



# REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.7631 (UIF)

UGC APPROVED JOURNAL NO. 48514

VOLUME - 8 | ISSUE - 9 | JUNE - 2019



---

---

## A STUDY ON ISSUES FACED BY THE TRAINERS AND TRAINEES OF TIBET AN VOCATIONAL TRAINING INSTITUTE IN DEHRADUN, UTTARAKHAND, INDIA

Tenzin Choezin

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

### ABSTRACT:

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there are several problems faced by trainees in terms of job placement, less exposure, under qualified trainers and outdated syllabus.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



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

### INTRODUCTION :

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

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

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

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

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

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

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

### **REVIEW OF RELATED LITERATURE**

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

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

Studies related to Trainers and Trainees in abroad

Studies related to Trainers in India

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

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

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

### STUDIES RELATED TO TRAINERS TRAINEES IN INDIA

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

### RESEARCH GAP

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

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

### OBJECTIVE

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

### METHODOLOGY

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

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

## RESEARCH DESIGN

### Population of the study

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

### Sample of the study

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

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

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

## RESULTS AND INTERPRETATION

Trainees are not sure of their choice of courses due to the lack of guidance/counselling while choosing the course and unavailability of workshops and student exchange policy. Cultural differences between the Indian trainers and Tibetan trainees creates a gap while teaching and trainer have a minute scope for growth and development. Therefore, it is imperative to conduct skill relevant workshops, quality job placement, introducing student exchange programme which will benefit the institute at large.

## DISCUSSION

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

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

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

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

### CONCLUSION:

Many a times, people assume that after an establishment of the training institutes; it functions properly but it fails in unexpected ways and we need to address it. This study provides an insightful finding of understanding the status of trainers and trainees of tibetan vocational training institute at grassroot level. Infact, it was found that many courses have been shut down due to zero enrolment and the interest of the trainee are shifting from technical courses to hospitality courses. There is need of more research in order to provide viable solution specially for policy maker who run the Tibetan training institute. Isn't it crucial enough to research further on this field to stop unemployment in youth ?

### WEBSITES

<https://library.britishcouncil.org.in/cgi-bin/koha/opac-user.pl>

<http://www.gestalttherapy.org>

<https://sg.inflibnet.ac.in/handle/10603/235341>

<http://www.counsellingtheories.com> retrieved [jca.sagepub.com](http://jca.sagepub.com) at Mahatma Gandhi University on March 7, 2019

<https://timesofindia.indiatimes.com>

<http://www.counsellingtheories.org> retrived on 6/7/2018

<http://www.apa.org>

<https://economictimes.indiatimes.com>

<http://www.lifeskillsmodel.com>

<http://www.counsellingmodels.org>

<http://www.careerchoicetheories.org>

<http://www.economictimes.com>

### REFERENCES

Asian Development (2009), *Good practice in technical and vocational education and training*. Countries (DMCs), 5(2), 33-49.

Bacchus, M.K. (1981). *Education for development in under developed countries*. *Comparative Education*, 17(2), 215 -227.

Emmanuel, M., & Alias K.J. (1990). *Vocationalisation of education at +2 stage: A study of some major problems of vocationalisation of education in Andhra Pradesh*. *Doctoral Dissertaion.,Osmania University*. In MB Buch(Ed.), *Fifth survey of research in education*. New Delhi: NCERT.

Alexander Lecous and Pierre. (2017), *Preventive behaviour at work of vocational students*. Retrieved on November 20, 2019.

- Nurbolat Alpysbayuly Alpysbay. (2006), *Current problems in the technical and vocational education management system in Kazakhstan*.
- Gupta,S. (1978). *An experimental study of the impact of vocational training on the behaviour of adolescence*. Retrieved on October 30, 2018 from <http://www.iamrindia.org/>
- Girija, B. (1989). *A study of the psychological needs and vocational aspirations of vocational higher secondary schools of Kerala*. Unpublished M.Ed.Thesis. University of Kerala, Trivandrum.
- John Quiggin. (2018), *The failure of vocational educational education and training policy in Australia*.
- Balbir Jain. (1992), *Vocational education in India; problems and policies*.
- J. Lalbriatpuii. (2018), *Vocational education in higher secondary stage of education in Mizoram status problems and prospects*.
- Laura Wood (2015) *Research and Markets: Development and Market of China's Vocation Training Industry 2015-2020* in China.
- Janardan Sharma. (2016), *Study of status and problems faced by the schools under the directorate of education Delhi in implementing the vocational Education at plus 2 Level*.
- Mathur, C.P. (1975). *Preparing projective tool and establishing norms to predict the vocational interest in the field of medicine, engineering and teaching*. Retrieved on October 30, 2018 from <http://www.iamrindia.org/>
- Saheb, P.K. (1980). *Vocational preference of X grade boys and girls*. *Experiments in Education*, 3(3), 32-36.
- Sundarrajan, S. (1993). *Vocational preferences of the higher secondary students*. *Experiments in education*. 21(10) 241-249.
- Soundaravalli, S. (1984). *A critical study of the functioning of the vocational education streams in higher secondary schools in Tamil Nadu*. In M.B.Buch(Ed.), *Fourth survey of reserch in education*. New Delhi:NCERT
- Vasudevan and Feroze (1974), *The awareness of vocational opportunities of students in the SSLC*, 22-34.



**Tenzin Choezin**

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