

---

## REVIEW OF RELATED LITERATURE

### 2.0 INTRODUCTION

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. For all these reasons, a research worker has to go through the available relevant literature before actually commencing the work of her own research. Operating within education, vocational education represents society's concern for the individual. Vocational education both as the concept and service focuses upon youth and their future. It was worth while contributions to make which include bringing to the students an increased understanding each student as an individual and assisting in learning skills and helping individuals understand themselves and the world.

Thereafter it was necessary to study attempts made to understand the concept of vocationalisation as unravelled by different studies. 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:

1. Studies related to Tibetan Refugee
2. Studies related to vocational training/guidance

### 2.1 STUDIES RELATED TO TIBETAN REFUGEE

**Pulman (1981)** used interview and observation methods to conduct study on "Tibetans in Karnataka." The study's findings paint a picture of the background history of Tibetan resettlement and rehabilitation, as well as the social structure of the settlement. It considered the Doeguling and Lugsung Samdubling settlements in Mundgod and Bylakuppe, respectively.

The study's main finding was that Tibetans in Karnataka engage in slight disparities in terms of livelihood and economic activities. Initially, the majority of these displaced people worked in agriculture as their primary occupation, as well as selling seasonal sweaters in India's cities

throughout the winter. It further emphasises that, unlike other Tibetan communities in India, those in Karnataka are officially classified as "Protected Areas," requiring a special entry and stay permit from the Indian Home Minister, specifically for foreigners who intend to visit for a limited period of time. In comparison to other Tibetan settlements, this was discovered to be distinctive. Finally, based on the appropriate metrics in settlements, Tibetans have shown to be a successful resettled community and will continue to do so in the future. It emphasised the importance of conducting more research on exile populations in order to improve Tibetan documentation.

**Lafitte Gabriel (1999)** looked at a hypothetical Tibetan collective destiny and its future. For the exile community, starting from the beginning was a difficult undertaking. For Tibetans, His Holiness the Dalai Lama is the most important figure. It argues that His Holiness the Dalai Lama's decision to flee exile was the correct thing to do for his people's future. Tibetans were able to resurrect their lost past and reconnect with their future in exile thanks to his good direction in the early stages. They have remained committed to the concept of development and sustainability, which is based on donations from western donors. The Central Tibetan Administration's planners and administrators recognised the importance of effective planning in the path of development. In 1995, the kashag (cabinet members) regulated the planning council in order to establish a plan for the future of Tibet. The paper also disclosed that Tibet's administration follows a five-year planning cycle, with the first Integrated Development Plan being developed in 1992 under the capable leadership of the Dalai Lama. Prof. Samdhong Rinpoche, the exiled prime minister at the time. According to the fictional narrative, Tibet's future is bleak, given the continued hardships endured by Tibet's 6 million Tibetans. Despite this, Tibetans were confident that they would one day return to their country. This, in turn, is the Tibetan exiles' greatest wish.

**Phuntsog Ngawang (1998)** conducted research on "Cultural Identity and Schooling of Tibetan Children in the Diaspora," with a focus on new generation Tibetan children in the United States and other western countries. According to the study, Tibetans have a long history of rich Buddhist culture, which has been preserved by Tibetans in exile. The author pointed out that there was virtually little material about Tibetan children's educational programme. In this approach, the study suggested that Tibetans in the West make it a point to teach their children about their cultural identity from their parents at home, as well as how to speak, read, and write in Tibetan. In addition, it was suggested that a Sunday special class in Tibetan language be established. In the West, school curricula must include multicultural identity and ethics. The study focused on teachers' use of

Directed Reading, Listening, and Thinking Activity (DRLTA) in their classroom teaching curriculum. To summarise, without Chinese subordination, Tibetans face the risk of losing their cultural identity. As a result, Tibetans in exile must safeguard and retain their cultural identity for future generations of Tibetans.

"We're not home": Tibetan Refugees in India in the Twenty-First Century" by **Jessica Falcone and Tsering Wangchuk** was published in **2008**. Using an interview method, researchers investigated the feelings of displaced Tibetans in northern India. It also went over the documentation that the Central Tibetan Administration (CTA) and the Government of India seek of Tibetans (GIO). The voluntary tax (Chatrel) paid by Tibetans in exile to their Central Tibetan administration is known as the green book or freedom book. It is a representation of "Tibetanness." Tibetans, on the other hand, were issued registration certificates (RC) when they reached the age of 17, which had to be renewed on a regular basis at the nearest Foreigner's regional registration office (FRRO). Identity certificates (IC) are used as a travel document for Tibetans in exile. It also emphasises the difficulty Tibetans have in getting their RC renewed and other official tasks completed on time due to bureaucratic delays. It also provides information on how Tibetans in exile might gain citizenship under India's constitution. Though Tibetans can become Indian citizens under a specific provision of the Indian constitution, it appears to be just in theory. In reality, many have been denied citizenship by host countries on the grounds that they are Tibetans, and many have stated that they would prefer to remain as refugees. Because some people believed that if the majority of Tibetans in exile chose Indian citizens, it would be a disaster. The Central Tibetan Administration (CTA), which was created immediately after the Dalai Lama's exile into India by its capable leader His Holiness the Dalai Lama, would have no relevance. In conclusion, Tibetans in exile interviewed believe that India will always be their second home. They expressed hope that one day they might be able to return to their country, which is now ruled by China. They also expressed concerns on how life would be tough to uproot with Tibetans in Tibet and Chinese migrants settlers in Tibet, given the various differences in their living styles, mentalities, and other issues, particularly if Mandarin is required for communication and employment. As a result, they believed that staying in India would be a better option. They weren't sure how long they'd be able to stay in their host country as a visitor whose identity was still a mystery.

"(Re)imagining nationalism: Identity and representation in the Tibetan Diaspora of South Asia,"

according to **Anand Dibyesh (2000)**. In the context of Tibetans in Exile, the study attempts to define the concepts of identity, nationality, and diaspora. These conceptions, according to the author, are not pre-existing, but should be viewed through the lens of political and cultural processes. "Diaspora signifies processes of flight, forced migration, identity disintegration and rebuilding, transnationalism, and the ambition of returning to motherland" in the context of Tibetans. It emphasised the importance of His Holiness the Dalai Lama's institution to Tibetans and the Dalai Lama as a religious figure on the planet, as well as the function of institutionalisation in bringing back previous culture into host territory. It was discovered that there is friction within Tibetan national identity.

"Dangerous Journey: Documenting the Experience of Tibetan Refugees," by **Dolma Sonam et al.**, was published in **2006**. The goal of the study was to depict the mental and physical suffering of Tibetan refugees at the Tibetan Refugee Transit Centre (TRTC) in Kathmandu, Nepal. It considers the perspectives of 50 recent refugees in order to capture their experiences. These refugees had a difficult time traversing the Himalayas, which they did partly by bus and primarily on foot. In addition, Nepalese border guards were accused of sexual harassment. Both physically and mentally, the journey was challenging. Physically, they had to travel for a week or longer without meals due to foot injuries, frostbite, and photophobia. Human rights violations are a serious issue among these refugees. It was urged that policymakers, researchers, human rights monitors, and international organisations consider them to be important humanitarian issues.

In his work "Tibet: Exiles' Journey," **Sangay Lobsang (2003)** theorised on how Tibet's exiled administration democratised its system from the feudal system that existed at the time. On the 12th of May 2001, the first ever-elected Prime Minister, Samdhong Rinpoche (Kalon Tripa), was elected. The article also describes how Tibetans were dispersed over the world, with 70% of Tibetans living in India, 13% in Nepal and Bhutan, 8% in North America, 4% in Europe, and the rest in other countries. Australia, South Africa, Japan, and Taiwan are among the countries where they can be found. In terms of literacy, it is noted that the literacy rate of Tibetans in exile (44 years of age and under) was 78 percent. There have been 237 academics and students who have graduated from various American universities with full bright grants since 1998. 95 percent of those scholars have returned to their exile communities to serve. In the final section, it emphasised the importance of various non-governmental organisations (NGOs) in providing money for the

Central Tibetan Management's effective and efficient administration. To give an example, the Friedrich Naumann Stiftung, situated in Germany, contributes a sizable amount of money to democracy-related activities and the operation of its organisations. Simultaneously, the National Endowment for Democracy, based in the United States, finances a few programmes among the exile community. The importance of the Dalai Lama institution for Tibetans was discussed in the study's concluding remarks. "The Dalai Lama's determination that his successor will be born in a "free country" means that the Dalai Lama will be born outside Tibet unless Tibet becomes "free" (Sangay). It states that the future Dalai Lama's reincarnation is his prerogative. His Holiness the Dalai Lama. It went on to say that for Tibetans, returning home from exile will be a Herculean task at first.

Education is one of the most important markers of socioeconomic level and a tool for empowering and increasing human productivity. "Educational Issues Facing Tibetans Today," according to **Mather Adriana (2004)**. The report examines the operation of the Tibetan Education Institute in Exile and the Department of Education. It was discovered that over the last 50 years in exile, the department of education's education policy has been successful in producing more educated graduates among exile born students, as well as catering to the needs of Tibetan students who have fled Tibet in search of a better life and education. Nonetheless, in exile, educational concerns and problems persist. The most serious issue is young unemployment, which may be caused by a lack of effective guidance and counselling at the school level or a lack of required skill-oriented programmes. According to the research, if these issues are not addressed, they will worsen.

## **2.2 STUDIES RELATED TO VOCATIONAL TRAINING/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.

**Mathur (1975)** was essentially interested in preparing a projective tool and establishing norms to

predict vocational interest in the fields of medicine, engineering and teaching. He developed a tool using the 'free expression drawings technique' among 75 trainees and 75 in-service personnel from urban locality of Rajasthan, and prepared standard- grade norms for each of the three vocations and for vocational interests in general. Attitudes towards (i) work and leisure, course content in vocational education, relative values of vocations, one's own capabilities among students (ii) vocational or technical education among parents, community leaders, and especially teachers, of such courses are quite significant in success of vocational education and personal adjustment of students and teachers. Career guidance programmes need to consider the prevailing attitudes amongst students and teachers. Several factors are associated with the development of attitudes.

**Sridhar Krishna, et.al (2010),**<sup>32</sup>the author gives a simple definition "thus one may consider vocational education and training to be development and application of knowledge and skills for middle level occupation needed by society from time to time". The author says that a lot of attention is paid in Australia to vocational education and training to the adult workforce. In manufacturing, tourism and hospitality, there is base grade training which publicly accredited and involves in-house and external training for its workers. In Britain, apprentices account for about 10% of those falling in the age group 16-18 years. Engineering accounts for 19.4% of modern apprentices, construction and electrical contracting 14.3%, vehicle repair 8.5%, hair dressing 7.6%, health, social and child care 7.2%, and hotel and catering 6.3%. The author says about the India, vocational training in India is largely carried out through Industrial Training Institutes. There are 4274 Industrial Training Institutes of which 1654 Industrial Training Institutes are government owned and 2620 are privately owned. The Industrial Training Institutes are successful but the main problem is what taught is not relevant to the needs of the industry. In other words, the course is not demand—oriented. In order to make the vocational education and training system in India more effective, a close interface with the industry. Further there is a need to move on to a competency-based system.

"An experimental investigation of the impact of vocational training on the behaviour of adolescents in terms of attitudes toward work and enhanced work performance," according to **Gupta (1978)**. Each school in Kota, Rajasthan, established three groups of 40 male pupils in the ninth grade. One of the 35 of the 92 was kept under control, while the other two were given vocational training. In addition to training, one of the experimental groups received reinforcement. The investigator got

his tools ready. The findings revealed that while training alone resulted in favourable changes, the impact was greater when reinforcement was added to the mix. However, in the case of punctuality and completeness, the influence was greater than in the case of precision and attention.

From simple signal learning to problem-solving, **Rao (2003)** recognised a variety of approaches to learn for training education. The author also discussed the various degrees of skill-based education that will be available in various places. He also remarked that unorganised sector vocational training is ideal for rural residents, particularly women. More pains and a constant learning process, according to the author, can lead to success in acquiring vocational training education and deliver triumph to the people, resulting in changes in their economic status.

**Singh (2005)**, in his article on 'Slum students learn vocational skills' has remarked that a government school in slum area of Chandigarh is, as an experiment, providing skill based education to its students as well as drop-outs under the Sarva Shiksha Abhiyan. In addition to regular studies, skills like tailoring and stitching, hand embroidery, machine cutting, hair cutting, plumbing, book binding, flower making, paper bags, toy making and pottery are taught. The school has received orders for paper bags and office file folders. The Union Ministry of Human Resource Development invited the union territory officials to give a presentation in Delhi on the project at a meeting of education secretaries of different states. The states have been asked to follow the model. The girl students earned money by applying 'mehandi' and the pottery students sold some items during Diwali. Earlier the parents of drop-outs had told education officials that despite facilities like free books, uniform and meals, they did not find

**Rao V.K, (2003)**. Vocational Education, New Delhi: APH Publishing Corporation. 17 Singh, Rajmeet. (2005). Slum students learn skills. Grass Roots, 6(1), 2. education useful. They wanted their children to learn skills which could contribute to their family earnings. The training classes are held after the school hours to ensure that their studies do not suffer.

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 manpower. Apart from linking education closely with productivity this will reduce pressure on the universities since the diversion of about half the students into vocational courses is contemplated.

In a comparative study, **Saheb (1980)** looked at the vocational interests of 455 boys in the vocational stream and 532 boys in the academic stream of Tamil Nadu's English-medium higher secondary schools. The study's background was provided by the students' academic and non-academic abilities. A total of eight areas of vocational interest were investigated. Along with other tools and school ratings, an altered version of 'Thurston's interest schedule' was employed. Academic aptitude and vocational interests of the two streams of pupils were found to be markedly different. Academic stream students excelled in academics, leadership, writing, and science talent, as well as showing an interest in physical and biological sciences. Students in the vocational stream showed a strong interest in business and computation, as well as social service, music, games, and sports. The pupils' socioeconomic condition had no bearing on their choice of stream.

**Bacchus (1981)** made a study on “The Education for the development in an under developed countries in the world” and found that it is possible to speculate that ‘school based vocational education’ is more viable when 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 lower secondary level (Grade 6-8) in Srilanka”.

**Soundaravalli (1984)** conducted a study to identify few of major characteristics of VHS students like vocational aspiration academic motivation, self identify and attitude towards skill education. For that random sample of 1000 students from all over Tamil Nadu was selected. An ‘Information Blank’ was designed and used for collecting and functioning of the vocational data and information regarding the functioning of VHS courses. Battery of tests were used to measures characteristics of students. Major findings are adequate co-operation from industrialists was not available. Though the aim of introducing vocational education was to reduce unemployment and pressure on colleges, yet nearly 37% of vocational group students went in for higher studies only. The students, teachers teaching vocational group students should a favourable attitude towards vocational education.

**Laura Wood (2015)** Senior Manager conducted a study entitled “Research and Markets: Development and Market of China's Vocation Training Industry 2015-2020” The Chinese vocational training institutions are the extension of public university. Currently, there are various major training institutions, e.g. business skill based training institutions, industrial



association training institutions, social skill based training institutions, enterprise and personal trainer. In 2013, there were 112.3 thousand vocational training institutions in China, a 9.27% YOY decrease. However, the IT vocational training market keeps a steady 10% growth rate in recent years; the market size met Yen 16.3 billion in 2014; and language vocational training market met Yen 62.4 billion. There were 2.9 million new drivers in 2014, calculated on a Yen 3,200 average charge per person, the market size in driving training market met Yen 94.6 billion. The author predicts that the Chinese IT vocational training market size will hit Yen 37.4 billion by 2020, and the language training market will breakthrough at Yen 140 billion.

**Psacharopolous (1988)** reported for Colombia and Tanzania etc that those who have followed vocational course in any school type have significantly longer periods of unemployment. The demand and supply of skilled manpower need to be monitored closely by adopting the practice of data based decisions and periodic manpower analysis. The nature, scope and richness of training ought to have direct relevance for the market needs and skills demands. Also the links between education are not simple and direct. The socio political, economic and cultural contexts have to be understood more carefully that would help to create favourable perceptions and attitudes in clients and generate appropriate cultures such as scientific cultures, skill cultures etc. The contents of education in all streams need to be appropriately examined, modified and adapted from time to time so that these can sustain the long-term interests of skills to work easily. The issue of merit based access to educational programmers needs to be re-examined. The system of education would have to be oriented towards imparting an approach to the learners that would be helpful in making them successful in whatever jobs they take up. A closer participation of the educationists and employers in curriculum design and implementation seems to be the imperative need.

**Girija (1989)** conducted a critical study on the psychological needs and vocational aspirations of the students of vocational at the higher secondary schools of Kerala and found that major part 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 old in West Germany. More recently “alternate training” combining school and work-based learning have developed in continental Europe.

**Asian Development (2009)**, This considers “Good hone in specialized and ability-based instruction and training” appears specialized and instructive preparing and aptitude advancement posture a genuine challenge, especially in nations with quickly advancing labor markets. The subsection is regularly beneath the obligation of a few line services. It has, more than any other subsection of instruction solid linkages to both formal and non-formal labor markets. In this way, TVET and expertise advancement without a doubt constitute a challenging subsection of instruction. Innumerable creating part nations (DMCs) of the Asian Advancement Bank (ADB). The government plays the double parts of policymaker and controller and of preparing supplier, and plays them wastefully due to need of coordination and to capacity and financing limitations. Shockingly, TVET and aptitudes advancement regularly give a moderate, resolute , lacking and costly reaction to the wants of the advertise. The reason of the great hone direct is to back ADBs instruction division staff in their exchange with government and other partners instruction in DMCs and in their extend handling assignments. The direct gives a menu of need subjects to be counseled as needs emerge. An reference section is included to direct appraisal of programs and ventures within the sub-sector.

**Emmanuel and Alias (1990)** examined “Some major issues of executing the program of vocationalisation of instruction within the state of Andhra Pradesh”. It was found that although there's felt require for professional courses within the state, there was not one or the other a appropriate management structure to execute the plot nor standard instructing faculty and theessential infrastructural offices within the professional educate.

**Verma (1993)** detailed that foundation of need-based benefit middle for professional courses relating to upkeep, repair, creation and benefit are the imperative suggestions of the workshop conducted by PSSCIVE within the region of building and innovation. “Vocational instruction at a separate: Worldwide perspective” altered by Roll and Olivera (1993) is a compilation of 12 advanced case thinks about on the subject from nations spread over distinctive parts of the world such as Netherlands, Colombia, Britain, Canada, Chile, Indonesia, Modern Zealand, the Joined together States and Italy. Remove learning is being progressively utilized for professional and

proficient considers in these nations. The editors state, “In recent years, technological developments and pedagogic innovations have enabled distances educations to demonstrate that students can successfully master or attain cognitive, psychomotor and affective objectives in an increasingly wide range of subject areas”. The planners of vocational education at a distance would find a treasure of vital information and insight in various case studies in this book put together in an attractive volume. The study was aimed at highlighting the problems faced by the principals, in dealing with trainers, office staff, trainees and their guardians. A questionnaire concerning different types of administrative issues was prepared and data were collected from 24-undergraduate colleges. The data so collected were supplemented through personal visits to the colleges and through observation during these visits. Principals were satisfied with the working of their office staff. The principals were critical of the attitude of parents.

**Sundararajan (1993)** inspected the relative significance given by the higher auxiliary understudies to professional based openings. It was found that the boys and young ladies did not vary essentially with respect to their inclination on their employments specifically therapeutic, building and organization. Wide patterns distinguished over Europe (Watts, Guichard, Plant & Rodriguez 1993) may be summarized as; instructive and direction is seen as a ceaseless handle which ought to start early in schools with accentuation on making a difference the method of move to grown-up and working life. Person seen more as in dynamic specialist or maybe at that point a detached beneficiary inside the direction process. The report of the tall level committee on skill education - Tamil Nadu (1994) constituted a propose ways and implies to form the ability instruction program viable. Information was collected through individual interaction, gather conference, dialogs, ponder of reports and suggestions of committees and commissions, discoveries from surveys and composed explanations of guardians, instructors and open. The committee found that the full number of learner is for the most part expanding year after year but the rate of professional understudies has been diminishing. The committee moreover gave proposal to progress each perspective of professional instruction.

**Kenneth King and Palmer (2010)**, the purpose of technical and professional skill education is essential to promote and support the development of a country, facilitate transition from school to work for millions of schools leavers, and foster equality of opportunity and social cohesion. It also has a key role to play in addressing current problems, such as the fight against poverty (how can we

train the poor to make a living and be self-sufficient?), the food crisis (how to increase the productivity of a farmers?), and deterioration of the environment (how to preserve water or slow desertification?). As these question imply, technical and professional skill education is meant to provide relevant skills to a great variety of a people: those working in the modern sector as well as those in the traditional sector of the economy, those working in industry, agriculture, and services; and those who are employed, self-employee or unemployed. (<https://prsindia.org/policy/report-summaries/report-committee-evolution-new-education-policy>)

**Kristen McGuiness (2014)**, studied the economy of the nation with the given income on the basis professional skill 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.

**Bobby (2010)**, in his research paper ‘Vocational training for the mentally challenged’ with one of the objective to find out the difficulties faced by the professionals in the special schools has revealed immense pressure from the parents to provide skill training of a particular kind of their interest without considering the abilities of the individuals with poor intellectual capacity increase the difficulties to the working professionals. Regarding occupation of professionals in the special schools, the study revealed a sizeable proportion 47 percent employed were special educators; 30 percent professional educators; 7.5 percent occupational therapist and 5 percent Social Workers.

**Bhargava. R (1991)**, studied the interests of the students studying in the skill educational stream in Rajasthan and identified the difficulties faced by them. The findings of the study revealed that majority of the students were interested in professional skill education mainly because of its employment preparatory nature. Lack of physical facilities, non-availability of trained teachers, and non-release of funds in time are some of the major short comings identified. (<https://quizlet.com/gb/599706283/vocational-education-flash-cards/>)

**D.A. Nikam (2009)**, “A Study of Performance of Selected professional skill Training Centres in Maharashtra State” The professional skill Education is designed to create skilled manpower that in turn helps in the development of society. When a student from professional skill education is useful for the development of self, industry, society and the nation, the one can say that the goals of professional skill education achieved. The goals of professional skill education can be achieved only by developing the competent skilled manpower fulfilling the requirements of society

at large. This requires the support and participation of various stakeholders along with qualitative mechanism which includes curriculum and curriculum delivery and evaluation system. The researcher undertook performance evaluation study of the professional skill training centre in Maharashtra State survey method to investigate the performance evaluation of professional skill education with the special reference to minimum competency Vocational Courses in Maharashtra State.

Some of the major findings of the study are as follows:

- It is pointed out that, the unemployment problems emanates from the mismatch between the skill requirements of employment opportunities and the skill base of the job-seekers. Rapid expansion
- of education, particularly of higher education, has also contributed to the mismatch in the labour market. While shortages of middle level technicians and super visionary skills are often experienced graduates and post-graduates in arts, commerce and science constitute a large proportion of job-seekers. High private rates of return on higher education, to a large extent resulting from low private cost, is an important reason for the rush of higher education despite high incidence of educated unemployment. The mismatch is likely to become more acute in the process of rapid structural changes in the economy.
- The running of Lokseva Kendra and Production Oriented Training is one of the most important practical activities as per the curriculum and develop subject skilled in the student. It is observed that only maximum Government Vocational Training Centre (78.55% and 60.71%) is running the Lokseva Kendra and Production Oriented Training compare to Aided (58.06% and 13.64%) and Non-Aided (31.82% and 13.64%) Vocational Training Centre. In the present investigation it is observed that in many Vocational Training Centres Lokseva Kendra and Production Training Centre or Production Oriented Training section became ineffective and unproductive. So that they failed to create business environment in the Vocational Training Centre.
- From the overall study it is observed that all Vocational Training Centre received good learning attitude from the student.
- The Personality Development is one of the most important skilled in entrepreneur. It is noted that all Vocational Training Centre are arranged personality development program in an academic year.
- Many of the students thinking that the course is not only very useful for job or self-employment.
- It is observed that the intake capacity (20 per course) of students in one class is not sufficient.

**K. Beck, and O. Zlathkin-Troitschanskaia (2013),** From Diagnostics to Learning Success

Proceedings in Vocational Education and Training. The scholarly work that Klaus Breuer and I have collaborated on for 40 some years has lead to a fusion of European and American efforts to improve learning through the employment of learning theories and technology. From Diagnostics to Learning Success : Proceedings in Vocational Education and Training, edited by K. Beck, and O. Zlatkin-Troitschanskaia, Sense Publishers, 2013.

### **2.3 SUMMARY OF THE REVIEW OF RELATED LITERATURE :**

The gist of all the related literature reviewed indicate that skill based Guidance is an important area of research in Education. A total of 33 studies were reviewed from India and abroad. Out of these 8 studies were related to Tibetan refugees and 25 studies were related to skill education/training.

The investigator reviewed various studies which implied on Tibetan refugee status and TibetanDiaspora of South Asia. On the other hand about the shift in the economy from traditional ways of life to the modern lifestyle without hampering their traditional Tibetan Buddhist way of life and preserving their rich culture in the land of the host country. These literature reviews can give the intensive status of Tibetan to research further on the vocational education/training. Pullman (1981), Phunstok Ngawang (1999), Falcon Jessica and Wangchuk Tsering (2008), Anand Dibyesh (2000), Dolma Sonam (2006), and Sangay Lobsang(2003). They all included the status before 1959 and after 1959. After losing so much in the year 1959 their work has indicated the formation of the CTA - Central Tibetan Administration and the adjustment of Tibetan in a completely new country with such a vastly different climatic condition. Eventually, it emphasizes the cultural and religious perspective as Buddhism in the prevailing modern society with the blessing of His Holiness the 14th Dalai Lama. Concerning vocational education, Vasudevan and Feroze (1974), Bobby (2010), Bhargava. R (1991) ,D.A Nikam (2009), Mathur (1975), Sundararajan (1993), Verma (1993), Emmanuel and Alias (1990), Kairamo (1989), Kenneth King and Palmer (2010), Kristen McGuiness (2014), Girija (1989), Psacharopolous (1988), Soundaravalli (1984), Sundararajayan (1993), Laura Wood (2015), Bacchus (1981), Saheb (1980) , few researchers did a case study. The review gave insights about the research design followed by different researchers. The findings of all these studies indicate that a descriptive study of the impact of vocational training on the behavior of adolescents in terms of attitudes towards work and improved work performance influences the quality of education. Even the studies related to certain problems faced by trainers and trainees in these institute.

### **2.4 IMPLICATIONS OF THE REVIEW OF RELATED LITERATURE**

The reason of checking on the related writing is to know around the investigates conducted n the

related range and to see the suggestion these have for the proposed think about. The audit of related writing here uncovers that different considers have been conducted on creating the essential abilities in professional instruction or professional preparing. The writing surveyed by the agent has the taking after suggestions.

- I. The professional instruction and aptitude preparing are required for an hour which isn't as it were for Tibetan but for everyone.
- II. The professional instruction is wrongly seen globally. The skill based instruction is nice for the nations economy.
- III. The financial status of the students is definitely moved forward. The expertise preparing instruction isn't given with legitimate directing and guidance.
- IV. The professional instruction creates business for the individuals to be profitable.

The audit of related writing given understanding thinks about to the agent to conceptualize the display ponder. The thinks about have uncovered the require and the significance of advising and direction in numerous ways. But there isn't any investigate on Tibetan society expertise education/training centers.





