

# **ABSTRACT**

## **A STUDY OF TIBETAN VOCATIONAL TRAINING CENTERS IN INDIA**

**A**

**Thesis**

**submitted in Partial Fulfilment of the requirement**

**For the Degree of Philosophy of Education**



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## **CHAPTER 1- INTRODUCTION**

The very first chapter of this research work attempts to provide the introduction of the study. At the same time it also gives detail description of the need for the study. It also introduces key terms used in the problem of the study. Simultaneously it talks the research objectives and questions to be investigated. It focuses on delimitation of the study and also provides conclusion.

Professional preparing is preparing for a particular career or exchange, barring the callings. Professional preparing centers on common sense applications of aptitudes learned and is by and large unconcerned with hypothesis or conventional scholarly abilities. A huge portion of the instruction in professional schools is hands-on preparing. Professional preparing in this way gives a interface between instruction and the working world. It is ordinarily given either at the tall school level or in a post-secondary exchange school. Professional preparing offers preparing for particular employments. Since professional preparing regularly starts in tall school, understudies can graduate arranged to require a high-paying, gifted work instantly. Graduates of exchange or professional schools have an advantage over casually prepared job-seekers since an free organization certifies that they have the aptitudes required to effectively perform a particular, talented occupation (Melissa J. Doak-2011)

### **1.0 National Expertise Improvement Mission**

The Service of Ability Improvement and Enterprise may be a Service of Government of India set up on 9 November 2014 to facilitate all ability advancement endeavours over the nation. Mechanical Preparing and Apprenticeship and other aptitude improvement duties were exchanged from the Service of Work and Business to this recently made Service on 16 April 2015. It points to evacuate disengage between request and supply of gifted labor, to construct the modern abilities and inventive considering not as it were for existing employments but too occupations that are to be made.

- I. Aptitudes and information are the driving powers of financial development and social improvement for any country.
- II. India as of now faces a serious deficiency of well-trained, gifted laborers. It is evaluated that as it were 2.3% of the workforce in India has experienced formal aptitude preparing as compared to 68% within the UK, 75% in Germany, 52% in USA, 80% in Japan and 96% in South Korea. Huge segments of the taught workforce have small or no work abilities, making them generally

unemployable. Hence, India must center on scaling up expertise preparing endeavors to meet the requests of bosses and drive financial development.

- III. India's yearly skilling capacity was assessed at roughly 7 million amid the period 2013-2014. Separated from assembly its possess request, India has the potential to supply a skilled workforce to fill the anticipated shortage within the maturing created world.
- IV. India is one of the most youthful countries within the world, with more than 54% of the whole populace below 25 a long time of age and over 62% of the populace within the working age bunch (15-59 a long time). The country's populace pyramid is anticipated to bulge over the 15-59 age bunch over the next decade. This statistic advantage is anticipated to final as it were until 2040. India in this manner incorporates a exceptionally limit time outline to saddle its statistic profit and to overcome its expertise deficiencies.
- V. The Service of Expertise Advancement and Business was set up to drive the 'Skill India' motivation in a 'Mission Mode' in arrange to merge existing ability preparing activities and combine scale and quality of skilling endeavors, with speed. And the vision, goals and design of the Mission, draw on the lessons learnt from the usage of ability advancement endeavors over the past decade. It looks for to supply the organization capacity to prepare a least of 300 million talented individuals by the year 2022.

### **1.1 Delimiting the Study:**

The Research Study aims at researching the status of Tibetan vocational training centres in India. The study was incorporate with 200 students of ITI (Industrial Training Institute) Selaqui, Uttarakhand and 80 students of ISTL (Institute for small trade learning) Neelamangala, Bangalore. Lastly, 50 trainees from Dharamsala, Himachal Pradesh. This is how all the centres in India are covered.

### **1.2 THE RESEARCH QUESTIONS**

How do these Tibetan training centers are catering to the needs of Tibetan for vocational skill development?

- I. What are the different courses offered in these centers?
- II. How trainees are being selected for the training courses?
- III. What is the status of trainers?

- IV. How trainees are guided for the job placement?
- V. What are the difference between these Tibetan training centers in India?

### **1.3 OBJECTIVE**

- I. To study the status of Tibetan vocational training centers in India.
- II. To study the problems faced by trainees in the vocational training centers of Tibetan in India.
- III. To study the problems faced by trainers in the vocational training centers of Tibetan in India.
- IV. To study the post-training position of the trainees in Tibetan vocational training centers in India.
- V. To study the basic difference between each Tibetan training center in India.

## **CHAPTER 2 – REVIEW OF RELATED LITERATURE:**

This chapter gives a description of related literature concerning to the present study. The statement of the problem for this study is “To study the status of Tibetan Vocational Training Centres in India.” This chapter reviewed a large number of studies related to the topic under investigation; researcher will now proceed in the next chapter to discuss the research methodology to be adopted.

The investigator’s purpose is to examine how concept related to vocational education/ training is developed to understand if determinants of vocation could be identified. Further, the nurture of trainees and its influence in future is to be understood.

A brief account of the relevant studies reviewed is presented below in the following sections:

### **2.1 Studies related to Tibetan Refugee**

### **2.2 Studies related to vocational guidance**

### **2.1 STUDIES RELATED TO TIBETAN REFUGEE**

**Pulman (1981)** conducted a research on “Tibetans in Karnataka” by making use of interview and observation method. Insight of the study gives a picture on back ground history about Tibetan Resettlements and Rehabilitation process with the social set-up of settlement. It has taken into consideration Doeguling settlement in Mundgod and Lugsung Samdubling settlement in Bylakuppe. The key finding of the study was that there are minor differences in terms of livelihood and economic activities undertaken by Tibetans in

Karnataka. Initially most of these resettled populations were engaged in agricultural activities as the primary occupation along with seasonal sweater selling in winter in various cities of India. It also highlights that unlike the other Tibetans settlements in India, settlements in Karnataka is officially under “Protected area” where in special entry and stay permit is required to be taken from Home Minister, Government of India specially for foreigner who wished to make visit for a short stay. This was found to be something unique in comparison with other Tibetans settlements. Lastly, the key conclusion was that Tibetans have proved to be a successful resettled community and will hold the same scenario in future considering the suitable indicators in settlements. It stressed on more research on exile communities that would further add to the documentation of Tibetans in best possible ways.

**Phuntsog Ngawang (1998)** studied on “Cultural Identity and schooling of Tibetans Children in the Diaspora” with special references to new generation Tibetans children’s in America and in other western countries. The study pointed out that Tibetans have a history of rich Buddhist culture, which in turned has been preserved by indigenous Tibetans in Exile. Author pointed out that there was a very limited literature on educational curriculum on Tibetan children. In this way, the study suggested that Tibetans in west should make a point that their children should be able to inherent the cultural identity from parents in home as well as must learn to speak, read and write in Tibetan language. Further, suggested that Sunday special class on Tibetan language must be initiated. School curriculum must have inclusion of multicultural identity and ethics in west. The study emphasized on the usage on Directed Reading Listening Thinking Activity (DRLTA) in teaching curriculum of teacher in their classroom teaching. It sum up that there is a dangerous of losing Tibetans cultural identity without Chinese subjugation. Thereby, Tibetans in exile must preserve and sustain their cultural identity for the future Tibet in generations to come.

**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.

**Falcone Jessica, Wangchuk Tsering (2008)** paper on “We’re not home”: Tibetan Refugees in India in the Twenty-First Century” examined the feelings of displaced Tibetans community in northern India by adopting interviewed method. It also dealt in details with the documentation required for Tibetans by Central Tibetan Administration (CTA) and Government of India (GIO). Green book or freedom book is the voluntary tax (Chatrel) being paid by Tibetans in exile towards their Central Tibetan administration. It is the symbolic of “Tibetanness”. On the other hand, GOI has issued registration certificates (RC) on completing 17 years of age to Tibetans which has be renewed periodically from the nearest Foreigner’s regional registration office (FRRO). Identity certificates (IC) as a travel document for the exile Tibetans to travel abroad. It also highlights the difficulties that the Tibetans encounter in bureaucratic delay in renewing their RC and getting other official works done on time. It also gives information of obtaining citizenship for Tibetans in exile under constitution of India. Though under the special provision of Indian constitution, Tibetans can become Indian citizens seems just in theoretic form. In reality, on obtaining host countries citizenship has been denied on the ground stating that they are Tibetans, on the similar issues many opined that they would prefer to remain as refugees. Because some viewed out that if majority of Tibetans in exile opted for Indian citizens. There would be no meaning in functioning of Central Tibetan Administration (CTA) which was founded soon by their able leader His Holiness the Dalai Lama after his exiled into India. In sum,

interviewed Tibetans in exile, feels that India will always be their second home. They were of hope that one-day they can go back to their homeland, which is now under Chinese rule.

**Dolma Sonam, et al. (2006)** documented on “Dangerous Journey: Documenting the experience of Tibetan Refugees”. The study aimed to picture out the mental and physical hardship of those recent Tibetan refugees at Tibetan Refugee Transit Centre (TRTC) in Kathmandu, Nepal. It takes into account of 50 recent refugees to document their experiences. These refugees encountered vast hardship while crossing mighty Himalayas partially by bus and mostly by foot. Along with, there was a case of sexual harassment by Nepalese border guards. Journey was very difficult both from physically and mental aspects. Physically they had to walk without food for a week and even longer with injuries in foot, frostbite and photophobia. Violations of human rights are a major concern among these refugees. It suggested that policy makers, researchers, human right watchmen, international organization should view these as a serious problems on humanitarian ground.

**Gupta (1978)** conducted “An experimental study of the impact of vocational training on behaviour of adolescents in terms of attitudes towards work and improved work performance”. Three groups of 40 male students in IX standard from each schools in Kota, Rajasthan, were formed. While one of them was kept under control, the other two were treated with vocational training. One of the experimental groups was given reinforcement in addition to training. The investigator prepared his own tools. The results showed that, while training alone led to positive improvements, the impact was higher when reinforcement was coupled with training. However, the impact was more pronounced in the case of punctuality and completion than in the case of precision and concentration.

The attempt by **U.G.C (1978)** to reform the educational system is highlighted in its publication “Development of Higher Education: A Policy Frame.” The “Policy Frame” stated that vocation guidance should be given top priority, since this alone can give us a middle level semi skilled man power. Apart from listing education closely with productivity this will reduce pressure on the universities since the diversion of about half the students into vocational courses is contemplated.

**Bacchus (1981)** made a study on “Education for development in under developed countries” and found that it is possible to speculate that ‘school based vocational education’ is more viable when “Vocational” employment opportunities are already expanding in the modern sector of the economy. A study was conducted by Wanasinghe (1982) on “Innovation in educational assessment with special reference to educational reforms introduced at the junior secondary level in Srilanka”.

**Girija (1989)** conducted a critical study on the psychological needs and vocational aspirations of the students of vocational higher secondary schools of Kerala and found that majority of the students have a pessimistic outlook with respect to job opportunities due to lack of awareness on their part.

**Kairamo (1989)** maintains that in Europe particularly in Belgium, France, Italy, Netherlands and Sweden, a trend towards vocationalisation of secondary education is pretty clear. “The share of school-based technical and vocational stream in total enrolments has been increasing gradually over the past 20 years”. In countries like France, Italy and the Netherlands, apprenticeship has been revitalised. It has become the dominant mode of training for 16-19 years olds in West Germany. More recently “alternate training” combining school and work-based learning have developed in continental Europe.

**Asian Development (2009)**, This study “Good practice in technical and vocational education and training” shows technical and educational training and skill development pose a serious challenge, particularly in countries with rapidly evolving labor markets. The subsection is often under the responsibility of several line ministries. It has, more than any other subsection of education strong linkages to both formal and non-formal labor markets. Thus, TVET and skill development undoubtedly constitute a challenging subsections of education. In many developing member countries (DMCs) of the Asian Development Bank (ADB). The government plays the dual roles of policymaker and regulator and of training provider, and plays them inefficiently due to lack of coordination and to capacity and financing constraints. Unfortunately, TVET and skills development often provide a slow, inflexible, inadequate and expensive response to the needs of the market. The purpose of the good practice guide is to support ADBs education sector staff in their dialogue with government and other stakeholders education in DMCs and in their project processing tasks. The



guide provides a menu of priority topics to be consulted as needs arise. An appendix is included to guide assessment of programs and projects in the sub-sector.

## **2.2 STUDIES RELATED TO VOCATIONAL GUIDANCE**

**Vasudevan and Feroze (1974)** conducted a study on “The awareness of vocational opportunities of students in the SSLC.” They collected data through a questionnaire, which consists of 100 questions and three tables. They found that occupational awareness is commonly prevalent among most of the boys studying in SSLC. A majority of boys and girls (nearly 90%) studying in secondary schools have already decided their future vocation. In the case of SSLC boys from secondary schools, 10.3% of them and 10.6% of the girls did not have the awareness of vocational opportunities.

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**Emmanuel and Alias (1990)** studied “Some major problems of implementing the programme of vocationalisation of education in the state of Andhra Pradesh”. It was found that although there is felt need for vocational courses in the state, there was neither a proper management structure to implement the scheme nor regular teaching personnel and necessary infrastructural facilities in the vocational institutions.

**Kristen McGuiness (2014)**, studied the economy of the nation with the given income on the basis vocational education. It could be a source of social capital, creating stronger social and educational informal system for low-income populations. This study was conducted in Los Angeles.x

### **CHAPTER 3 - RESEARCH METHODOLOGY:**

This Chapter deals with basic methodological principles used for present study with a view to comprehending the findings accurately in the upcoming chapter. The study focuses upon the status of these tibetan vocational training centres in India. But for the purpose of the present study, the researcher had specific criteria. The researcher focused on the trainees and trainers of ITI (Industrial Training Institute) Selaqui, Uttarakhand ISTL (Institute for small trade learning) Neelamangala, Bangalore. Lastly, VTC, Dharamsala, Himachal Pradesh and etc And the researcher managed to get feedback for 270 trainees. This data collection was performed in such a way that researcher doesn't disturb the class process and jot down the actual data in the research, so that they do not feel as if they were being treated as subjects of any experiment. These students were also to fill questionnaire after the completion of the regular class or specially during the interval.

#### **3.0 Tool Used**

After research design has been selected and it is decided who will be included in the study, the next step is to identify or develop suitable tools, for the collection of the desired information. Tools are nothing but the instruments that help the researcher to gather data. Naturally, the type of information you gather depend upon the kind of tools you have used for this purpose. The selection of tool depends upon the objective and design of the study and the type of respondents you intend to

cover. Data are gathered using readily available tools or those which are modified or developed by the researcher. There are many types of tools and each type has its unique characteristics.

In the present study the separate set of questionnaires containing 33 items (Trainer) and 24 items (Trainee) of questions were prepared to be answered by the trainees and trainers respectively. The questions were constructed by the investigator himself with the help of the guide. Some of the questions were to be answered by Yes or No and some were to be answered by giving tick marks only. Some questions were having sub-questions those questions were only for specification.

Preparation of questionnaire was done in which all the possible factors influencing the educational, vocational and personal aspects of the trainee were taken into consideration. After the draft questionnaire was completed, it was shown to guide to give a critical comments and suggestions about it. Necessary rectification of errors were made in the light of her comments and only those items which were considered to be most appropriate were finally included in the questionnaire. Relevant and appropriate items for the final questionnaire were collected and were selected. The selected items of the questions were carefully reviewed and were properly arranged in a systematic order in the tool, after all necessary modifications were held. Simple English was used in preparing questionnaire and all the items were so worded as to make them most interesting for the respondents.

Necessary instructions were incorporated in the beginning of the questions to facilitate the mode of responding and for obtaining correct responses from the trainees. The questionnaire was framed appropriately and all the items were properly placed in their respective captions in a closed form and open form so as to elicit specific and unambiguous answers. To indicate their response to a particular item, the trainees were supposed to give a tick mark (✓) in the column of any one of the two or more ranging alternative. Necessary instructions were given to avoid mistakes as far as possible. No rigid time limit was fixed for administering the questionnaire.

Establishing a good rapport is one of the most important procedural techniques in all the cases of research work, and to a large extent the success of collection of data depends on the rapport of persons concerned.

Before hand, the investigator obtained a letter from the university authorities addressed to the headmaster/principal of each of these training centres that had been selected for the data collection. The rapport was fully established and necessary arrangements regarding date, time, etc for the

administration of the questionnaire were made by the authorities of the selected centres in accordance with the best conveniences of the investigators.

The study made use of following tools throughout from the beginning till end.

I. Questionnaire

II. Checklist

III. Interview

IV. Focus Group Discussions

V. Observational Methods

VI. Likert Scale

VII. Scientific Calculator

VIII. Internet

IX. Reference books

### **3.1 Sources of Data**

As we know that there are two sources of data, Primary sources and Secondary sources. Primary sources are eyewitness accounts. They are reported by an actual observer or participant in an event. A primary source is used in the present study.

### **3.2 Collection of Data**

Data has been collected by administering the tool. This questionnaire was given by the investigator to the seven vocational training centres located in the different areas in India. The 40 trainers and 270 trainees have been chosen as respondents. The tests were administered personally by the investigator. On the day of questionnaire was administered, the headmaster/principal introduced the investigator to the trainees. The trainees gave their honest attention and replies to all the items of the questionnaire without any fears, suspicious, embarrassments or hostility on their part. In this way a good rapport was established on the part of the trainees also.

The questionnaire was then distributed to different tibetan vocational training centres. First of all they were asked to fill up the necessary self background information asked from them. Then they

were requested to read the instructions carefully and necessary clarifications were made orally in case of doubts of the pupils regarding any aspects of the questionnaire. They were also asked not to leave any items unanswered. The trainees were properly and clearly instructed to give their answers to each item in their own, from their own inner most thinking and the investigator gave his full attention to see that no discussions among them and no copying business took place while answering the questions. After the trainees finished answering the questions the investigator collected the answer sheets carefully to see that not a single item was left unanswered. The questionnaire was administered in the class during school hours. There was no fixed time to respond the questionnaire distributed to all.

The total of 320 and 66 questionnaire sheets after being administered and collected from the trainees and trainers respectively were carefully checked, counted and found good in every respect.

### **3.3 Significance of the study:**

Them major problem faced by Tibetan community in India today is unemployment. The unemployment rate has been high and increasing for years now. A 1999 estimate put the Tibetan unemployment rate at 18.5% for those between the ages of sixteen and fifty, and a 2009 CTA study found that more than 17% of the total Tibetan population is unemployed or underemployed. Pandit Jawaharlal Nehru also offered to establish a Society for Tibetan Education within the Indian Ministry of Education, which would establish and fund special schools specifically designed to provide Tibetan children with a Tibetan education. Nehru announced the creation of the Society that same day. India also initiated the establishment of refugee handicraft centres. These centres became one sound economic model for Tibetans, especially with the assistance of international relief organization, which also helped to establish health clinics and schools for the Tibetans. Henceforth, there are many Tibetan youth who are unemployed and unproductive in our society. Vocational guidance services is a basic requirement of an hour which is very elementary in every aspect of life, specially in the Institutes of Educational sector. Despite the importance of the vocational guidance services in Tibetan societies, we still lack in providing the services to needy people in Tibetan societies. It is not a very new concept which is alienated at many occasions to many people but it is hardly accepted by us. Around 1.5 lakhs Tibetans are refugee in India and the Govt-In-Exile is the highest authority to manage the educational policies and administration of institutes. However, there are still some Tibetan youth who are unemployed and many are school dropouts. So, they started

vocational training centres. To what extent Tibetan people in India avail the opportunity. (Youth Empowerment Support-YES, 2015)

Critically study the status of the vocational courses offered by different vocational centres and find its relevance keeping employability in mind. As we have seen that many trainees goes unemployed ones the course gets over. Moreover, many centres don't even take follow up of trainees which can be really effective by exploring them into different workshops and seminars. Also to study the status of vocational trainer. It will also help to understand how the information about vocational training course disseminate to the concern people. Many small Tibetan societies which are located in the remote area of India are not aware of this kind of vocational courses.

#### **CHAPTER 4 – DATA ANALYSIS AND INTERPRETATION:**

The data so obtained through the questionnaire was organised, tabulated and classified. It was then subjected to necessary statistical computation and analysis with a view to bring out from the results certain conclusion regarding the trainees educational, vocational and personal aspects (aspirations). The data was analysed in terms of percentage. Item wise analysis was the main procedure followed by the analysis of the data. The detail procedure of analysis of the data is given in the next chapter. This chapter deals with the details of the data collected from the trainee. In order to get correct analysis, data should be analyzed in both the ways: Qualitatively and Quantitatively. Hence, this chapter works out the analysis of data collection in both the ways: qualitatively and quantitatively through statistical analysis.

<b><u>PERIODIC TABLE OF VOCATIONAL TRAINING CENTRES IN INDIA</u></b>					
<b>SR. NO</b>	<b>YEAR OF ESTABLISHMENT</b>	<b>LOCATION</b>	<b>NAME OF THE TRAINING CENTERS</b>	<b>NO. OF COURSES OFFERS</b>	<b>ADMINISTERED BY</b>
<b>1</b>	<b>1962</b>	<b>Musoorie, Uttarakhand</b>	<b>SOS vocational Training Centre</b>	<b>2</b>	<b>THF</b>
<b>2</b>	<b>1974</b>	<b>Dharamsala, Himachal Pradesh</b>	<b>TCV Handicraft cum vocational training center</b>	<b>6</b>	<b>TCV</b>
<b>3</b>	<b>1993</b>	<b>Dharamsala, Himachal Pradesh</b>	<b>Sherab Gyasel Lobling</b>	<b>2</b>	<b>CTA-DOE</b>
<b>4</b>	<b>1995</b>	<b>Norbulinga, Himachal Pradesh</b>	<b>Norbulinga Institute</b>	<b>7</b>	<b>Tibetan NGO</b>
<b>5</b>	<b>2000</b>	<b>Selaqui, Dehradun</b>	<b>Tibetan Private Industrial Training Institute (ITI)</b>	<b>10</b>	<b>TCV</b>
<b>6</b>	<b>2003</b>	<b>Neelamangala, Bengaluru</b>	<b>Institute For Small Trade Learning</b>	<b>6</b>	<b>CTA-DOE</b>
<b>7</b>	<b>2004</b>	<b>Patlikhul, Manali</b>	<b>TCV Handicraft</b>	<b>3</b>	<b>TCV</b>

## **CHAPTER 5-FINDING :**

### **5.0 Some of the findings are mentioned below to suffice the abstract requirement:**

1. Enrolment is decreasing as many Tibetan students are applying for further education qualification in universities in India and abroad.
2. Many courses are shutting down due to zero enrolment and the misconception about the work status; specially technical courses like Auto mechanic and driving, Iron fabrication, Reflexology, Mobile, Electricians and etc.

3. Some courses like computer and management are taught in other centres so they had to travel a lot and waste abundant of time on it.
4. Lack of sustainability of trainers due to low pay scale which brings huge loophole in completing the course efficiently on time.
5. ITI, Selaqui hostel facilities are outstanding as their campus is lush green and grand whereas ISTL, Neelamangala is pretty small and they have a huge problem of mosquitoes and snakes due to unmaintained yard behind the hostels.
6. The language barriers between Indian trainers and Tibetan trainers/trainees. Communication gap occurs quite often which misleads the trainees.
7. Few trainees complaint about the tight schedule which could be liberal to digest the courses productively.
8. The resource person talk is minimal and trainee exchange policies are almost nil which blocks the exposure.
9. In computer class, every students doesn't have one computer for themselves. One computer is shared with five students.
10. The food and beverage course is doing excellent and they serve the lunch with full docor with the high class service to trainers.
11. Bakery course is nonetheless pretty successful as they take orders from different Tibetan Institutes and Monasteries.
12. Placement cell has to improve drastically as some of them fail to get job but some of them are placed in abroad. There are two extreme points while it comes to job hunting.
13. 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 institute on the spot.
14. Some workshops are too expensive to effort it as its a non-profit organisation.
15. They don't maintain any institutional syllabus and trainers have to make it.



### 5.1 The problem faced by trainees

Sr.No	Problem faced	Number of responses	Percentage
1	lack of trainees exchange program	73	27.2
2	Availability of unexperienced trainers	11	4.1
3	Lack of campus placement	51	19
4	Inconsistent of syllabus	10	3.7
5	Lack of latest equipment	7	2.6
6	Extra workload (Non-academic)	5	1.8
7	Location of the institute (Outskirts)	6	2.2
8	Lack of recreational centers	13	4.8
9	lack of counsellor (Academic & personal)	32	11.9
10	Low medical officers	5	1.8
11	lack of industrial visit	25	9.3
12	Outdated teaching methodology	20	7.4
13	Languague barrier	4	1.4
14	lack of separate classroom and workshop	6	2.2

## 5.2 The problem faced by trainers

SR.NO	PROBLEM FACED	NO. OF RESPONSES	PERCENTAGE
1	lack of workshops for trainers	30	63.8
2	No fixed syllabus	18	38.2
3	Lack of disciplined trainees	20	41.6
4	Low salary	5	10.6
5	Extra workload besides teaching	27	57.4
6	Location of the institute (Outskirts)	5	10.6
7	lack of industrial visit	40	85.1
8	Lack of recreational centers	20	41.6
9	lack of separate classroom and workshop	19	40.4
10	Less trainers for some course	6	12.7
11	Lack of teaching modals and charts	25	53.1
12	Outdated textbook	13	27.6
13	Lack of professional counsellor	40	85.1
14	low expert visits	40	85.1
15	low safe protocol in labs/workshop/kitchen	5	10.6
	<b>Total Trainers</b>	47	100%

### **5.3 Major finding 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 qualification in universities in India and in abroad.
- II. Many courses are shutting down due to zero enrolment and the misconception about the work status; specially technical courses like Auto mechanic and driving, Iron fabrication, Reflexology, Mobile, Electricians and etc.
- III. Lack of awareness and advertisement of these Tibetan vocational training centres; social media could have boosted up the admission and many youth would join willingly. But its very important to provide wide choices of course for them to choose happily.
- IV. Lack of Introducing new vocational training courses due to shortage of funds, shortage of trainers and etc.
- V. 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.
- VI. Placement cell has to improve drastically as some of them fail to get job but some of them are placed in abroad. There are two extreme points while it comes to job hunting.
- VII. 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 institute on the spot.
- VIII. Some workshops for trainees were too expensive to effort as it is a non-profit organisation.
- IX. 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.
- X. In Neelamangala - Bangalore, There is unavailability of matron for girls trainees and it was handled by the warden which could be uncomfortable for girls as warden can walk inside the girls hostel anytime. Unfortunately the training centres couldn't retain for long on its own so they merged in with ITI, Dehradun and they added the prevailing courses on it.

## **5.4 Conclusion**

As this present chapter is aptly titled “Findings and Conclusion”, it provides findings achieved by the investigator based on the present study. At the same time it follows valuable suggestions on how training and skills can be developed.

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 skill based training institute at grassroots 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 ?