

DATA INTERPRETATION AND ANALYSIS

4.0 INTRODUCTION

Analysis of data was conducted using different methods with different tools. The analyzed data and observed variations are shown in the following sections and interpretations of the findings from the respective data have been stated below each table along with the graphical representations. The investigator tried to explain every table with figures but the detailed explanation is explained in the last chapter.

4.1 PERIODIC ORIGIN OF THE VOCATIONAL TRAINING INSTITUTES

Vocational has been introduced as a different vocational course since the 1960s in a few Tibetan vocational training institutes. The periodic origin of the sample vocational institutes under study is presented in Table 4.1 which is given below. It even shows the year of the establishment along with the courses offered currently with the exact location in figure 4.1 on India political map. As you can precisely see that most of these Tibetan vocational training centers are located in the northern part of India.

Table 4.1

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

FIGURE 4.1

**INDIAN MAP ACCORDING TO THE PERIODICAL TABLE OF VOCATIONAL
TRAINING CENTERS IN INDIA**



The training centers like ITI in Dehradun aren't run by one organization as it got merged in with ISTL in Bangalore in the year 2019 due to various reasons; the enrolment of the trainees was low and they already shut off a few vocational courses in the past years so they could not run it with such low number of trainees thus they finally decided to merge in for the better result with low-cost expenditure and it offers more vocational courses compared to other Tibetan vocational courses in India.

The oldest Tibetan vocational training center is SOS vocational Training Centre in 1962 and the newest Tibetan vocational training Institute is TCV Handicraft in the year 2004 after TCV school was transferred to Himachal Pradesh.

(<https://www.vocationaltraininghq.com/vocational-training-in-india/>)

Regarding figure 4.1, it shows the Indian political map with the exact location of those seven different Tibetan vocational training institutes which are mostly located in Himachal Pradesh as Tibetans are from the rooftop of the world so they mostly settled in the Northern part of India as a refugee.

But is located in three different states in India i.e Himachal Pradesh, Uttarakhand, and Karnataka. Karnataka state has one Tibetan Vocational Training Institute in Neelamangala because many Tibetan refugees are settled nearby so they started near Bengaluru.

They were already facing plenty of issues with the lease. Though it was shut down later due to a few reasons which will be discussed in detail in chapter 5.

4.2 PHYSICAL FACILITY IN GENERAL

Physical facilities are the essential requirements for running any skill-based training Institute. These are the organized units in which institutions take upon themselves the responsibility for improving the skills amongst unemployed Tibetan. Proper training comes when there is a proper facility that must be available for them to utilize whenever it is necessary. Different provisions were made to bring about qualitative improvement in skill-based education under CTA, TCV, THF, and other organizations.

According to NPE 1986, skill-based education was launched throughout the country (India) to get large-scale benefits from the new venture. For the rapid and fast implementation of skill-based education at the +2 level the Central Government is assisting the State Governments. But these Tibetan Vocational Institutes are managed by Tibetan Organization but mainly affiliated under NPE; thus the 70% of expenses are borne by Central Tibetan Administration - CTA and by Tibetan Children Village - TCV. These training institutes are administered and sponsored by CTA, TCV, THF, and some other Tibetan organizations which are Non-Profit Organizations as many Tibetan wants to be independent and cant do it on their own due to some financial restraints. So, the best way to help them is to make them skilled and start earning on their own and these physical facilities are the main foundation to execute the objectives to make them more productive and self-sufficient.

4.2. 1. PHYSICAL FACILITIES AVAILABLE IN VOCATIONAL TRAINING INSTITUTE.

The researcher has studied seven Tibetan training Institutes located in different parts of India to know their physical facilities in terms of building, classroom, office room, workshop, hostels, dispensary, gym, canteen, playgrounds, assembly stage, library, washroom, kitchen, parlor, staff quarter, etc. The detailed findings on this aspect and the rating scale have been given along with it for a better understanding of the conditions of these physical facilities which have been presented in Table 4.2 which is given below.

TABLE 4.2**PHYSICAL FACILITY AVAILABLE IN VOCATIONAL TRAINING INSTITUTE**

SL.NO	ITEMS	ADEQUATE FACILITIES	%	INADEQUATE FACILITIES	%
1	Overall Building	80	81.6	18	18.4
2	Principal's office	86	87.7	12	12.3
3	Trainers office	88	89.7	10	10.3
4	Office room	75	76.5	23	23.5
5	Class-room	76	77.5	22	22.5
6	Library	38	38.7	60	61.3
7	Hostel	88	89.7	10	10.3
8	Meeting hall	22	22.4	76	77.6
9	Workshop	13	13.2	85	86.8
10	Catering center	80	81.6	18	18.4
11	Staff Quarter	89	90.8	9	9.2
12	Dispensary	75	76.5	23	23.5
13	Gym	10	10.1	90	90.9
14	Kitchen	88	89.7	10	10.3
15	Assembly stage	63	64.5	35	36.5

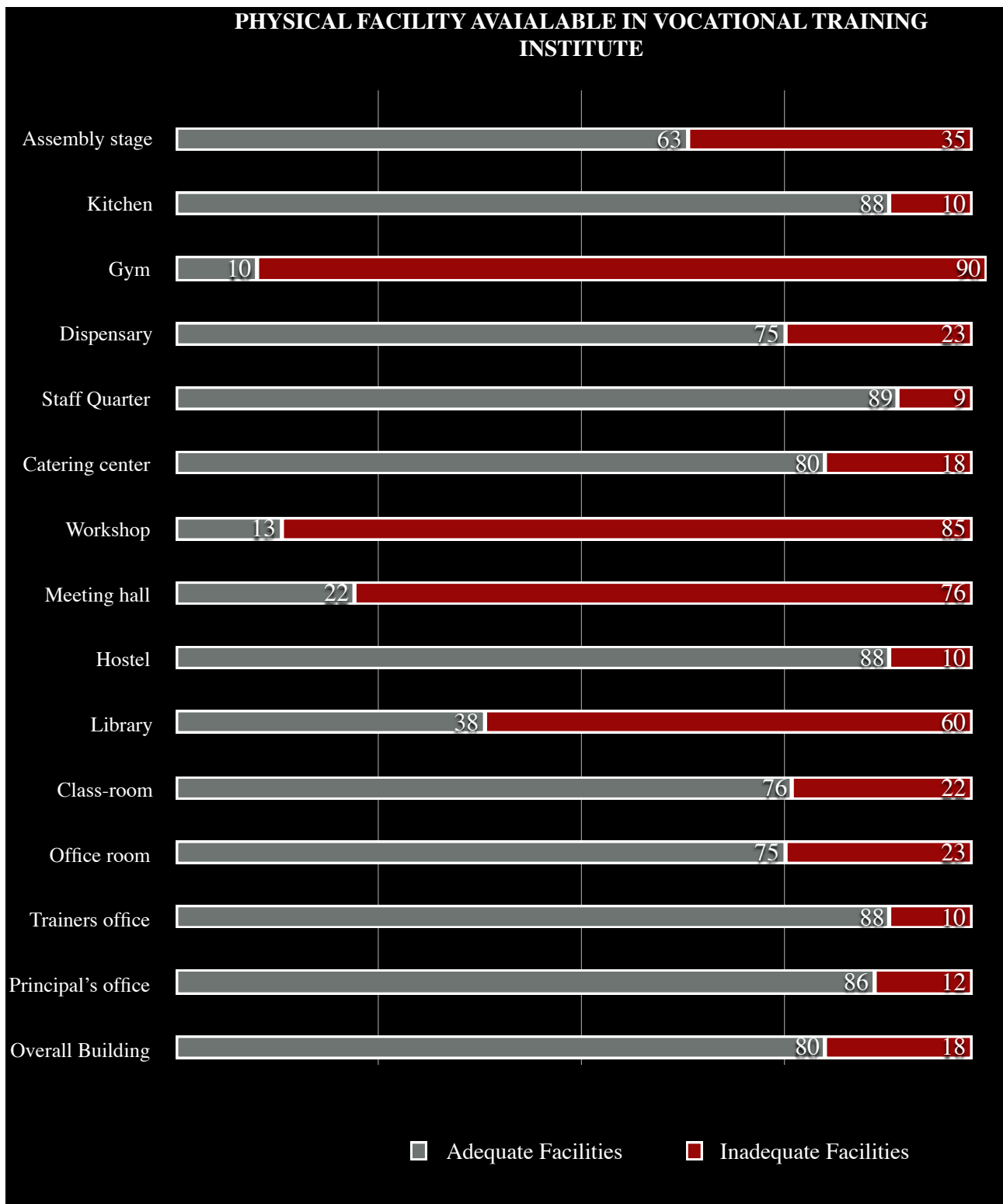
TABLE 4.2.1**RATING**

SR.NO	NUMBERS	RATING
1	0-20	Below Average
2	20-40	Average
3	40-60	Good
4	60-80	Very Good
5	80-100	Excellent

It may be found from Table 4.2 that library facility is not available to all the vocational training Institutes which is only 61.2% which are inadequate condition. There is 86.02% of vocational training Institutes have adequate building facilities while 77.07% of vocational training Institutes have inadequate meeting-hall for resource person talk. Even staff quarter and hotel facilities seem good which is above 80% adequate condition.

Whereas, the gym seems to be lacking in this institute which stands at the adequacy of only 10%; it states the worst facility in these vocational training institutes. The trainer's office and kitchen seem to withhold the same adequacy percentage of 89.7%. If you look at the chart carefully then there are more adequate facilities than inadequate facilities in these institutes but the administration is striving hard to improvise it with more funds. Thus, the physical facilities available in various Tibetan vocational training Institutes is good as it falls under the category of Good and Very Good in the rating chart table.

FIGURE 4.2



4.2. 2 PHYSICAL FACILITY (Basic needs) AVAILABLE IN VOCATIONAL TRAINING INSTITUTE.

Every vocational training Institute should have the facility of electricity, water supply, better sanitary components, ventilation, and dustbin in it's running condition. The findings on these aspects of Tibetan vocational training institutes have been shown in Table 4.3 outlined below.

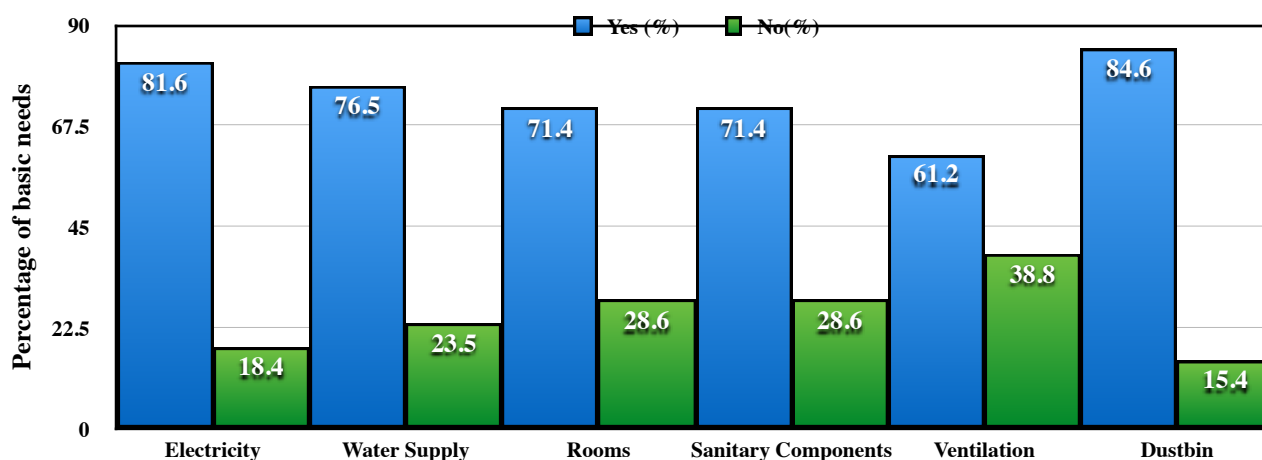
TABLE 4.3

PHYSICAL FACILITY (BASIC NEEDS) AVAILABLE IN VOCATIONAL TRAINING INSTITUTES

SR.NO	ITEMS	YES(%)	NO(%)	TOTAL
1	Electricity	81.6	18.4	100 %
2	Water Supply	76.5	23.5	100 %
3	Rooms	71.4	28.6	100 %
4	Sanitary components	71.4	28.6	100 %
5	Ventilation	61.2	38.8	100 %
6	Dustbin	84.6	15.4	100 %

FIGURE 4.3

PHYSICAL FACILITY (BASIC NEEDS) AVAILABLE IN VOCATIONAL TRAINING INSTITUTES



It is observable from Table 4.3 that 38.8% of Tibetan vocational training institutes have no ventilation facilities in their laboratories and workshops which are mandatory for safe health and 76.5% of Tibetan vocational training institutes are well-equipped with water-supply which are mainly RO purified water and even cold water is available in the summertime and hot water is available in winters. Whereas, 84.6% of dustbin facilities are provided in almost all Tibetan vocational training institutes. Some spots in the campus are missed as they can't provide a dustbin in every nook and corner. Though the dustbins are mainly made out of trash like Tin containers and it is environmentally friendly and economical too. It also shows that electricity, sanitary components, and several rooms are available at 81.6%, 71.4%, and 76.5% of Tibetan Training Institutes respectively. Thus, it is very clear from the above table we can validate that most of the Tibetan skill-based training institutes in India are well equipped with these basic facilities which won't be hindering much for the development of the vocational trainees in these institutes.

4.3. AVAILABILITY OF WORKSHOP/LAB FOR PRACTICAL CLASS

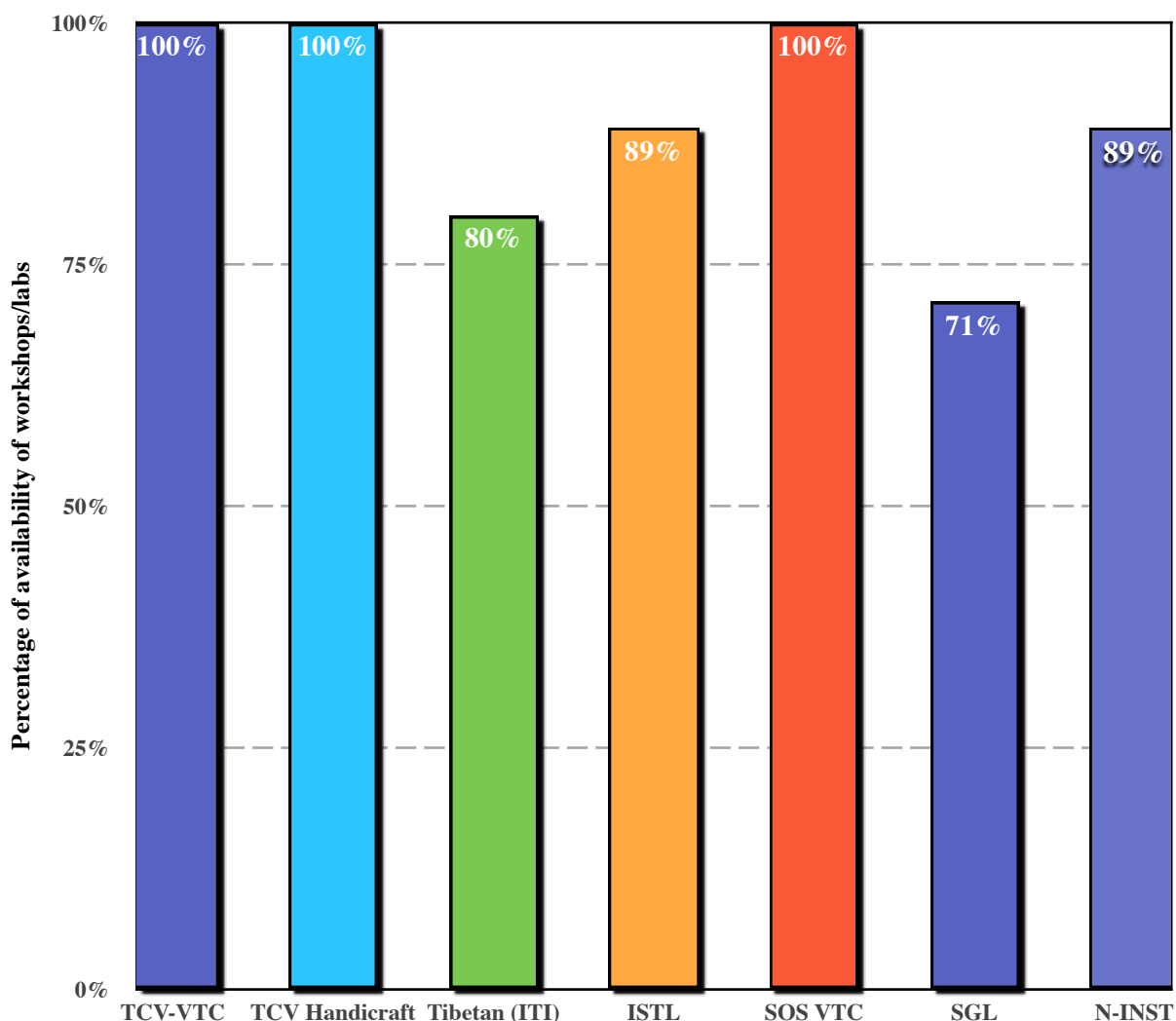
In any skill training institute, the practicals are very essential. And for practical class workshop/laboratory is quite essential. The investigation reveals that workshops/laboratories were available in almost all the Tibetan training institutes for conducting practical classes. As a result, the standard of Tibetan skill-based education is almost up to mark in India.

TABLE 4.4

<u>AVAILABILITY OF WORKSHOP/LABORATORY FOR PRACTICAL CLASS</u>				
SR.NO	VOCATIONAL TRAINING CENTRES	PRESENT COURSES	AVAILABILITY OF WORKSHOP /LAB	(OUT OF 100%)
1	SOS Vocational Training Centre	3	3/3	100%
2	TCV Handicraft cum vocational training centre	6	6/6	100%
3	Sherap Gyasel Lobling	2	2/2	100%
4	Norbulinga Institute	7	8/9	89%
5	Tibetan Private Industrial Training Institute (ITI)	9	10/12	80%
6	Institute For Small Trade Learning (ISTL)	6	5/6	89%
7	TCV Handicraft	3	2/3	89%

FIGURE 4.4

AVAILABILITY OF WORKSHOP/LAB FOR PRACTICAL CLASS



The vocational training courses have adequate workshops and laboratories for practicals and some institutes share the labs with different courses by making sure not to clash with the prevailing timetable as their workshop are big. Most of the institutes have their labs and workshops which show 100% but some adjustment is required at times which shows 70% to 80% in the table. The lowest percentage is of ITI Selaqui with 80% only as they have the maximum courses and they don't have exact labs and workshops for every course though they are planning to use their workshops which aren't running anymore as few courses like electrical and welding courses are closed. These facilities have intact labs and workshops as they don't have a vast number of courses to uphold so it is well maintained which is of utmost importance for the trainers to get proper practice before they go out to work and showcase their skill in the future.

4.4 ENROLMENT OF THE TRAINEES

Vocational Institute has been introduced at +2 level in India but as a distinct stream since 1988-89. In the first phase, 31 vocational institutes were opened with 22 vocational courses. Each institute was allotted various courses (1-12) with an intake capacity of 30 trainees in each course. Thus, the total number of institutions implementing vocational education in India was ten, many Tibetan youth or unemployed have been admitted into vocational courses since the 1960s.

The investigator has studied 7 Vocational training institutes located in different parts of India to know the enrolment of trainees in these institutes from the year 1960s to the year 2021. The detailed findings on this aspect have been presented.

The enrolment of can differ from one vocational institute to another; some institute like ITI Selaqui and ISTL Bengaluru takes trainees who have basic school education whereas TCV (VTC), Norbulingka Institutes, etc takes trainees who need help to uplift their skill so they don't require any school education without any age bar as many of these trainees are from Tibet and they don't have enough skill and education to sustain in any society. With this in mind, the Beautician course has maintained consistency throughout the year from 1960-2019 which shows 566 enrolments so far. Most Tibetan trainees prefer to earn their living through a beautiful line of work that doesn't require much physical strain and even generates a decent amount of salary to survive.

Secondly, hairdresser courses are also in high demand amongst trainees. Furthermore, bakery, cookery, hotel management, and tailoring courses are also fixed upon by trainees with an enrolment of above 170 in these years. On the contrary, few courses like housekeeping and organic farming which represent 33 number of enrolment and unfortunately they had to discontinue the courses due to zero enrolment.

Table 4.5 has given the most detail about the enrolment from the year 1960s to 2020 according to the old data from these Tibetan vocational training centers and it shows that many traders have been through several changes and the center has to modify according to the trainees choice. For example, Doll making, Housekeeping, Medical transcript, Tailoring, and organic farming has downgraded a lot as the researcher mentioned before.

Due to these fluctuating trades, few training centres have to either shut down or merge into other centers which would not be feasible for all the trainers and the trainees.

Nevertheless, few Tibetan training institutes in India are still running productively and trainees and trainers are being produced for the community and they are independent.

TABLE 4.5

ENROLMENT OF THE TRAINEES

SR.N O	COURSES	1960-06	2006-08	2008 -10	2010 -12	2012 -14	2014 -16	2016-18	2018-20	2021	TOTAL
1	Auto-Mech& Driving	38	13	7	15	10	0	0	0	0	83
2	Bakery	50	16	34	20	21	33	17	25	25	241
3	Beautician	97	66	58	70	61	52	64	44	54	566
4	Book Binding	12	10	15	12	9	0	0	0	0	56
5	Carpentry	52	25	33	12	16	17	8	18	8	189
6	Cookery	10	11	14	21	35	38	27	40	39	235
7	Hardware&Networ king	16	11	9	13	7	10	8	6	5	75
8	Designing& Tailoring	15	23	11	8	8	9	9	6	9	98
9	Doll Making	5	8	5	9	0	0	0	10	9	45
10	Electrician	8	21	10	10	7	0	0	0	0	56
11	Secretarial Practice	0	0	0	15	12	15	12	0	0	54
12	Graphic&Web designing	0	0	0	5	5	8	10	7	0	35
13	Hairdresser	14	24	30	40	46	58	70	63	65	410
14	Hotel Management	0	0	0	18	25	45	35	50	40	188
15	House Keeping	0	5	5	8	10	12	0	0	0	33
16	Multimedia	14	18	20	10	5	5	0	0	0	72
17	Medical Transcription	0	0	10	12	18	7	0	0	0	57
18	Mechanic Motor Vehicle	0	0	10	12	18	7	5	0	0	52
19	Tailoring	90	34	28	15	10	8	0	0	0	185
20	Wood Curving	2	5	5	10	10	12	5	7	5	61
21	Oil Painting	4	0	5	4	0	6	5	4	6	34
22	Organic Farming	0	0	5	5	8	4	5	6	0	33
22	Thanka Painting	5	0	4	5	4	5	5	5	4	37

4.5 SYLLABUS OF THE VOCATIONAL COURSES

The term syllabus means a group of subjects or courses of study arranged in a particular sequence for instructional purposes for developing the personality of the trainees and for making behavioral changes in them. A course of study is designed based on certain criteria e.g. objective, mental, and physical level of development of the trainees, institutional facilities, time limitations, Organization of the study period, etc. Basic objectives of the scheme of vocationalisation of education essentially envisage the development of skills in the trainees, thereby making them more gainful employable either through self or wage employment in the vocations chosen by them. This objective is reflected in the curricular designs recommended for vocational stream in the various documents.

TABLE 4.6

SYLLABUS OF THE VOCATIONAL COURSES

SR.NO	SUBJECT	WEIGHTAGE OF THE COURSES	ACCOMPLISHED COURSES
1	Languages-English, Hindi and Tibetan	10%	90%
2	General Foundation Course	40%	80%
3	Vocational Theory	25%	90%
4	Vocational Practicals	25%	70%
5	Basic Buddhist Philosophy (compulsory)	—	—

FIGURE 4.6

SYLLABUS OF THE VOCATIONAL COURSES



On the contrary, the vocational practice or practicals is only 70% due to uncertain and unforeseen issues. The last subject of the syllabus is basic Buddhist philosophy which is compulsory in almost all the training institutes and it doesn't have any marks weightage because it is a compulsory subject for every Tibetan trainee as it is considered to be linked with their Tibetan identity and apparently for the improvement of our mental health and hygiene. Trainers can join according to their free time.

4.6 BACKGROUNDS OF VOCATIONAL TRAINEES

The background of vocational trainees admitted into different trades has been presented in Table 4.7 given below. These data are dedicated to Tibetans trainees of their achievements which is essential to know their status.

TABLE 4.7

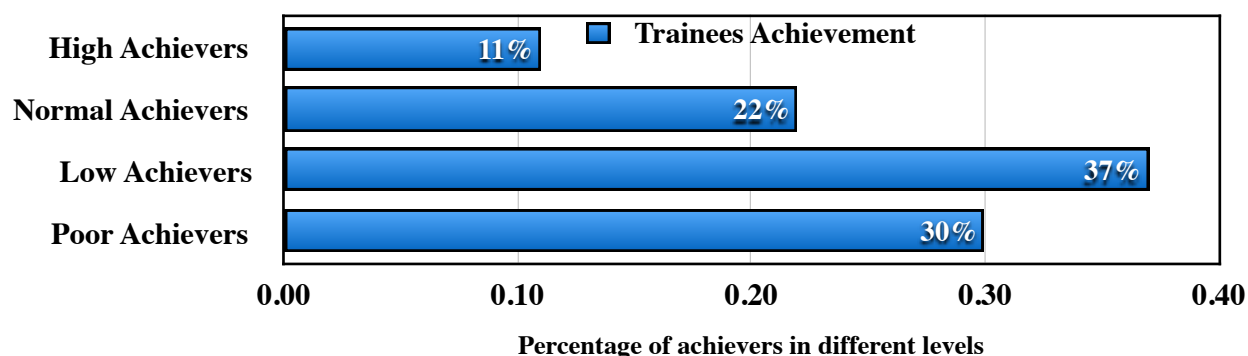
BACKGROUND OF VOCATIONAL TRAINEES ACHIEVEMENT

Sr.No	Item	Number of achievers	Percentage (%)
1	High Achievers	30	11%
2	Normal Achievers	58	22%
3	Low Achievers	100	37%
4	Poor Achievers	80	30%
Total		268	100%

From the analysis, it can be presumed that most of the low achiever students were coming to the vocational institutes to gain knowledge in different vocations for self-employment purposes and to be independent. The maximum number of trainees were low achievers as they were not good in academics and remaining trainees are uneducated as they recently came from Tibet so they choose to take vocational courses for their fruitful future instead of being unemployed for the rest of their life. Thus, 30% of trainees are low achievers whereas there are very few trainers from this category of high achievers as it states only 10%. All because they wanted to start earning to support their family so they join these vocational courses whenever there are seats available.

FIGURE 4.7

BACKGROUND OF THE VOCATIONAL TRAINEES ACHIEVEMENT



From figure 4.7, it can be seen that the majority of the achievers are found from the category of poor achievers (30%). It was also found that low achievers are a few percentages ahead (37%). Even though they might have high poor achievers but they end up getting employed at some point of the time with full dedication and focus to complete the course on time.

4.7 SELECTION PROCEDURE FOR TAKING DIFFERENT TRADES

The selection procedure has always been very unstable from day one as the standards of the trainees keep on changing. And the selection procedures can't be very rigid so it was needed to be flexible for more enrolment to lessen the unemployed Tibetan youth. The detailed procedure adopted by Tibetan vocational institutes for the allotment of trades to trainees is presented below.

TABLE 4.8

SELECTION PROCEDURE FOR TAKING DIFFERENT TRADES

SR.NO	SELECTION PROCEDURE	NUMBER OF ACHIEVERS	PERCENTAGE (OUT OF 100)
1	Graduate Trainee	5	5%
2	+2 passed Trainee	30	30%
3	10th passed Trainee	74	74%
4	8th passed Trainee	68	68%
5	Uneducated Trainee	91	90%
Total		Out of 268	100 %

FIGURE 4.8

SELECTION PROCEDURE FOR TAKING DIFFERENT TRADES

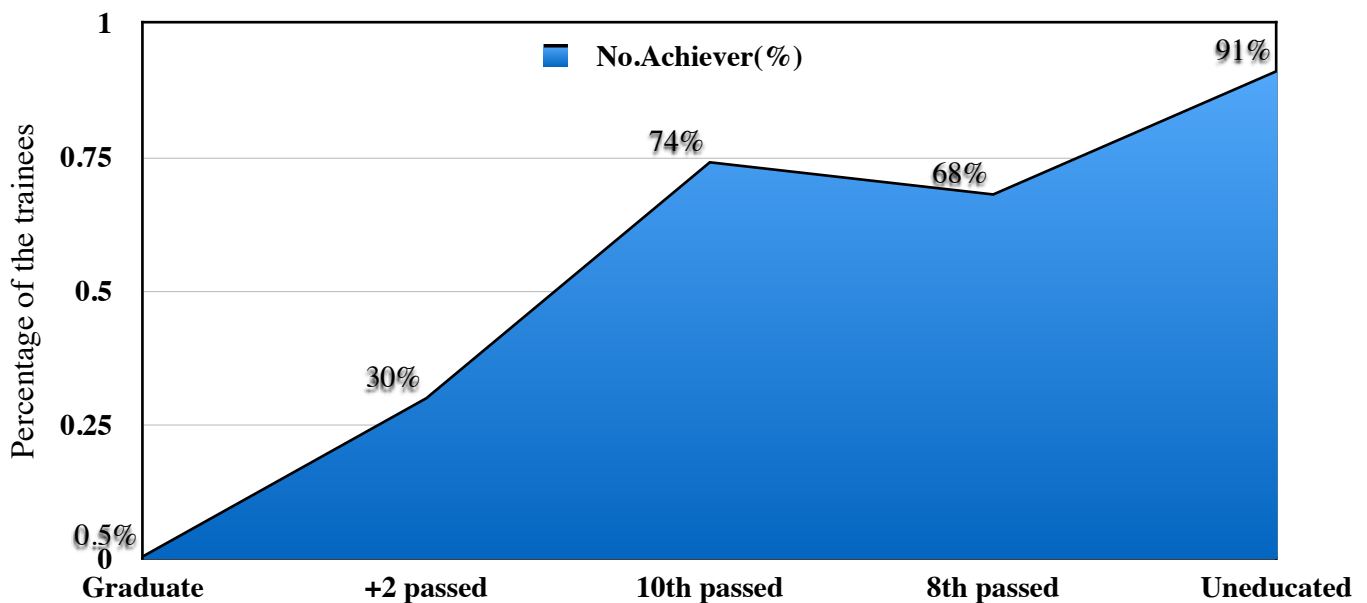


Table 4.8 shows that courses were allotted to students based on a few criteria like Graduate trainees, 12th passed trainees, 10th passed trainees, 8th passed trainees, and uneducated trainees; the most important criteria to be Tibetan as these vocational training centers are specially designed for them and its 80% sponsored from international sponsors. In the conclusion, we can see that there are large numbers of trainees who are uneducated (90%) out of 100% and 10th standard passed trainees (74%) out of 100% lead next by 8th standard passed and +2 passed trainees. Some trainees are well qualified but they aren't satisfied and opted vocational training to fulfill their passion. Whereas most of the uneducated trainees are in oil painting, wood carving, Tailoring, etc as they already have little knowledge about these from Tibet when they were younger but the educated youth preferred hotel management, Hairdresser, Bakery, etc because they wanted to earn good money and this kind of job is always in demand.

4.8 EQUALITY OF OPPORTUNITY FOR MALE AND FEMALE TRAINEES

The vocational training institutes provide many opportunities and these opportunities should be given to all the trainees equally. But some training centers could not provide the full equal opportunities as some courses are considered not fit for female trainees and they were emotionally subsided.

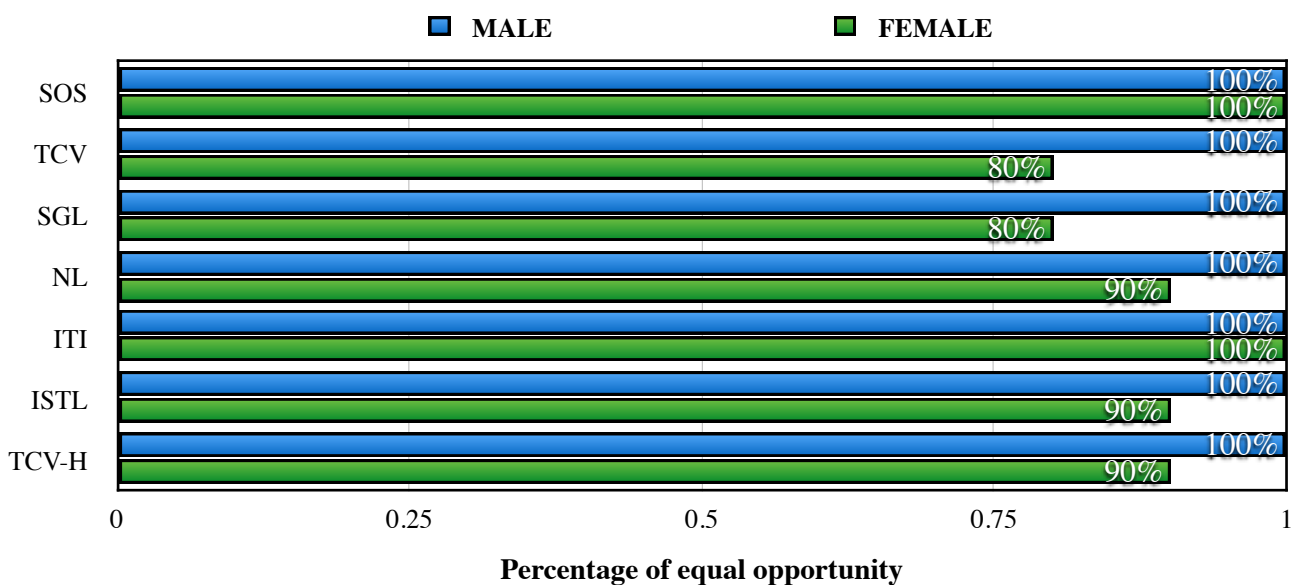
TABLE 4.9

<u>EQUALITY OF OPPORTUNITIES FOR MALE AND FEMALE TRAINEES</u>				
SR.NO	VOCATIONAL TRAINING CENTRES	MALE (%)	FEMALE (%)	(OUT OF 100 %)
1	SOS Vocational Training Centre	100 %	100 %	100 %
2	TCV Handicraft cum vocational training centre	100 %	80 %	80 %
3	Sherap Gyasel Lobling	100 %	80 %	80 %
4	Norbulinga Institute	100 %	90 %	90 %
5	Tibetan Private Industrial Training Institute (ITI)	100 %	100 %	100 %
6	Institute For Small Trade Learning (ISTL)	100 %	90 %	90 %
7	TCV Handicraft	100 %	90 %	90 %

Table 4.9 shows that many Tibetan vocational training centers don't distinguish male and female trainees when it comes to any kind of opportunities but the training centers like TCV Handicraft cum vocational training center, Sherab Gyasel Lobling, Institute For Small Trade Learning, and TCV Handicraft centers are not showing 100% like remaining vocational training center. But it is way better than in the past few decades as they are improving and giving equal rights to every trainee's whether it is male trainees or female trainees.

FIGURE 4.9

EQUALITY OF OPPORTUNITIES FOR MALE AND FEMALE TRAINEES



4.9 PLACEMENT PROSPECTS OF PASS-OUTS

As we can say that 80% of the pass-outs are employed but the placement facilities of these vocational training institutes need to improve drastically and those trainees who got jobs from these placements are not retaining it. The rate of the placement jobs is around 30%.

TABLE 4.10

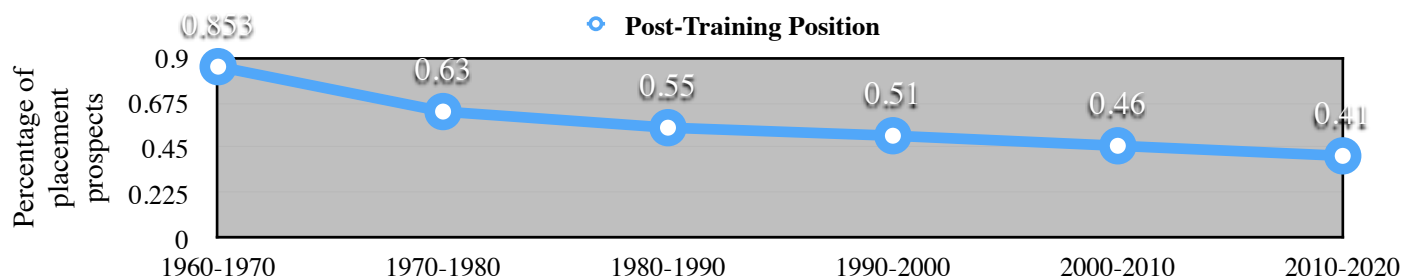
PLACEMENT PROSPECTS OF PASS-OUTS

SR.NO	YEARS	TRAINED TRAINEES	POST-TRAINING POSITION	PERCENTAGE (OUT OF 100)
1	1960-1970	527	450	85.3%
2	1970-1980	554	500	63%
3	1980-1990	467	255	55%
4	1990-2000	392	198	51%
5	2000-2010	263	120	46%
6	2010-2020	259	106	41%

It clearly states that the percentage of post-training positions is declining as the youth preferences and their demands are changing drastically which could be very unpredictable. Otherwise, they drop out in-between due to personal problems and diversion from their future aims. Moving solidly towards the years 2000, 2010, and 2020; the scenario is even worst as it shows only 41% of trainees got placement throughout those years. Whereas, in 1990-2000, it indicated the highest post-training position (51%).

FIGURE 4.10

PLACEMENT PROSPECTS OF PASS-OUTS



4.10 MODIFICATION OF VOCATIONAL COURSES

From time to time vocational courses should be modified to suit the job requirement in the market. Accordingly, the vocational trades have changed as per the trainee's enrolment status. Although it is an extra load for the administration and the trainers they were adamant to go to any extend for the trainer's benefit which reflects the dedication from these trainers. Additionally, they weren't modifying trades every year but they are always open to change. Table 4.10 has explained the details.

TABLE 4.11

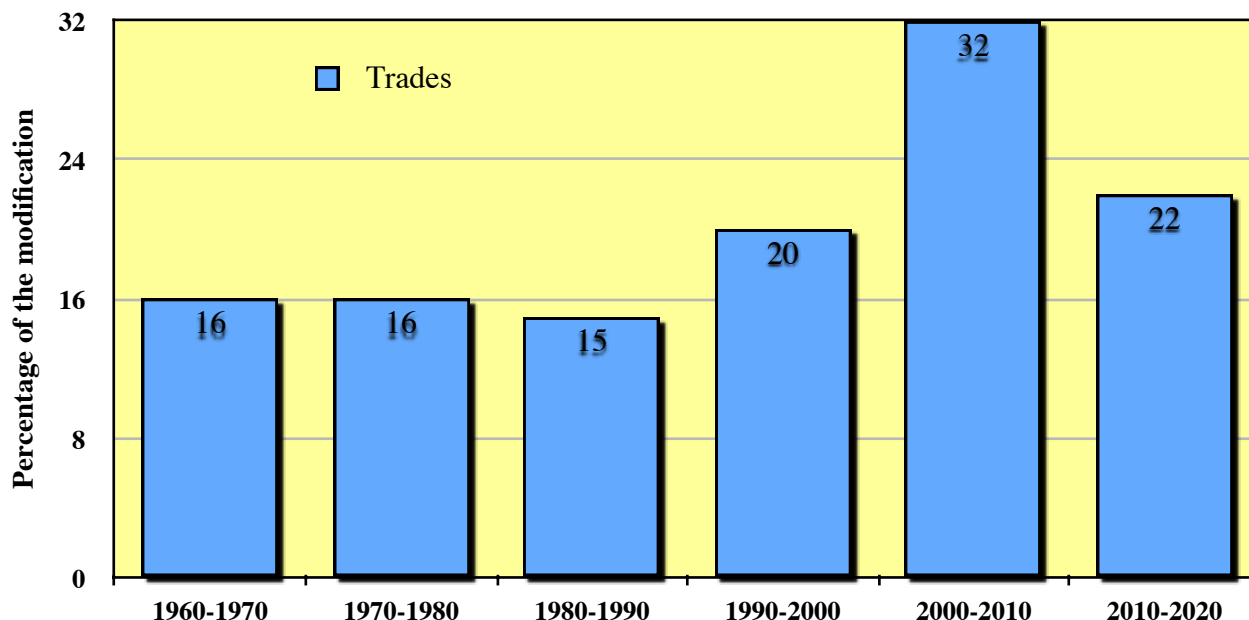
MODIFICATION OF VOCATIONAL COURSES IN THESE INSTITUTE

SR.NO	YEAR (IN DECADES)	NO. OF TRADES (VOCATIONAL COURSES)
1	1960-1970	16
2	1970-1980	16
3	1980-1990	17
4	1990-2000	20
5	2000-2010	32
6	2010-2020	22

Table 4.11 shows that there is a difference between every decade as the number of courses is constantly changing. The maximum number of 32 courses is in the decade of 2000-2010 due to high demand in vocational courses but it declined to 22 courses between the years 2010-2020. As there are not any exact reasons for this inconsistency but it has been traced that many Tibetan people are settling in foreign countries for better prospects. In addition, due to the lack of counseling in Tibetan society. Lastly, their admission cut is high for anyone to join freely and the seats are vacant for a long time.

FIGURE 4.11

**MODIFICATION OF VOCATIONAL COURSES IN THESE TIBETAN VOCATIONAL
TRAINING INSTITUTE**



In the year 1960-1970 the number of trades were lowest (16), due to adjustment problems as its a completely different country to survive and other physical difficulties where many Tibetan people died and Government of India came to rescue and they were not self-sufficient and these vocational training centers were a big waste of time and money. Nonetheless, they could somehow attract, convince and gather some trainees and run smoothly for many years thereafter.

4.10.1 ON-JOB-TRAINING

For better placement of pass-outs, the trainees should be provided on-job-training facilities in different training centers. But, the investigation reveals that it has very less when it comes to job training facilities in all the Tibetan vocational training centers in India. Though on the job training is necessary for our trainees which will pave a big way to better prospect in their future. Everybody can get a training certificate after the completion of their courses but on job training gives them first hand on experience.

TABLE 4.12

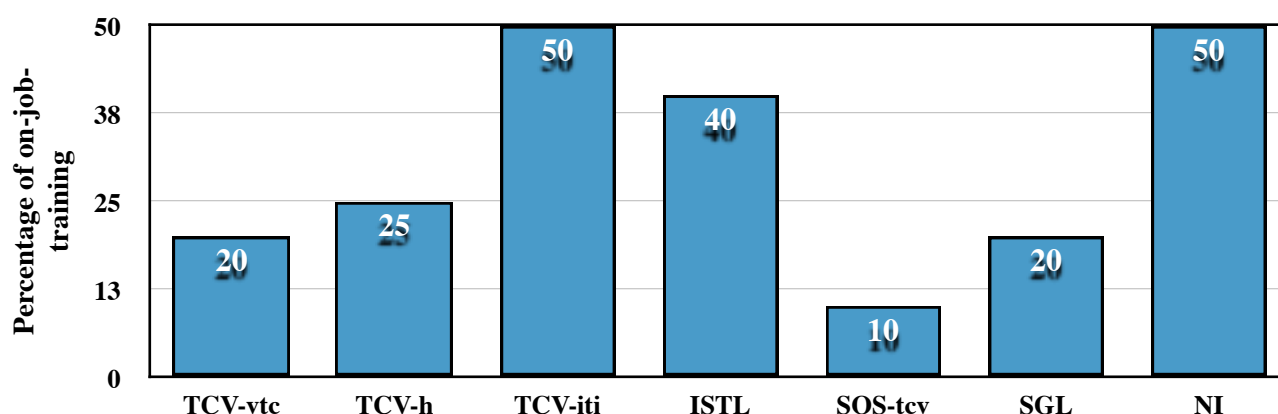
ON-JOB-TRAINING

SR.NO	VOCATIONAL TRAINING CENTRES	PRESENT COURSES	ON JOB TRAINING (OUT OF 100)
1	TCV Handicraft cum vocational training centre	6	20%
2	TCV Handicraft	3	25%
3	Tibetan Private Industrial Training Institute (ITI)	10	50%
4	Institute For Small Trade Learning (ISTL)	6	40%
5	SOS Vocational Training Centre	3	10%
6	Sherab Gyasel Lobling	3	20%
7	Norbulinga Institute	7	50%

It clearly states Tibetan Private Industrial Training Institute (ITI) and Norbulingka Institute has the highest percentage of on-job training which stands tall at 50% out of 100% and the least one is SOS-TCV which stands at 10% out of 100%. Rest all Tibetan vocational training centers are on 20% - 40% out of 100% and it needs to improve in this section for the betterment of everyone in the Tibetan society.

FIGURE 4.12

ON-JOB-TRAINING



From figure 4.12, it can be seen that on-job training positions of the trainees in these vocational

training institutes. There aren't any similar courses like oil painting and wood carving which follow similar kinds of style and patterns which is a mostly oriental theme that suits Tibetan people. But that doesn't suffice the reason for not emphasizing on the on-job training which is paramount for the trainees when they are open in the job market.

4.11 PROBLEMS FACED BY TRAINEES

There will be problems in any institute and these trainees faced some problems too which are still present in the present Tibetan vocational training institute which is shown in table 4.13. It has mainly focused on the major problems.

TABLE 4.13
PROBLEMS FACED BY TRAINEE'S

SR.NO	PROBLEM FACED	NO. 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	Language barrier	4	1.4
14	lack of separate classroom and workshop	6	2.2
	Total	268	100%

It can be seen from the table that majority of the trainees felt that there is a lack of exchange program (27.2%) as there isn't much of exposure to trainees which is essential to improve themselves and be capable to face the challenge of meeting all new people in the job market whereas the category of extra workload (Academy) stands at 1.8% and remaining trainees responded that lack of campus placement (19%) and lack of counselor - Academic and personal (12%). Though the training institute is providing everything there is always a loophole as mentioned in the table and trainees are facing the problems. But the institutes are trying their best to eradicate all these problems.

4.12 EXISTING TRAINERS IN VOCATIONAL TRAINING INSTITUTES

Trainers are appointed on a full-time and part-time basis by Tibetan children village, Tibetan Government-in-exile, and other Tibetan organisations to teach trainees in different Tibetan vocational training Institutes. The detailed findings on this aspect have been presented in Table 4.14 given below.

TABLE 4.14

EXISTING TRAINERS IN VOCATIONAL TRAINING INSTITUTES

SR.NO	TYPES OF TRAINERS	EXISTING TRAINERS	REQUIRED NO.	(%)	VACANCY OF TRAINERS	(%)
1	Full Time	26	54	48.1	18	51.8
2	Part Time	21	60	35.0	22	65.0
GRAND TOTAL		47			40	

FIGURE 4.14

EXISTING TRAINERS IN VOCATIONAL TRAINING INSTITUTES

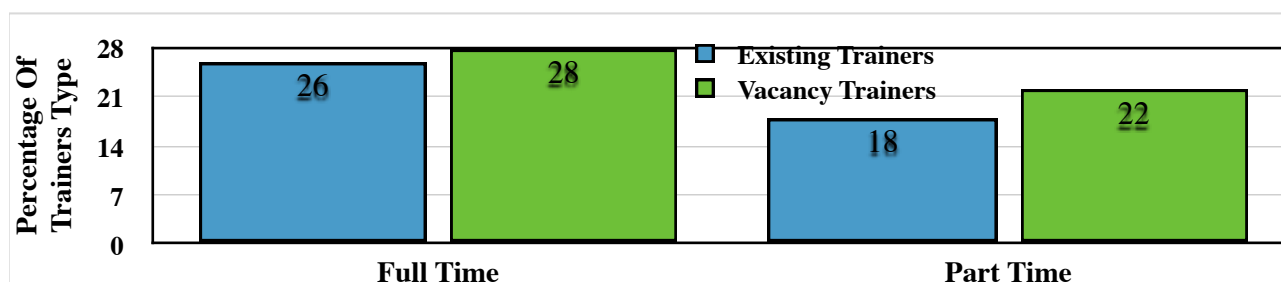


Table 4.14 shows that there are only 26 full-time teachers out of the required number of 54 in these seven different Tibetan vocational training Institutes. It implies that most of the Tibetan vocational training Institutes are functioning without full-time trainers. It also shows that out of the required number of 60-part time trainers, the existing part-time trainers are 21 (35.0%) only. The part-timers are also high in number as most of the old trainees or pass outs trainers of these vocational institutes and they wanted to repay to Tibetan society but eventually, they will leave this job and move on for a better job and a productive exposure for the self-growth. Cardinaly, most of the Tibetan vocational institute does not have a sufficient number of trainers for the teaching-learning process.

4.12. 1 SALARY PAID TO TRAINERS

The salary is the most essential part for the trainers to deliver the best for the institute; It is obvious that better and regular payment to trainers always improves the quality of educational standards in institutes. Two standard human psychology theories from Abraham Maslow and Frank Herzberg explain why salary is critical in keeping employees satisfied at work. The findings on this aspect have been presented in Table 4.15 given below.

TABLE 4.15

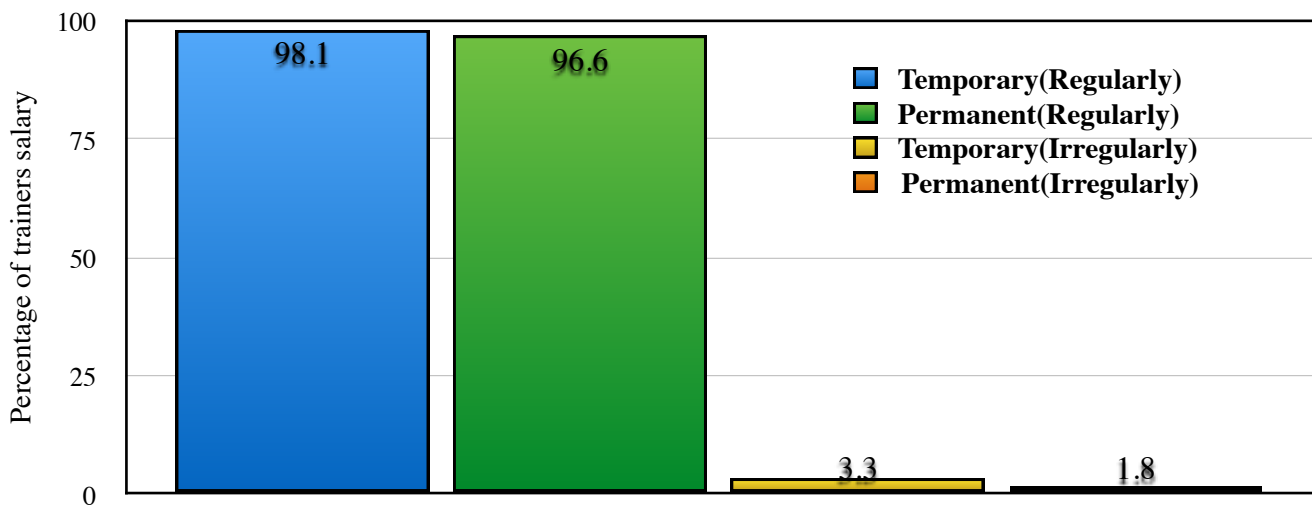
SALARIES PAID TO TRAINERS

SR.NO	TYPES OF TRAINERS	PAID REGULARLY	%	PAID IRREGULARLY	%	TOTAL
1	Temporary Trainers	23	96.6	2	3.3	60
2	Permanent Trainers	21	98.1	1	1.8	54
GRAND TOTAL		44		3		

Table 4.15 shows that 98.01% of permanent trainers were paid regularly. On the other hand, 1.8% of trainers were paid irregularly. It states that 96.6% are of temporary trainers who were paid regularly and 3.3% were paid irregularly. Thus, the irregular payment to trainers may be due to the shortage of funds from the sponsors but mostly they are paid on time as their salary is not very high compared to other vocational training institutes in India. But they choose to serve here to gain experience and to serve back to the community. Nevertheless, there are always some other trainers to fill in the vacancy when some old trainers leave the job so that it won't hamper the trainees.

FIGURE 4.15

SALARIES PAID TO TRAINERS



4.12. 2 COMPLETION OF COURSE ON TIME

The competencies of trainers can also be judged by the completion of the course on time. The findings on this aspect are presented below. Even though their syllabus must belong to all the protocols but the trainers are dedicated to completing the course and trainees are taught well to be fully trained. Pandemic didn't disturb their course completion as they were managing everything online by using different online teaching platforms and trainees were also cooperative to some extend.

TABLE 4.16

COMPLETION OF COURSE ON TIME			
SR.NO	COMPLETION OF THE COURSE IN TIME	STATUS OF COURSES	PERCENTAGE
1	Yes (Completed courses)	86	87.7%
2	No (Incomplete courses)	14	12.2%

FIGURE 4.16
COMPLETION OF COURSE ON TIME

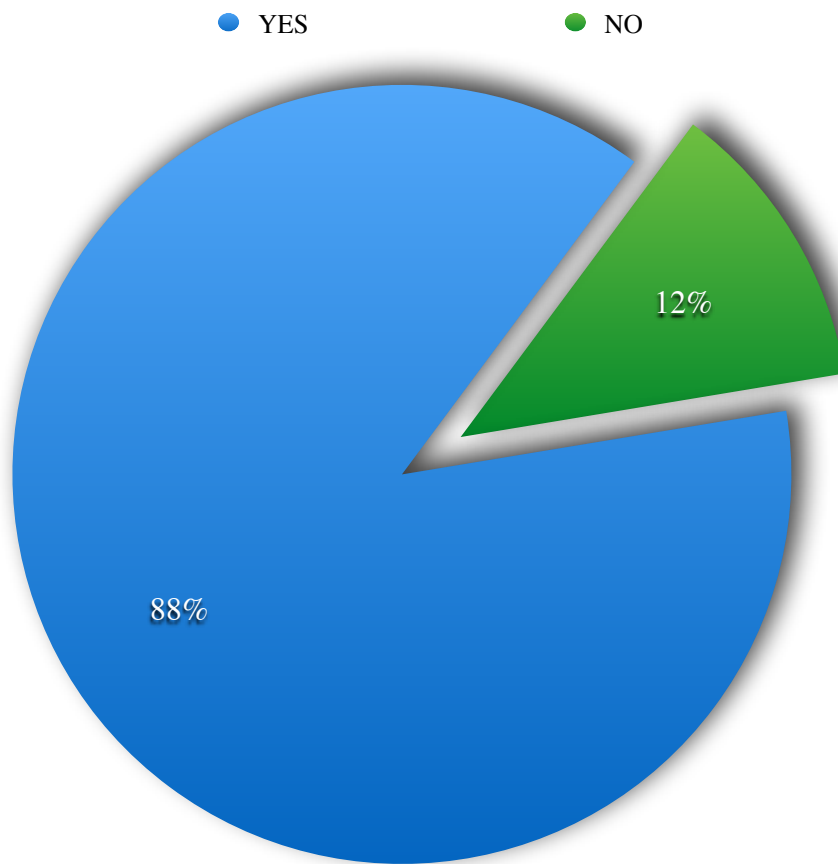


Table 4.16 shows that 87.7% of trainers completes the course in time and the rest 12.2% could not complete their courses in time due to various reasons; it is due to lack of time, indulgent in many non-teaching responsibilities, etc.

4.12.3 TEACHING METHODOLOGY

In any institute, the teaching methodology plays a crucial role in imparting the right knowledge and right content to trainees who came to these Tibetan vocational training centers to learn and to be independent.

As per the table 4.17, the teaching methodology is divided mainly into four section; Lecturer method, Demonstration method, Discussion method and Laboratory method.

TABLE 4.17

TEACHING METHODOLOGY

SR.NO	NAME OF THE TRAINING CENTERS	LECTURE	DEMONSTARTION	DISCUSSION	LAB
1	SOS vocational Training Centre	70%	20%	5%	5%
2	TCV Handicraft cum vocational training center	60%	20%	10%	10%
3	Sherab Gyasel Lobling	60%	20%	10%	10%
4	Norbulinga Institute	60%	10%	15%	15%
5	Tibetan Private Industrial Training Institute (ITI)	40%	20%	10%	30%
6	Institute For Small Trade Learning	40%	10%	20%	30%
7	TCV Handicraft	70%	20%	5%	5%

FIGURE 4.17

TEACHING METHODOLOGY

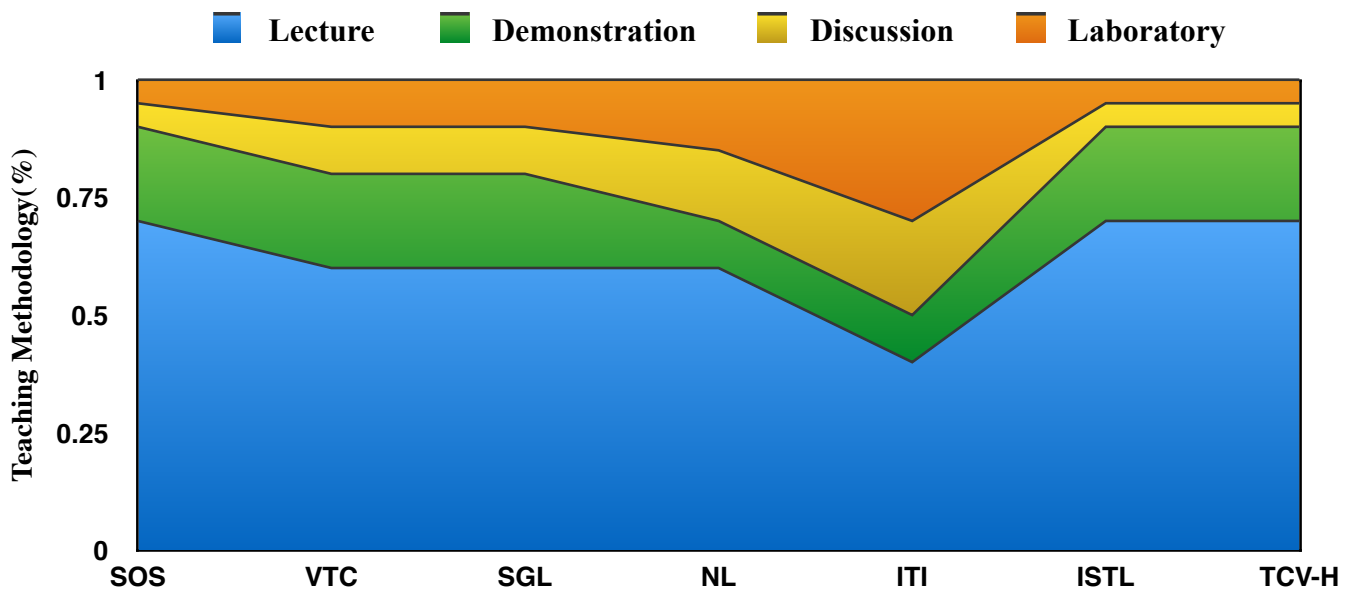


Figure 4.17 shows that the lecture method is mainly used in most of the Tibetan vocational training centers which shows a maximum of 70% and a minimum of 40%, which has to reduce to make it

more other teaching methodologies that would be more beneficial for trainees. On the other hand, the demonstration teaching methodology shows between 10%-20%, and the discussion methods are also ranging between 5%-20%.

4.12. 4 MEDIUM OF INSTRUCTION

The trainer's main goal is to teach properly by using a suitable medium of instruction. It could be in English, Tibetan, Hindi, or a mix of all the languages in these Tibetan vocational training centers in India. As the research title suggests, most of the medium of instruction is in Tibetan for the better understanding of the trainees and apparently, some trainees are uneducated from Tibet so they can not understand any other language like English and Hindi. Besides, there are different types of trainers in the institute. Some trainers are Indian and some trainers are American who would be comfortable in English and Hindi. But it doesn't restrain them from finishing the syllabus in time.

TABLE 4.18
MEDIUM OF INSTRUCTION

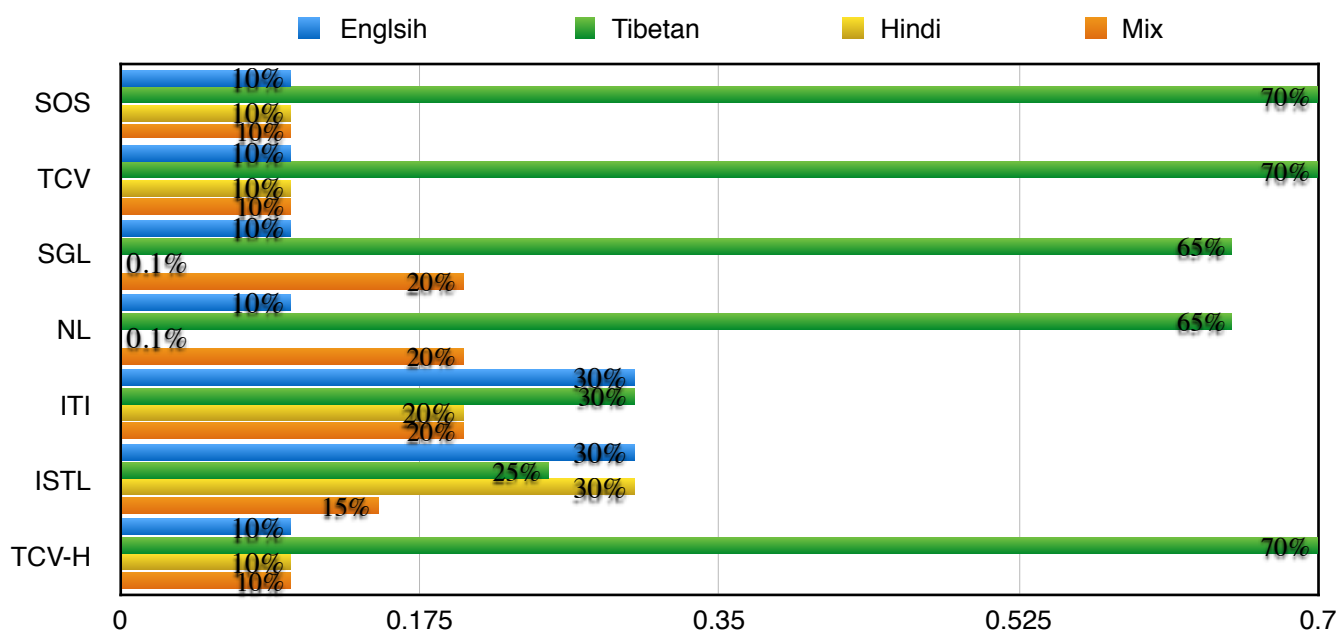
SR. NO	LOCATION	NAME OF THE TRAINING CENTERS	ENGLISH	TIBETAN	HINDI	MIX
1	Musoorie, Uttarakhand	SOS vocational Training Centre	10 %	70 %	10 %	10 %
2	Dharamsala, Himachal Pradesh	TCV Handicraft cum vocational training center	10 %	70 %	10 %	10 %
3	Dharamsala, Himachal Pradesh	Sherab Gyasel Lobling	10 %	65 %	0.1 %	20 %
4	Norbulinga, Himachal Pradesh	Norbulinga Institute	10 %	65 %	0.1 %	20 %
5	Selaqui, Dehradun	Tibetan Private Industrial Training Institute (ITI)	30 %	30 %	20 %	20 %
6	Neelamangala, Bengaluru	Institute For Small Trade Learning	30 %	25 %	30 %	15 %
7	Patlikhul, Manali	TCV Handicraft	10 %	70 %	10 %	10 %

Table 4.18 shows that the Tibetan language is mostly considered by trainers and trainees which shows from 60% to 70% in almost all the training institutes because the Tibetan language is mostly

utilized while teaching and it is best suited for uneducated trainees and the majority of the trainers are Tibetan so they usually use their mother tongue. Whereas, the remaining training centers like Norbulingka Institute, Sherab Gyasel Lobling, Vocational training institute, and SOS vocational training centers show only 25%-30% as most of the trainees are more educated and they can understand English so trainers can use any medium of instruction. English and Hindi are not being instructed in vast due to lack of understanding and trainers and trainees couldn't connect completely.

FIGURE 4.18

MEDIUM OF INSTRUCTION



4.12.5 PROBLEMS FACED BY TRAINERS

There will be problems in any institute and these trainers faced some problems too which are still present in the present vocational training institute which is shown in table 4.19. It has mainly focused on the major problems which are mostly tackled slowly by the administration. It can be seen from Table 4.19 that the majority of the trainers felt that there is a lack of professional counselors (85%) as the trainees are struggling with emotional instability and to even guide them properly while choosing the vocational course so that the drop out the issue will subside eventually and even trainers need counseling. Furthermore, lack of industrial visits and low experts are standing strong at 85% which is comparatively high. And lack of workshop for trainers also shows 64% which is very essential for

trainers for their growth, or else there will be a trainers retention issues which could affect both the trainees and the institute. The problems like low salary, location of the institute, fewer trainers for some course, low safe protocol in workshop/laboratory/kitchen shows only 10% - 15% which is low but it should not exist even though it is a low percentage. These basic things need to be furnished for the safety of every staff and the trainees who are enrolled in these Tibetan vocational training centers.

TABLE 4.19
PROBLEMS FACED BY TRAINERS

SR.NO	PROBLEMS FACED BY TRAINERS	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
	Total Trainers	47	100 %

The remaining problems faced by trainers are seen here. Though the training institute is providing everything there is always a loophole as mentioned in the table and trainers are facing problems.

