.....

5. Name of the vocational course selected :

.....

6. Duration of this course :

a.3 months (....)

b.6 months (....)

c.8 months (....)

d.12 months (....)

e.18 months (....)

f. 24 months (....)

7. By whose advise have you selected your vocational course ?

a.Parents (....)

b.Teachers (....)

c. Friends (....)

d. Self decision (.... )

e. Any other. (Please write in details)

.....

.....

8. How did you know about this institute :

a. Online (....)

b. Parents (....)

c. Friends (....)

d. Neighbours (....)

e. Any other. (Please write in details)

9. Fee payment :

- a. Free (....)
- b. Paid (self) (....)
- c. Semi-paid (....)
- d. Any other. (Please write in details)

10. Which is the medium of instruction for the vocational course :

- a. Tibetan (....)
- b. English (....)
- c. Hindi (....)
- d. English and Tibetan (....)
- e. English and Hindi (....)
- f. Any other. (Please write in details)

11. Did you received any guidance and counselling while choosing the course :

- a. Yes (....) b. No (....)

12. Are you satisfied with the laboratory/workshop facilities?

- a. Yes (.....). b. No (.....)

13. If 'No' what is the reason?

- a. experiments are to be performed in pairs. (.....)
- b. experiments are to be performed in group. (.....)
- c. few experiments are only demonstrated. (.....)
- d. the apparatus for certain experiments are not sufficient/available. (.....)
- e. Any other, ( please write

details.....

.....

14. How many educational visits we're organised during the last year's?

- a. Not sure. (.....)
- b. Three or less than three. (.....)
- c. eight or less than eight. (.....)
- d. twelve or less than twelve. (.....)
- e. any other, ( please write the

detail.....

.....

15. In what way did these visit help you?

- a. these visits gave first hand experienced. (.....)
- b. communication with worker was possible. (.....)
- c. better knowledge about working place and condition is gained. (.....)
- d. Any other, (please write

detail.....

.....

16. Is the vocational course adequate to develop required skilled.

- a. to a large extent. (.....)
- b. to some extent. (.....)
- c. Not at all. (.....)

17. Is there any provision for vocational guidance and counseling?

Yes (.....). No (.....)

18. If 'Yes' what is the nature?

a. Trainers guide during theory lecture. (.....)

b. Trainers take extra lecture. (.....)

c. Lecture of the experts is arranged. (.....)

d. any other, ( please write

detail.....

.....

19. Trainers :

a. Excellent (.....)

b. Average (.....)

c. Weak (.....)

d. Good (.....)

20. Do you think, this training is sufficient to have a safe career?

a. Yes (.....) b. No (.....)

c. any other, ( please write

detail.....

21. Can you complete with Indian job seeker in indian job market ?

a. Yes (.....) b. No (.....)

22. If, No then what is the reason

.....

.....

23. Do you know what is Micro - Loan ?

a. Yes (.....) b. No (.....)

24. What Changes are needed for this training centres ?

.....

.....

.....

Signature

.....

1. Name of the student : Tashi Lhamo

2. Age : 25

3. Sex : Male ( ) Female (✓)

4. Qualification : 12<sup>th</sup> Passed

5. Name of the vocational course selected : Hair dresser

6. Duration of this course :

a. 3 months ( )

b. 6 months ( )

c. 8 months ( )

d. 12 months ( )

e. 14 months ( )

f. 4 months (✓)

7. By whose advice have you selected your vocational course ?

a. Parents (✓)

b. Teachers ( )

c. Friends ( )

d. Self decision ( )

e. Any other. (Please write in details)

8. How did you know about this institute :

a. Online ( )

b. Parents (✓)

c. Friends ( )

d. Neighbours ( )

e. Any other. (Please write in details)

9. Fee payment :

a. Free ( )

b. Paid (self) ( )

c. Semi-paid (✓)

d. Any other. (Please write in details)

10. Which is the medium of instruction for the vocational course :

a. Tibetan ( )

b. English ( )

c. Hindi ( )

d. English and Tibetan ( )

e. English and Hindi (✓)

f. Any other. (Please write in details)

11. Did you received any guidance and counselling while choosing the course :  
a. Yes (✓) b. No (.....)
12. Are you satisfied with the laboratory/workshop facilities?  
a. Yes (✓) b. No (.....)
13. If 'No' what is the reason?  
a. experiments are to be performed in pairs. (.....)  
b. experiments are to be performed in group. (.....)  
c. few experiments are only demonstrated (.....)  
d. the apparatus for certain experiments are not sufficient/available. (.....)  
e. Any other, ( please write details.....  
.....
14. How many educational visits we're organised during the last year's?  
a. Not sure. (.....)  
b. Three or less than three. (✓)  
c. eight or less than eight. (.....)  
d. twelve or less than twelve. (.....)  
e. any other, ( please write the detail.....  
.....
15. In what way did these visit help you?  
a. these visits gave first hand experienced. (.....)  
b. communication with worker was possible. (.....)  
c. better knowledge about working place and condition is gained. (✓)  
d. Any other, (please write detail.....  
.....
16. Is the vocational course adequate to develop required skilled.  
a. to a large extent. (✓)  
b. to some extent. (.....)  
c. Not at all. (.....)
17. Is there any provision for vocational guidance and counseling?  
Yes (✓). No (.....)

18. If 'Yes' what is the nature?

- a. teachers guide during theory lecture. (✓)
- b. teacher take extra lecture. (....)
- c. lecture of the experts is arranged. (✓)
- d. any other, ( please write detail .....

19. Trainers :

- a. Excellent (✓)
- b. Average (....)
- c. Weak (....)
- d. Good (....)

20. Do you think, this training is sufficient to have a safe career?

- a. Yes (✓) b. No (....)

c. any other, ( please write detail .....

21. Can you complete with Indian job seeker in indian job market ?

- a. Yes (✓) b. No (....)

22. If, No then what is the reason

23. Do you know what is Micro - Loan ?

- a. Yes (✓) b. No (....)

24. What Changes are needed for this training centres ?

Need more education time &

Signature

Tashi



29

1. Name of the student : Tenzin Dorndup

2. Age : 22

3. Sex : Male (☒) Female (☐)

4. Qualification : +2 Science

5. Name of the vocational course selected : IT

6. Duration of this course : 26 months

a. 3 months (☐)

b. 5 months (☐)

c. 8 months (☐)

d. 12 months (☐)

e. 14 months (☐)

7. By whose advice have you selected your vocational course ?

a. Parents (☐)

b. Teachers (☐)

c. Friends (☐)

d. Self decision (☒)

e. Any other. (Please write in details)

Actually I didn't want to come here, but I want to  
has said B-Tech. by lack of fees I come here.

8. How did you know about this institute :

a. Online (☐)

b. Parents (☒)

c. Friends (☒)

d. Neighbours (☐)

e. Any other. (Please write in details)

9. Fee payment :

a. Free (☐)

b. Paid (self) (☒)

c. Semi-paid (☐)

d. Any other. (Please write in details)

10. Which is the medium of instruction for the vocational course :

a. Tibetan (☐)

b. English (☒)

c. Hindi (☐)

d. English and Tibetan (☐)

e. English and Hindi (☐)

f. Any other. (Please write in details)

Tibetan for no reason. But OK.

11. Did you received any guidance and counselling while choosing the course :  
a. Yes (....) b. No (✓)

12. Are you satisfied with the laboratory/workshop facilities?  
a. Yes (✓) b. No (....)

13. If 'No' what is the reason?

a. experiments are to be performed in pairs. (....)

b. experiments are to be performed in group. (....)

c. few experiments are only demonstrated. (....)

d. the apparatus for certain experiments are not sufficient/available. (....)

e. Any other, ( please write details The IT teaches are good but  
the ~~rule~~ in this institute is much worse than school.

14. How many educational visits we're organised during the last year's?

a. Not sure. (✓)

b. Three or less than three. (....)

c. eight or less than eight. (....)

d. twelve or less than twelve. (....)

e. any other, ( please write the detail I am new student so no  
idea about it.

15. In what way did these visit help you?

a. these visits gave first hand experienced. (....)

b. communication with worker was possible. (....)

c. better knowledge about working place and condition is gained. (....)

d. Any other, (please write detail same as above

16. Is the vocational course adequate to develop required skilled.

a. to a large extent. (....)

b. to some extent. (✓)

c. Not at all. (....)

17. Is there any provision for vocational guidance and counseling?

Yes (....) No (✓)

18. If 'Yes' what is the nature?

a. teachers guide during theory lecture. (.....)

b. teacher take extra lecture. (.....)

c. lecture of the experts is arranged. (.....)

d. any other, ( please write detail No as above.

19. Trainers :

a. Excellent (.....)

b. Average (✓.....)

c. Weak (.....)

d. Good (.....)

20. Do you think, this training is sufficient to have a safe career?

a. Yes (.....) b. No (✓.....)

c. any other, ( please write detail Till now I just think as hopeless.

21. Can you compete with Indian job seeker in indian job market ?

a. Yes (.....) b. No (✓.....)

22. If, No then what is the reason

IT  
In IT there are lot of student outbase and for  
company they only take B.A and Not Diploma.

23. Do you know what is Micro - Loan ?

a. Yes (.....) b. No (.....) c. little bit

24. What Changes are needed for this training centres ?

① Must change the ~~some~~ some useless rules.  
② So many activity and disturb my study  
③ I heard that the teachers beat the student. Actually  
it against the TCV Rules.

Signature

[Signature]



**APPENDIX- 2**  
**QUESTIONNAIRE**  
**TRAINER**

1. Name of the Teacher .....
2. Age.....
3. Sex: Male (     ) Female (     )
4. Designation: Lecturer(     ) Trainer (     ) Sub-Trainer (     )
5. Academic qualification
  - 1) M. A (     ) 2) M.Com (     )
  - 3) M.Sc (     ) 4) Ph D. (     )
  - 5) Diploma. (     ). 6) B.E/ M.E. (     )
  - 7) any other, ( please write the detail.....
6. Professional Qualification
  - 1) B.ed (     ) 2) M.ed. (     )
  - 3) M.Sc. (     ) 4) M.Ph D (     )
  - 5) Instructor certificate (     )
  - 6) any other, ( please write the detail.....
7. Teaching experience  
.....
8. Teaching experience in this institute .....
9. Which vocational course are you doing?
  - 1) .....
  - 2) .....

3) .....

10. Which teaching method other than lecture method are useful while teaching a vocational course?

1) Discussion. (        ).    2) Demonstration. (        )

3).project (        ).    4) assignment. (        )

5) any other, ( please write the

detail.....

11. Which teaching aids have you used during the last year's?

1). TV. (        )    2). VCR (        )

3) 16 mm projector. (        ) 4) film slide projector. (        )

5) over head projector. (        ) 6) Models. (        )

7) Charts. (        ). 8) Maps. (        )

9) Any other, ( please write the details.....

12. How frequently have you used the above mentioned aids?

1) once in a week. (.        )

2) once in a month. (.        )

3) once in a while. (.        )

4) according to the requirements of the topic. (.        )

13. What is the reason for not using the available teaching aids?

1) needs operator for it's use. (.        )

2) software are not available (.        )

3) duration of the period is very short. (.        )

4) any other, ( please write the details .....

14. Which medium of instruction you use while teaching?

.....

15. What difficulties did you face regarding the books?

1) text books for the vocational course are not available. (       )

2) reference books give a lot of information . (       )

3) books in the Tibetan language are not available. (       )

4) books in the Tibetan language is available but not sufficient/ adequate. (       )

5) any other, ( please write the details.....

16. Which reference book, magazine, reports would you like to suggest to be purchased for your library?

1) ..... 2) .....

3) ..... 4) .....

17. What difficulties have you faced in organising the educational visit?

1) institute / factories are non cooperative. (       )

2) institute / factories are cooperative but institute (VTC) timetable is not flexible. (       )

3) expense for visit are more. (       )

4) it is not possible to organised visit. (       )

5) institute/factors are not in vicinity. (       )

6) any other, ( please write the details.....

18. In what ways are these visit useful for students/Trainee?

1) students get first hand experienced. (       )

2) student feel the atmosphere of the working place which cannot be created in the class room. (       )

3) students come in contact with the working people. (       )

4) any other, ( please write the

details.....

19. Is the syllabus of your vocational course revised?

Yes (       ). No. (       )

20. If 'Yes' when?

.....

21. If ' No' after how many years should it be revised?

1) after two year. (       ) 2) after five year. (       )

3) after ten year. (       )

4) any other, ( please write details.....

.....

23. How far are the vocational course adequate to develop required skilled in the students?

1) to large extent. (       )

2) to some extent. (       )

3) not at all. (       )

24. Do you give vocational guidance and counseling to your student?

Yes (       ). No. (       )

25. If ' yes' what is the nature?

1) guide during the lecture. (       )

2) guide outside the class, casually. (       )

3) by taking extra lecture. (       )

4) by arranging lecture of experts. (       )



5) any other, ( please write the detail.....

26. Is there any need of service training for your vocational course/courses?

Yes (     ). No.(     )

27. If yes, what should be the frequently?

1) once in a year. (     )

2) Once in three years. (     )

3) Once in five years. (     )

4) any other, ( please write the

details.....

28. Students exchange policy:

Yes (     ) No (     )

29. If yes, then how many times in a year?

.....

30. If any trainer fails to complete the course, what remedial do you provide ?

.....

.....

.....

31. Trainer's intellectual level :

1) Excellent (     ) 2) Good (     ) 3) Average (     ) 4) Weak (     )

32. Are you satisfied with the current job?

Yes (     ) No (     )

33. What are your suggestion so as to carry out the vocational course at the higher level more frequently and smoothly

.....  
.....  
.....  
.....  
.....

34. Where do you see yourself in 10 years from now ?

.....  
.....  
.....  
.....

Signature

.....

Trainer

1. Name of the Teacher Imajit
2. Age 30y
3. Sex: Male ( ☒ ) Female ( ☐ )
4. Designation: Lecturer ( ☐ ) Trainer ( ☒ ) Sub-Trainer ( ☐ )
5. Academic qualification
  - 1) M. A ( ☐ ) 2) M. Com ( ☐ )
  - 3) M. Sc ( ☐ ) 4) Ph. D. ( ☐ )
  - 5) Diploma ( ☐ ) 6) B. E/ M. E. ( ☐ )
  - 7) any other, ( please write the detail B.A. )
6. Professional Qualification
  - 1) B. A. ( ☒ ) 2) M. ed ( ☐ )
  - 3) M. Sc. ( ☐ ) 4) M. Ph. D ( ☐ )
  - 5) Instructor certificate ( ☒ )
  - 6) any other, ( please write the detail )
7. Teaching experience 5 y
8. Teaching experience in this institute 2 y
9. Which vocational course are you doing?
  - 1) Basic Hairdressing
  - 2) Advance Hairdressing
  - 3) \_\_\_\_\_
10. Which teaching method other than lecture method are useful while teaching a vocational course?
  - 1) Discussion ( ☒ ) 2) Demonstration ( ☒ )
  - 3) project ( ☒ ) 4) assignment ( ☒ )
  - 5) any other, ( please write the detail )
11. Which teaching aids have you used during the last year's?
  - 1) TV ( ☐ ) 2) VCR ( ☐ )
  - 3) 16 mm projector ( ☐ ) 4) film slide projector ( ☐ )
  - 5) over head projector ( ☐ ) 6) Models ( ☒ )
  - 7) Charts ( ☐ ) 8) Maps ( ☐ )
  - 9) Any other, ( please write the details )
12. How frequently have you used the above mentioned aids?
  - 1) once in a week ( ☐ )
  - 2) once in a month ( ☐ )

3) once in a while. ( )

4) according to the requirements of the topic. ( ✓ )

13. What is the reason for not using the available teaching aids?

1) needs operator for it's use. ( )

2) software are not available ( )

3) duration of the period is very short. ( )

4) any other, ( please write the details Not available. )

14. Which medium of instruction you use while teaching?

15. What difficulties did you face regarding the books?

1) text books for the vocational course are not available. ( )

2) reference books give a lot of information. ( )

3) books in the Tibetan language are not available. ( )

4) books in the Tibetan language is available but not sufficient/ adequate. ( )

5) any other, ( please write the details Books are not up-to-date, need some new books )

16. Which reference book, magazine, reports would you like to suggest to be purchased for your library?

1) Tibetan related magazines

3) ..... 4) .....

17. What difficulties have you faced in organising the educational visit?

1) institute / factories are non cooperative. ( )

2) institute / factories are cooperative but institute (VTC) timetable is not flexible. ( )

3) expense for visit are more. ( ✓ )

4) it is not possible to organised visit. ( )

5) institute/ factors are not in vicinity. ( )

6) any other, ( please write the details .....

18. In what ways are these visit useful for students/Trainee?

1) students get first hand experienced. ( )

2) student feel the atmosphere of the working place which cannot be created in the class room. ( ✓ )

3) students come in contact with the working people. ( )

4) any other, ( please write the details .....

19. Is the syllabus of your vocational course revised?

Yes ( ✓ ). No. ( )

20. If 'Yes' when?

next batch (as soon as possible)

21. If 'No' after how many years should it be revised?

1) after two year ( ) 2) after five year ( )

3) after ten year ( )

4) any other, ( please write details )

23. How far are the vocational course adequate to develop required skilled in the students?

1) to large extent ( )

2) to some extent ( ✓ )

3) not at all ( )

24. Do you give vocational guidance and counseling to your student?

Yes ( ✓ ) No ( )

25. If 'yes' what is the nature?

1) guide during the lecture ( ✓ )

2) guide outside the class, casually ( )

3) by taking extra lecture ( )

4) by arranging lecture of experts ( )

5) any other, ( please write the detail )

26. Is there any need of service training for your vocational course/ courses?

Yes ( ✓ ) No ( )

27. If yes, what should be the frequency?

1) once in a year ( ✓ )

2) Once in three years ( )

3) Once in five years ( )

4) any other, ( please write the details )

28. Students exchange policy.

Yes ( ) No ( )

29. If yes, then how many times in a year?

30. If any trainer fails to complete the course, what remedial do you provide?

Extra Year & class

31. Trainer's intellectual level

1) Excellent ( ) 2) Good ( ) 3) Average ( ) 4) Weak ( )

32. Are you satisfied with the current job?

Yes (✓) No ( )

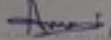
33. What are your suggestion so as to carry out the vocational course at the higher level more frequently and smoothly

- 1) Class Room facilities has to be improve
- 2) Guest trainers invite to our academy
- 3) Internship facilities has to be provide

34. Where do you see yourself in 10 years from now?

Salon Entrepreneur

Signature





Trainer

- 1 Name of the Teacher Rinzin Chamo
- 2 Age 1983
- 3 Sex: Male ( ) Female ( ☒ )
- 4 Designation: Lecturer ( ) Trainer ( ) Sub-Trainer ( )
- 5 Academic qualification
  - 1) M. A ( ) 2) M. Com ( )
  - 3) M. Sc ( ) 4) Ph. D. ( )
  - 5) Diploma ( ☒ ) 6) B. Ed / M. Ed ( )
  - 7) any other, ( please write the detail Diploma in hair and Beauty Course (V.C.C.) )
- 6 Professional Qualification
  - 1) B. ed ( ) 2) M. ed ( )
  - 3) M. Sc ( ) 4) M. Ph. D ( )
  - 5) Instructor certificate ( )
  - 6) any other, ( please write the detail \_\_\_\_\_ )
- 7 Teaching experience 2 years
- 8 Teaching experience in this institute Almost one year.
- 9 Which vocational course are you doing?
  - 1) beauty, skin,
  - 2) hair,
  - 3) make-up.
- 10 Which teaching method other than lecture method are useful while teaching a vocational course?
  - 1) Discussion ( ) 2) Demonstration ( ☒ )
  - 3) project ( ) 4) assignment ( )
  - 5) any other, ( please write the detail \_\_\_\_\_ )
- 11 Which teaching aids have you used during the last year's?
  - 1) TV ( ) 2) VCR ( )
  - 3) 16 mm projector ( ) 4) film slide projector ( )
  - 5) over head projector ( ) 6) Models ( ☒ )
  - 7) Charts ( ) 8) Maps ( )
  - 9) Any other, ( please write the details \_\_\_\_\_ )
- 12 How frequently have you used the above mentioned aids?
  - 1) once in a week ( ☒ )
  - 2) once in a month ( )

3) once in a while. ( )

4) according to the requirements of the topic. ( ✓ )

13. What is the reason for not using the available teaching aids?

1) needs operator for it's use. ( )

2) software are not available ( )

3) duration of the period is very short. ( )

4) any other, ( please write the details damage tools. )

14. Which mediata of instruction you use while teaching?

Tibetan and English medium.

15. What difficulties did you face regarding the books?

1) text books for the vocational course are not available. ( ✓ )

2) reference books give a lot of information. ( )

3) books in the Tibetan language are not available. ( ✓ )

4) books in the Tibetan language is available but not sufficient/ adequate. ( )

5) any other, ( please write the details )

16. Which reference book, magazine, reports would you like to suggest to be purchased for your library?

1) HAIR + BEAUTY 2) ALLURE

3) 4)

17. What difficulties have you faced in organising the educational visit?

1) institute / factories are non cooperative. ( )

2) institute / factories are cooperative but institute (VTC) timetable is not flexible. ( )

3) expense for visit are more. ( ✓ )

4) it is not possible to organised visit. ( )

5) institute/ factors are not in vicinity. ( )

6) any other, ( please write the details )

18. In what ways are these visit useful for students/Trainee?

1) students get first hand experienced. ( )

2) student feel the atmosphere of the working place which cannot be created in the class room. ( ✓ )

3) students come in contact with the working people. ( ✓ )

4) any other, ( please write the details )

19. Is the syllabus of your vocational course revised?

Yes ( ) No ( ✓ )

20. If 'Yes' when?



22. If 'No' after how many years should it be revised?

1) after two year ( ) 2) after five year ( )

3) after ten year ( )

4) any other, ( please write details: .....

23. How far are the vocational course adequate to develop required skilled in the students?

1) to large extent ( )

2) to some extent ( )

3) not at all ( )

24. Do you give vocational guidance and counseling to your student?

Yes ( ✓ ) No ( )

25. If 'yes' what is the nature?

1) guide during the lecture. ( ✓ )

2) guide outside the class, casually ( ✓ )

3) by taking extra lecture. ( )

4) by arranging lecture of experts. ( )

5) any other, ( please write the detail: .....

26. Is there any need of service training for your vocational course/ courses?

Yes ( ✓ ) No ( )

27. If yes, what should be the frequency?

1) once in a year. ( ✓ )

2) Once in three years. ( )

3) Once in five years. ( )

4) any other, ( please write the details: .....

28. Students exchange policy:

Yes ( ) No ( ✓ )

29. If yes, then how many times in a year?

30. If any trainer fails to complete the course, what remedial do you provide?

If that's happen I would provide an extra classes to complete it in given time frame no matter what.

31. Trainer's intellectual level:

1) Excellent ( ) 2) Good ( ✓ ) 3) Average ( ) 4) Weak ( )

32. Are you satisfied with the current job?

Yes (✓) No ( )

33. What are your suggestion so as to carry out the vocational course at the higher level more frequently and smoothly

According to me there are too much theory to cover which take ample of time instead invest those time on practical which is more useful in real work place after four month of course.

34. Where do you see yourself in 10 years from now?

Its an hypothetical question but I guess I am still going strong in this field cause I love what I do. I get tired of it right now so, may be it will remain same till I get tired of it.

Signature

Thane  
8/2/6/2018

**APPENDIX- 3**  
**SEMI-STRUCTURED INTERVIEW**  
**HEAD OF THE INSTITUTE**

1. When was this VTC (Vocational Training centres) established ?
2. What is the mission and vision of these training centres?
3. Who founded VTC's for Tibetan unemployed people? Who coined it?
4. How are these various courses for Trainers decides?
5. How are VTC established in India and outside India? How do location of the VTCs are decided ? As it mostly located outside the Tibetan settlements ( Bangalore and Dehradun)
6. Is there any VTC in Nepal where Tibetan people are settled there too?
7. Why do we have Indian trainers though we provide all the facilities to our Tibetan trainers?
8. Though many VTCs are functioning almost all parts of India, but we still see many Tibetan unemployed youth? What is the reason behind it ?
9. What is the difference between Tibetan VTCs and Indian VTCs?
10. Where does the actual funding coming from? And why ISTL and VTC has different fee structure as both of these VTC are meant to provide training to Tibetan refugee ?
11. Do we put forward enough awareness regarding VTCs in the remote areas like Sikkim, Arunachal Pradesh and Ladakh ?
12. Why do we have a high number of employment in Tibetan society?
13. Is there any changes in course every year ? Why do we have such a limited course ? How often do you modify the course ? Rationale for modified ?
14. Are there any record of a trainer who came from Tibet and went back after finishing the course?
15. Are we providing enough job placement to our trainer who are passed out?
16. What is the exact criteria for choosing candidate for the trainings ?

17. Why are you charging for some courses(Javed Habib) and why aren't you charging for some courses(Crafts)?
18. Do we have any special preference for female as an encouragement to stand, equally with men ?  
Indian VTC has it !
19. Are these trainers categorised under CTA's staff (Permanent staff or contracted basis)?
20. Do they have job satisfaction for trainers?
21. Do we have any professional guidance (Guide) or counsellor for the trainer and the trainee?
22. Are monks and nuns allowed to enrol in these VTC ? If not then how they get any training of this sort ?
23. Are married people allowed to take courses as per their wish if they are fulfilling the basic requirement?
24. Why are taking only limited trainee for a year, cant we make it flexible to enrol everyone who comes for training as they will be wasting a 6 months or 1 year for the next batch?
25. Are placement officer different from counsellor? How are they recruited?
26. I recently saw on your website 'Encourage and support is also given for self-employment and entrepreneurship' but how?
27. Are these institute have any inspection to keep upgrade along with the time ? Who inspects?
28. Who arranges job interview for those trainee who are passed out ? Do they have to get it by themselves ?
29. Are these trainers consisted with their job or they are frequent job switcher ?
30. What kind of teaching materials are these institute uses ? How effective these books are? What is the schedule of the courses and how many hours of lectures in a day?
31. Do you practice student exchange policy which is very beneficial for trainers ?

**APPENDIX- 4**  
**SEMI-STRUCTURED INTERVIEW**  
**TRAINERS 117**

1. Are there any record of a trainer who came from Tibet and went back after finishing the course ?
2. Are there any record of a trainer who came from Tibet and went back after finishing courses ?
3. Do you have any follow up for the trainers who are passed out ?
4. Where does the actual funding coming from? And why ISTL and VTC has different fee structure as both of these training centre are meant to provide training to Tibetan refugee ?
5. Why do we have Indian trainers though we provide all the facilities to our Tibetan refugee in these training centres ?
6. Are these recruitments bring biases when it comes to recruitment as they would prefer their own Indian people in their company rather then hiring some random Tibetan employee ?
7. Do we have any special preferences for women as an encouragement to stand equality with men ?
8. Do they have job satisfaction for trainers ?
9. Is micro-loan productive as I feel that it makes us more dependent on Tibetan Govt-in-exile ?
10. What is the procedure of follow up in these training centres ?
11. Do we have professional guidance or counsellor for the trainer and the trainee ?
12. Do we have any drop-out in the middle of the training session ?
13. Are monks and nuns allowed to enrol in these vocational training centres ?
14. Are married people allowed to take up these courses ?
15. Why many of these courses are filled with the trainee and many more others are not filled properly ?
16. Does these VTC has any linkage to Mrs.Dolker, Head counsellor ? As she has an excellent knowledge about youth preferences and their potentialities ?
17. Is the goal of skill and knowledge for a trainee goes hand in hand? As some trainee might be not good in learning the theory part due to long duration of school dropped out period ?
18. How are the workshops arranged and what is the output of these workshop? How many workshops in a year ?
19. What do you do when the trainee does not finish the courses on time? If so happens then do you have a backup plan for it ?

20. Are these institute have any inspection to keep upgraded along with the time? Who inspect ?
21. Who arranges job interview for those trainee who are passed out? Do they have to hunt on their own ?
22. What is the schedule for holidays in these centre as the duration is quite short so they can't loose those days in holidays ?
23. How far these rumours are true that ; many young trainee falls in love which hamper the courses and completely get distracted as they are quite young? If yes, then what steps will you take to stop it ?
24. What kind of teaching materials are these institute uses? How effective are these books ? What is the schedule of these course and how many hours of lectures in a day ?
25. How are the rules and regulation in campus as they are mostly school dropped outs ?
26. Do you practise student exchange policy which is very beneficial for trainee ?
27. What is male trainee and female trainee ratio in VTC ?
28. Are you satisfied with the salary ? As job satisfaction is most important to deliver the perfect training to the trainee.
29. Can a trainer transfer as per of their convenience among all the other VTC's ?
30. Where did you do your training to become a trainer ?

**APPENDIX- 5**  
**SEMI-STRUCTURED INTERVIEW**  
**TRAINEES**

1. What is your name? Where are you from ?
2. What is your Qualification ?
3. Which school have you studied ?
4. What is the qualification and background of your parents ?
5. Are you a school drop out ? Unemployed ?
6. Why didn't you continue to pursue your higher education ?
7. What are your expectation from these centres ?
8. How did you choose these courses ?
9. Why did you choose this specific course ?
10. Do you know what is guidance and counselling?
11. Did you received any kind of guidance or counselling for choosing the correct course ?
12. Did you gave any entrance test or viva when you were applying for this course ?
13. Do you think these courses are sufficient for anyone to grow properly as you can see that there are limited courses in these training centres ?
14. How much do you know about these vocational training centres ?
15. Have you researched about these centres before you enrolled in it ?
16. Have you paid fees to do this course? Is it sponsored by Tibetan Govt-In-Exile ?
17. Are you aware about the job placement in these centres as its hard to compete in Indian market ?
18. Did you like the facilities provided by these centres ?
19. Do you think that teaching aids are sufficient for training ?
20. What is the teaching status of the trainers ?
21. Are you able to understand whatever they are teaching you ?
22. Are you facing any sort of problem ; academically or non-academically? Yes, / No ?
23. What are those problems ? It is a confidential data.
24. What changes are you seeking in future for these vocational training centres ?
25. What is your future goal in life ?
26. Do you know what is Micro-Loan scheme ?
27. Do you think this Micro-loan is beneficial for us ? Why ?
28. What would you do if you have not got admission in this vocational training centre ?
29. Which vocational training centre is best in your opinion ? Why ?

## APPENDIX -6

### PERMISSION DOCUMENTS - REQUEST TO GRANT PERMISSION FOR DATA COLLECTION

From: **Thupten Dorjee** [thuptend@gmail.com](mailto:thuptend@gmail.com)  
Subject: **Re: Approval to do research on TCV Selaqui ITI.**  
Date: **17 October 2017 11:16 am**  
To: **Tenzin Choezin** [tenzin951@gmail.com](mailto:tenzin951@gmail.com)  
Cc: **Tashi Dawa** [vtcselaqui@tcv.org.in](mailto:vtcselaqui@tcv.org.in)

TD

Dear Tenzin Choezin la,

Thank you for your email. I am very pleased to know that you are doing your PhD Research on status of Tibetan vocational training centres in India. You are most welcomed to carry out your research work in our ITI Selaqui. I am also marking a copy of this email to our ITI Director Mr. Tashi Dawa to lend you all necessary support. It will be interesting to have a copy of your research findings when this is all done.

With best wishes,

Yours sincerely,  
Thupten Dorjee  
President

On Tue, Oct 17, 2017 at 11:09 AM, Tenzin Choezin <[tenzin951@gmail.com](mailto:tenzin951@gmail.com)> wrote:

Respected sir,

I Tenzin Choezin, Studying PhD (Education) from MSU Vadodara would like to sincerely request you to allow me to do a research on Selaqui Vocational Institute (ITI). My research is on "To study the status of Tibetan vocational training centres in India" and I got only one week vacation of Diwali from my college for data collection in Selaqui, after this I have to attend my course work classes regularly. I am currently staying in a hotel at Clement town and I would be commuting to and fro from Selaqui. I had a word with Selaqui Director and Secretary, they guided me to take your permission to start my data collection after that. Sir, kindly allow me to do research on it and my interest is specially on vocational. I am hoping to help my Tibetan brother and sister with my very minute contribution through my PhD thesis.

I am awaiting for a prompteous reply.

Thanking you.


(I am attaching my college ID card and Bonafied certificate)

Yours Faithfully,  
Tenzin Choezin



**APPENDIX -7**

**PH.D COURSEWORK CERTIFICATE**

 **THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA**  
Fatehgunj, Vadodara – 390 002, Gujarat, INDIA  
ACADEMIC SECTION - Telephone : • (Dy R. Exams/Academics): 2750267 • (Academics): 2789483  
office-academics@msubaroda.ac.in dr-academic@msubaroda.ac.in

ACA3/ 290  
Date: 16/7/2019

To,  
The Dean, Faculty of Education and Psychology,  
The Maharaja Sayajirao University of Baroda,  
Vadodara.

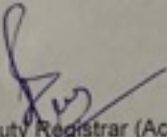
Subject : Issuance of Ph.D. Course Work completion Certificate.

Sir/Madam,

Please find an enclosed certificate towards completion of Ph.D. Course work of the below specified Research Scholar:

Name of the Research Scholar	:	Tenzin Choezin
Registration Number	:	232
Registration Date	:	27/04/2017
Ph.D. course work certificate number	:	FOEDU/232


Since the certificate being a pre-requisite for the submission of the synopsis, you are requested to arrange to send the certificate to the Research Scholar concerned through the concerned guide for further necessary actions.

  
Deputy Registrar (Academics)  
For Registrar (I/c.)  
The Maharaja Sayajirao University of Baroda.

Enclosure:  
Ph.D. Course Work completion Certificate of Tenzin Choezin

Copy to:  
• Section Examination

Faculty of Education  
and Psychology, Baroda.  
Inward No. FEP / 261  
Date 16/7/19  
→ Venkatesh (Ph.D. file)

  
Dean  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda  
Vadodara - 390002.



# THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

## CERTIFICATE

*[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]*

This is to certify that **Tenzin Choezin**, Research Scholar, registered under UGC (*Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree*) Regulation, 2009, vide Registration Certificate Number **232** dated **27/04/2017**, for pursuing Ph.D. on has undertaken and completed the course work with the Grade C.

### STATEMENT OF CREDITS EARNED

Name of Research Scholar: **Tenzin Choezin**

Faculty/Institution: Faculty of Education and Psychology

Department: Department of Education

Paper Number	Course Title	Course Credits	Grade Earned
<b>Core Courses – 09 Credits [Offered at University Level]</b>			
I.	Introduction to Research and Research Writing	3	D
II.	Quantitative Research Techniques	3	E
III.	Introduction to Basic Computer Functions and Applications for Research	3	E
<b>Departmental Courses – 06 Credits [Offered at Departmental Level]</b>			
IV.	Review of Related Literature	3	B
V.	Conceptual and Theoretical Framework	3	B
<b>Overall Grade</b>			<b>C</b>

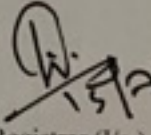
UC : 7 (17/3-Oct. 2017 to Feb. 2018)

DC : 17 (12042019)

FoEdu/232

Date of Issue: 10/07/2019

Place: Vadodara

  
Registrar (I/c.)



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA  
VADODARA

## Ph. D. ENTRANCE TEST (PET)

(Valid in The Maharaja Sayajirao University of Baroda only)

# CERTIFICATE

Application No. : 963

Roll No. : 384

Certified that  
**Tenzin Choezin**  
Daughter of  
**Mendral Sangmo (Mother)**  
**Tashi Gyamtso (Father)**  
has qualified the

**Ph. D. ENTRANCE TEST (PET) 2015**  
for the Faculty of Education and Psychology  
from Subject / Department of  
**Education**

Validity of the Certificate is for Three Years.

*Arjun R. S.*

**COORDINATOR**  
PET Examination

Certificate No. : 130

*M. S. University of Baroda*

**REGISTRAR**  
The M. S. University of Baroda

Date of Issue : 10-11-2015

**Notes:**

- \* PET Examination Centre, The M. S. University of Baroda has issued the certificate based on the information provided by the candidate and his / her records / certificates have not been verified. The registering authority should verify the original records / certificates of the candidate while considering him / her for registering Ph. D. Programme.
- \* The registering authority should check the relevant documents of Scheduled Caste / Scheduled Tribe / SEBC candidates before considering him / her for registering Ph. D. Programme.
- \* On qualifying the PET examination the candidate can enroll himself/herself for Ph. D within a period of three years from the date of declaration of the result. The enrollment and registration for Ph. D will be done as per our University Ph. D. Ordinances.
- \* This certificate is valid till 10<sup>th</sup> November 2018.





# Certificate of Publication

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## Review of Research

This is to certify that our review board accepted research paper of  
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Trainees Of Tibetan Vocational Training Institute In Dehradun, Uttarakhand, India.  
College : Assistant Professor, Dalai Lama Institute For Higher Education, Bangalore.  
The research paper is original & innovative. Your article is published in the month of  
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### A STUDY ON ISSUES FACED BY THE TRAINERS AND TRAINEES OF TIBET AN VOCATIONAL TRAINING INSTITUTE IN DEHRADUN, UTTARAKHAND, INDIA

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**Tenzin Choezin**

Assistant Professor , Dalai Lama Institute For Higher Education , Bangalore.

#### ABSTRACT:

*The study examines the problem faced by trainers and trainees of Tibetan Vocational Institute in Dehradun, Uttarakhand, India. A mixed method of quantitative and qualitative methods were used to conduct the survey. Structured questionnaire and interview method was employed to collect the data. The result indicated that there are several problems faced by trainees in terms of job placement, less exposure, under qualified trainers and outdated syllabus. Also, the trainer reported that there is lack of discipline among Tibetan students which hinders the growth and learning of the institution. It was also found that due to low salary, trainers retention rate is low and there is a lack of advanced machinery and equipments at the institute. Tibetan Vocational Training Institute is unique in its own ways but there are few drawbacks which need to be tackled.*



**KEYWORDS:** Vocational Training, Trainer, Trainee, Tibetan, India.

#### INTRODUCTION :

Vocational training is a training which equipped people with certain skills. Vocational training in India is still yet to bloom in large scale which leads to big gap in employed and unemployed manpower. Without vocational training, we won't be able to produce a skilled labour. Though India has shown a remarkable progress in other sector but we are lacking behind in producing productive manpower. (Times of India, June-2019). In India, there are two types of vocational training; full time training and a part time

training. Full-time training is basically provided to the Industrial Training Institute which is also called as ITI whereas the part-time training is offered to the trainee at the board of State Technical Education. Vocational training programmes increase the efficiency of modern industry by making available to workers, opportunities to acquire additional skills and information. This craftsmen Training Scheme was started in 1950 by The Directorate General of Training (DGT). The training period range from 6 months to two years in over 130 different courses and the prerequisites for the courses range from 8th to 12th class pass.

When they finish the course then they receive the National Trade Certificate (NTC) but they have to pass the All India Trade Test (AITT). (ET - Economic Times, April-2018). If we shift the perspective from Indian ITI to Tibetan ITI (Affiliated to Indian ITI) then we can see a little difference in it as it is mostly administered by the Tibetan people and it is run on international sponsored money. Being a refugee it's very hard to earn our livelihood in a foreign land but they are managing somehow. While many Tibetan youngsters are school dropped out or they wanted

to settle quickly without any high educational qualifications are opting for vocational courses. Some other cases are those students who are weak in studying and they don't want to be unemployed so they tend to join ITI. They are even flexible with the seats if the enrolment number increases or decreases by looking at the scenario as their main goal is to give chance to every candidate who are deserving. Subsequently, there are some loopholes in the institute regarding the trainer and the trainee in this particular training institute ; ITI, Selaqui in Uttarakhand. This calls in to do a thorough research to bring some insights into this particular area.

As Trainees are the backbone of any institute where the trainer have potential to make an individual self reliant. Trainers on the other hand plays vital role for smooth functioning of the institute. However, there is lack of studies pertaining to quality of trainer in Tibetan context. Therefore this study is an attempt to analyse the various issues faced by trainers and trainee of one of the most important Tibetan training institute in India.

#### **BACKGROUND OF THE PRESENT STUDY**

In this era of advanced technology, world needs the best skilled human resources. From the scenario of Tibetan Community; the increasing number of high school graduates hails from Tibetan Children's Village - TCV, It's undoubtedly clear that not everyone will apply for higher education qualification in universities. Therefore, they will look for vocational training institutes to make them potential for the future to earn their way out in this competitive world of technology. Anyhow, there is always the need for skilled workforce in any society specially in Tibetan societies in-exile. There are mainly two Tibetan vocational institute in India i.e ITI, Selqui - Dehradun and ISTI, Neelamangla - Bangalore. Though , many of educational institutes are running with the help of those international funds but we have to be self-sufficient for our future and we need to go back to Tibet one day and its utmost important to have skilled Tibetan to build the nation without depending heavily on our neighbours. Unfortunately, many Tibetan youth are hesitant in applying the courses as people look down on these vocational courses. Eventually, many youth shy away from this courses and remain jobless or move abroad. This research will highlight the problems and provide research prospects which is necessary for emerging Tibetan youth in becoming an independent and self reliant.

#### **REVIEW OF RELATED LITERATURE**

Survey of related literature is extremely important to actual planning and execution of any updated latest research. It is similar to doing survey collection of data and observing it to execute the plan. Its quite essential to get new information about your research and avoids the duplication. Due to all these relevant reason, the researcher go through these literature review. Education is the vast concept and vocational education is the need of an hour for our youth and for their prosperous future. Its must to let them realise the need of these vocational courses.

A brief information of the studies are reviewed in the following sections :

Studies related to Trainers and Trainees in abroad

Studies related to Trainers in India

#### **STUDIES RELATED TO TRAINERS AND TRAINEES IN ABROAD**

A study by Alexandra Lecous and Pierre (2017) conducted a study on "Preventive behaviour at work of vocational students". The study reveals to the behaviour of trainees in the vocational institute. The data collection is pretty challenging as there were many assumption about the trainee's behaviour but the researcher did it with the help of questionnaire of 129 trainees. Infant, the results shows that the large number of trainees has a moderate level of preventive behaviour at work. Nurbolat Alpysbayuly Alpysbay (2006) study reveals that vocational education in Kazakhstan has many veiled issues which aren't highlighted, vocational education management is delaying the process to let it be successful for the unemployed Kazakhstan unemployed in all the sectors of national economy. This article also raised the problems of 310 education system where the quality of the trainers and the



quality vocational assessment. John Quiggin (2018) This research study titled "The failure of vocational education and training policy in Australia" TAFE courses are declining due to few reasons; the crisis of the state and apprenticeships and traineeships. Meanwhile, worthless qualifications have proliferated, driven by incentives and exploited by fraudulent for-profit enterprises. Government policy with respect to university education reflects the same misguided thinking. This could lead to the inequality of the Australian growth in long run.

#### STUDIES RELATED TO TRAINERS TRAINEES IN INDIA

Balbir Jain (1992) studied "Vocational education in India: Problems and policies", vocational training education encounter many issues in developing nations. This study has taken India into context and it is clearly found that vocational education is not defective to a large arena from past. Vocational education isn't rejected completely but it is certainly weak. Henceforth, the growth of the developing country like India should appropriately set up some well established vocational education policies. J. Lahriatpuii, (2018) studied "Vocational Education at Higher Secondary Stage of Education in Mizoram Status Problems and Prospects" The primary and secondary sources were ethically collected for this study. The primary and secondary consist of few elements like journals, internet, official documents, teachers, students and etc. The study has shown some percentage to cut down the core data; 59.9% shows that it has given better chance to trainees, 63.7% shows that it has given the equal weightage as a higher education and 68.1% shows that parents wants their ward to pursue higher education in vocational course than in general education. Janardan Sharma (2016) studied "Study of status and problems faced by the schools under the directorate of education Delhi in implementing the vocational Education at plus 2 Level". The authentic report of World bank has shown that 2% has received formal vocational training and 8% were lucky to get non-formal vocational training between the age of 15 to 29 who are an absolute youth in the year 2006. The reason behind it varies from the attitude of the people, lack of good trainers, language miscommunication, medium of instruction, lack of practical and shortage of continuity of this kind of vocational education.

#### RESEARCH GAP

From the above literature, it is clear that there are number of problems faced by vocational institute in various parts of world in terms of trainers and trainees. However, there is dearth of research in tibetan context. Problems in terms of lack of institution, attitude of the people, short curriculum, lack of good teacher, medium of instruction, shortage of practical and shortage of continuous education give rise to research question such as

1. How Tibetan vocational training centres are catering the needs of Tibetan for vocational development?
2. Whether trainers are sufficient in providing quality education?
3. How trainers affects Tibetan trainees?
4. Is Tibetan trainee satisfied with trainers?
5. Whether they lack sufficient skills in training the trainee?
6. How Tibetan trainee perceive Tibetan vocational institute in India?
7. What are the problems faced by trainees in the institute?

#### OBJECTIVE

1. To study the problems faced by trainees and trainers in the Tibetan vocational training centre in India.
2. To provide viable solution for effective functioning of Tibetan vocational institute in India.

#### METHODOLOGY

As the research aimed to study Tibetan vocational training centres in India. It necessitates the need to understand the functioning of all involved in the vocational centre/institute, an appropriate methodology has crafted to extract the maximum possible information from all the functionaries as well

as the beneficiaries which included the main coordinator of the Department of Education-DOE and the head office of Tibetan Children Village-TCV for the vocational guidance.

## RESEARCH DESIGN

### Population of the study

There are approximately 12 Tibetan vocational training centres in India, which cover almost the entire Tibetan society in India but there is 1 main Tibetan vocational training centre in India that are affiliated to NCVT(National Council of Vocational Training), ITI(Industrial Training Institute) and even linked to the Department of Education - Central Tibetan Administration (CTA). The population for the present study will be consist of 190 trainees and 20 trainers.

### Sample of the study

In the present study, the population itself will be the sample. Researcher took sample from Tibetan Vocational Training centre in Selaqui - Dehradun, ITI.

Serial Number	Categories	Sample
1	Vocational training centres	Selaqui-Dehradun, ITI
2	Vocational trainers	Approx. 20
3	Trainees/Students	Approx. 190

Case study method was adopted for the present study, which is qualitative in nature. The data was collected by the researcher through questionnaire, observation schedule, check list, semi-structured interview and group discussion.

## RESULTS AND INTERPRETATION

Trainees are not sure of their choice of courses due to the lack of guidance/counselling while choosing the course and unavailability of workshops and student exchange policy. Cultural differences between the Indian trainers and Tibetan trainees creates 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, introducing student exchange programme which will benefit the institute at large.

## DISCUSSION

Trainers were facing with number of issues as trainers manage all kind of work in the institute in terms of cleaning which might indirectly affect the quality of work. Trainers do not have access to advanced equipments and there is a lack of resources for demo classes. They do not have Indian holidays as most of the trainers belong to Indian community. Lack of transportation was also an issue. One of the findings suggest that bakery trainer is the only well experienced person. His class is the most active class as they get many orders from various tibetan organisations; for example, Tibetan monasteries and Tibetan schools ; leads to extra classes but their eatables are loved and it has a high demand. Furthermore, Trainees retention is the major issue as they do not grow academically in these centres. Even they are unsatisfied with their salary as they are paid less than 20,000/- and it is very hard to manage the daily expenses along with their savings for future. But the Indian trainers and Tibetan trainers get along very well as they exchange gifts and good deeds on their festivals and on auspicious days. There's a problem in exchanging information in-terms of communication.

On the other hand, trainees enrolled for secretary course do not have advanced type writer machine and lacks knowledge in using new gadgets. Computer trainees face problem with less number



of computer in their laboratory as one computer system is shared amongst 4/5 students which is an obvious reason to face problem in carrying out the practicals and in understanding the content clearly. Infact, we know that every trainee cant buy laptop though its must to have one computer system per trainee. The trainee face certain problems due to lack of proper counselling in choosing the right vocational courses. This resulted in choosing the wrong courses by loosing their interest gradually leading to no career options. In the institute, trainees face the issue huge of number of classes and extra workload on staff; the librarian for instance is also assigned as a warden. Is it very natural to understand that his efficiency level in carrying out the professional works at a time becomes ineffective. Moreover, it was also observed that all the trainers are unqualified or inexperienced in their respective field. In addition, trainers sustainability is the major issue.

Their main goal is to give employment to unemployed Tibetan youth and to eradicate the problem of unemployment by making them self-reliant. The trainees do not need to pay fees as it is sponsored by sponsors from America, United Kingdom and Europe. The administrator didn't maintain the records of the graduated trainees. Consequently, this really hinders in extending the institute's success and its growth on their vocational program.

### CONCLUSION:

Many a times, people assume that after an 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 vocational training institute at grassroot level. Infact, 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 of more research in order to provide viable solution specially for policy maker who run the Tibetan training institute. Isn't it crucial enough to research further on this field to stop unemployment in youth ?

### WEBSITES

<https://library.britishcouncil.org.in/cgi-bin/koha/opac-user.pl>  
<http://www.gestalttherapy.org>  
<https://sg.inlibnet.ac.in/handle/10603/235341>  
<http://www.counsellingtheories.com> retrieved jca.sagepub.com at Mahatma Gandhi University on March 7, 2019  
<https://timesofindia.indiatimes.com>  
<http://www.counsellingtheories.org> retrived on 6/7/2018  
<http://www.apa.org>  
<https://economictimes.indiatimes.com>  
<http://www.lifeskillsmodel.com>  
<http://www.counsellingmodels.org>  
<http://www.careerchoicetheories.org>  
<http://www.economictimes.com>

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## A STUDY ON THE STATUS OF TRAINEES POST-TRAINING POSITION OF INSTITUTE FOR SMALL TRADE LEARNING IN BENGALURU



### ABSTRACT

*The study examines the status of Tibetan trainees post-training position from Institute for small trade learning (ISTL) in Bengaluru, Karnataka, India. A mixed method of quantitative and qualitative methods was applied to conduct the survey. Structured questionnaire and interview method was employed to collect the data. An interpretive qualitative method utilizing observations based on a review of a range of sources, including published research, standards documents, general internet sources and various vocational training publications. The result indicated that the post-training position of this vocational training centre is unstable throughout these years since 2007-2019. Also, the computer-based statistical data analysis system was used to examine the raw data collection. The results showed that 70% of the trainees felt satisfied with the post-training position and enjoyed the learning process they followed at training centre. The findings showcased some loopholes in the post-training positions due to various reasons such as trainees loose interest in the existing course, failures of the proper counselling, lack of internships, lack of student exchange policy, better prospects in abroad and etc. In conclusion, ISTL has to improvise the present placement cells in the vocational training institute and trainees should get more exposure.*

**Keywords:** Tibetan, Trainees, Vocational Training, Counselling, Post-Training Position, Central Tibetan Administration, Micro-Credit, India

### INTRODUCTION

#### Institute for Small Trade Learning (ISTL)

The Institute for Small Trade Learning (ISTL), Nelamangala under Youth Empowerment Support (YES), Department of Home, Central Tibetan Administration (CTA)

#### Aims & Objectives

- a) Empower Tibetan youths through appropriate career guidance and promotion and support of self-managed enterprises.
- b) Motivate youths to have a positive outlook and engage in diverse economic activities.
- c) Impart relevant skill training and etc.

### Skill Training

Various trainings are provided to 100-200 unemployed and school drop-out youths every year in an average of 2 batches. The training opportunity is open to all the Tibetan Settlements in India. The duration of the training varies from minimum 3 months to maximum 18 months depending on the time and requirements of an individual course/skill. Various vocational training provided tailoring, Carpentry, Basic & advance course of beautician, Jawad Habib Hairdressing, Hotel management, Mechanic-cum-driving, Graphic and web designing, Diploma in retail management, Jetking certified hardware & networking and etc. are provided.

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All the trainees are provided with facilities of Board, lodging, transportation, training fee etc. At free of cost. After the training, they are given the first priority to receive micro-credit depending upon their interests in setting up relevant micro-enterprises.

## BACKGROUND OF THE PRESENT STUDY

With the ever increasing demand for Tibetan trained technician/skilled worker to work in Tibetan community in India but we can hardly find them; even if we do find them they are mostly employed in big cities like Delhi, Bangalore, Mumbai and etc.

Whereas, ISTL is providing various vocational courses to Tibetan trainees for a very minimal fees so that more trainees can join the institute. It facilitated hundreds of Tibetan youth in shaping their career to make them self-reliant and independent since 2003 but some of the trainees still go unemployed. This research will highlight the status of trainees' post training position from ISTL, Bengaluru.

## REVIEW OF RELATED LITERATURE

Survey of related literature is an essential prerequisite to actual planning and execution of any research project. It is like surveying the area and judging the distance first and then to formulate a plan. It helps the investigator in avoiding duplication on the one hand and in getting benefit from similar studies on the other in respect to methods adopted and devices used in the collection of data and their organization and interpretation.

Lafitte Gabriel (1999) examined an imaginary collective destiny of Tibetans and its future. To start from the beginning was not an easy task for the exile community. For Tibetans their leader His holiness the Dalai Lama matters the most. It advocates that His Holiness the Dalai Lama's decision to fled exile is the righteous way for the future of his people. Under his able guidance in initial stage, Tibetans were able to bring back their lost past to reconnect with future in exile. They have stood with the concept of development along with sustainability, which relies on charities

from western donors. The planners and administrators of Central Tibetan Administration felt the need for proper planning in due course of development. In the similar manner, the kashag (the cabinet members) have regulated the planning council to make the plan for future Tibet in 1995. Paper also revealed that Tibet administration do follow five year planning and they produced 1st Integrated development plan in 1992 under the able leadership. Then prime minister of exile Prof. Samdhong Rinpoche. On the imaginary account, the future of Tibet seems to be hard with ongoing hardships being faced by the 6 million Tibetans in Tibet. Despite all these, Tibetans were positive that they would return back to their homeland one day. This in turn is the ultimate hope of Tibetan people in exile.

(MHRD, 2014) A pilot project was executed in Haryana, with specific objectives to enhance the employability of youth through demand driven, competency based, modular vocational courses. An attempt was made to connect learning and livelihoods in a model that addresses critical issues affecting the quality of life and future of high school students in classes 9th to 12th in the age group of 14 – 16 years. Some of the significant learning from the study include; introduction of vocational education at the secondary stage, integration of vocational education with general education; factoring in the cost of engaging the SSCs, industry and employers for training, assessment and certification; offering the vocational subjects as additional courses at the secondary level and as a compulsory elective at the higher secondary stage; flexible pool of human resources for delivery of courseware and training of students, and restructuring training of teachers and resource persons.

(Lassnigg, 1997) Another implicit kind of policies is at work in the sector of full-time VET by constituting links between school and work through the following mechanisms: first the requirement for teachers on mandatory practical experience, and often also parallel working in the private sector, second the requirement of spells of practical experience for pupils, third the existence of buffer-



organisations beneath individual school which include enterprise representatives, and fourth the performance of real tasks for industry during the instructional process. The latter mechanisms are at work especially at the level of the Technical and Vocational Colleges, in particular, in the engineering sector. In certain sectors, especially the business schools, the links between school and work is strongly built on simulated experience.

(ILC, 2004) In 2000, the then 175 members of the ILO adopted a Resolution concerning human resources training and development, which defined employability skills as: "... the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labour market at different periods of the life cycle. Individuals are most employable when they have broad-based education and training, basic and portable high-level skills, including teamwork, problem solving, information and communications technology (ICT) and communication and language skills. This combination of skills enables them to adapt to changes in the world of work."

(Saterfiel and McLarty, 1995) Measurement of 'Intrinsic Abilities' is valuable for both; employers attempting to predict future job performance and for academia working with students to identify jobs suited to their interests, values, and self-concepts. However, the essence of employability skills is preparation for the job, so the focus of employability skills measurements is to be directed to those aspects of the relevant skills, which can be taught. Since not all 'employability Skills' can be embedded in the conventional academic disciplines, trainers must make special efforts to ensure that they teach all the needed employability skills.

## RESEARCH GAP

From the above literature, it is lucient enough that there is certain instability in the post training position of the trainees. Especially in Tibetan vocational training institute like ISTL where the post-training positions are declining

along with the number of trainees' admission every year. Henceforth, there is a dearth of research in Tibetan context. Even though, Tibetan unemployed youth were given many opportunities but these institutes cannot promise the jobs after the training ends which give rise to research question such as

1. Are they satisfied with the post-training position in these vocational training centres?
2. Is this institute working hard to give placement to trainees?

## OBJECTIVE

- To study the status of the trainees post-training position in the ISTL
- To provide an attainable solution for the better placement for these trainees.

## METHODOLOGY

As the research aimed to study ISTL in India. It necessitates the need to understand the functioning of all involved in the vocational centre/institute, an appropriate methodology has crafted to extract the maximum possible information from all the functionaries as well as the beneficiaries which included the main coordinator of the Department of Home, Central Tibetan Administration - CTA.

## RESEARCH DESIGN

### Population of the study

Tibetan population is scattered all over the world and according to the latest report there are approximately 12 Tibetan vocational training centres in India and there is one main Tibetan vocational training centre in India (ISTL). The population for the present study will be consist of 80 trainees and 7 trainers but it varies from year to year.

### Sample of the study

In the present study, the population itself will be the sample. Researcher took sample from ISTL, Bengaluru. Case study method was adopted for the present study, which is qualitative in nature. The data was collected by the researcher through questionnaire, observation schedule, check list, semi-structured

interview and group discussion. The collected data was analysed and organised by researcher using appropriate statistical techniques.

### RESULT AND INTERPRETATION

**Table 1**

Sr.No	Years	Trained Trainees	Post-Training position	Percentage
1	2007-2008	72	27	37.05
2	2008-2009	87	54	62.04
3	2009-2010	98	67	68.36
4	2010-2011	103	45	43.68
5	2011-2012	74	51	68.91
6	2012-2013	82	59	71.95
7	2013-2014	67	49	73.13
8	2014-2015	105	80	76.19
9	2015-2016	92	84	91.30
10	2016-2017	88	63	71.13
11	2017-2018	94	24	25.53
12	2018-2019	80	20	25.00





It clearly states that from the table 1 and the graph that the percentage of post-training positions are declining after 2016 as the youth preferences and their demands are changing drastically which could be very unpredictable. Otherwise, they drop out in-between due to the personal problems and diversion from their future aims. Moving solidly towards the year 2017, 2018 and 2019; the scenario is even worst as it shows only 25% of trainees got placement throughout those years. Whereas, in 2016, it indicated the best of the best post-training position which clearly reflects the handwork of CTA, Department of Home.

## DISCUSSION

The Tibetan Demography Survey of 1998 highlights that, there were about 4090 unemployed youths who were seeking jobs without any skills. Literally, around 500-600 youths graduates from schools/colleges/professional courses every year, half of which along with the school dropouts remain stranded without any jobs or opportunities for higher or further education. Initially, the training opportunities were provided to the youths from 5 main settlements of the South but this has been progressively expanded to 8 settlements in 2001, 10 settlements in 2003 and finally extended to all the settlements in India from 2006-07. A large number of trainees are placed in the good companies like VLCC, Lakme, ABKJ Infrastructure & Design Solution, Gu-Chu-Sum, Aditya Birla, Columbia Asia Hospital, Taj West End and etc.

If we look into the loopholes of those low placement, then it could lead us to the broader prospective of their ground level problem's; they didn't get proper counselling while choosing the courses which could have channelized their right choice and ended up adding in drop-out list. Even if they get job but they leave the job and become unemployed. Furthermore, these training institutes tends to fail when it comes to student exchange policy which is of utmost importance to get exposure

to 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. Apparently, to chase away the unemployment, we should always promise them to give a prominent scope which would let them to live an independent and self-sufficient life. In addition, some trainees are planning to settle abroad so they take admission in these courses and then settle. 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 resume for the upcoming job openings. Unfortunately, few trainees couldn't cope up with the job pressure and bounced back to being unemployed.

## CONCLUSION

The above analysis and discussions shows that there is a lack of relevant information about the trainees' future after the completion of the course as few do astray as an unemployed Tibetan youth. If these vocational training centres could maintain an authentic follow up for the increase in our post-training positions. Infact, we need to encourage them to sustain the job for longer period of time so that we can build-in good rapport with the employers for future. Eventually, it will encompass administration to inculcate more internships and numerous student exchange policies, which will surely encourage more trainees for higher enrolment. Therefore, we need to bring some positive changes in the placement curriculum so that there will be more jobs availability and even to train them perfectly for the job. In addition to that CTA can encourage them to cater more vocational training courses so that more trainees are can be drawn towards the training and no youth will be left unemployed in our society. Hence, they should have one strong research team to look for more jobs availability in the market and to build a strong networking amongst them.



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