

INTRODUCTION

1.0 INTRODUCTION

Training for a specific career or trade, excluding a profession, is referred to as vocational training. Vocational training is concerned with the practical application of skills learned rather than theory or traditional academic degrees or capabilities. Hands-on instruction and practical training are important aspects of the vocational school curriculum. As a result, vocational training serves as a bridge between school and the workplace. It is usually taught in either a high school or a post-secondary trade school setting. Vocational training prepares people for certain occupations. Students can graduate prepared to pursue a high-paying, skilled career right after high school since vocational training generally begins in high school. Graduates of trade or vocational schools have an edge over informally trained job applicants since an impartial institution certifies that they possess the abilities required to execute a specific, skilled occupation. (Melissa J. Doak-2011)

When viewed as a dynamic concept, vocational education has the potential to modernise traditional practices through the application of cutting-edge scientific and technological knowledge. By relating to occupational goals, vocational education helps to give education a definite purpose and meaning. It gives you the technical knowledge and work skills you need to get a job. "Vocational education has been focused on training persons for employment in a recognised occupation in skilled or semi-skilled positions," according to the International Encyclopaedia of Higher Education (1977). Vocationalisation provides students with a curriculum that includes technical, craft, and physical skills aimed at broadening students' abilities. The phrase "to be fit for useful employment" expresses a central tenet of vocationalisation of education. This implies a financial future for the individual and strives for a higher standard of living for the individual and, as a result, for society as a whole. Education vocationalisation is thus a "wise business investment" for both the nation and the individual. Vocational education is intended to develop the skills, abilities, understandings, attitudes, and work habits required to enter and advance in useful and productive employment. It is the training of children and adults for skilled trades and semi-professional careers. Vocational education is not the same as job training. It is not the perfecting of skills and trade secrets.

Dictionary of Education (1973) defines "vocational education as a program of education below college grade, organized to prepare the learner for entrance into a particular chosen vocation or to

upgrade employed workers”. Vocational education has been defined as education that provides experience, visual stimuli, awareness, cognitive information, or psychomotor skills to improve the vocational development processes of exploring, establishing, and maintaining oneself in the world of work. Vocational education programs improve the efficiency of modern industry by providing workers with an opportunity to learn new skills and information. Vocational education is important for all individuals and should be pursued from infancy to death.

“Vocational education is any training program designed to impart knowledge, skills, and attitudes to increase an individual’s occupational competence” (Encyclopedia of Educational Research, 1982). The vocationalisation of education will pave the way for the fundamental issues of dropouts, stagnation, waste, and scholastic backwardness to be addressed. It is an excellent tool for ensuring that a career and an education go hand in hand.

1.1 NATIONAL SKILL DEVELOPMENT MISSION

On November 9, 2014, the Government of India established the Ministry of Skill Development and Entrepreneurship to ascertain all skill development drives be coordinated throughout the country. On April 16, 2015, the Ministry of Labour and Employment transferred responsibilities for industrial training and apprenticeship, as well as other skill development, to this newly formed Ministry. It aims to bridge the gap between the demand for and supply of skilled labor, as well as to develop new skills and innovative thinking not only for existing jobs but for jobs that will be generated in the future.

- I. Skills and knowledge are the driving forces behind any country's economic growth and social development.
- II. India is currently suffering from a severe shortage of well-trained, skilled workers. Only 2.3 percent of India's workforce has received formal vocational or skill training, as compared to 52 percent in the United States, 68 percent in the UK, 75 per cent in Germany, 80 percent in Japan, and 96 percent in South Korea. Large segments of the educated workforce lack job skills, rendering them largely unemployable. As a result, India must focus on increasing skill training efforts to meet employer demands and drive economic growth.
- III. During the 2013-2014 fiscal year, India's annual skilling capacity was estimated to be around 7 million. Aside from meeting its demand, India has the potential to provide a skilled

workforce to fill the expected shortfall in the developed world's aging workforce.

- IV. India is one of the world's youngest countries, with over 54% of the total population under the age of 25 and over 62% of the population in the working-age group (15-59 years). Over the next decade, the population pyramid in the country is predicted to bulge in the 15-59 age range. This demographic advantage is only expected to last until 2040. As a result, India has a very short time frame to capitalise on its demographic dividend and address its skill shortages.
- V. The Ministry of Skill Development and Entrepreneurship was created to drive the "Skill India" agenda in "Mission Mode," combining scale and quality of skilling efforts with greater speed and care. And the Mission's vision, objectives, and design are based on lessons learned from the implementation of skill development efforts over the last decade. It aims to build institutional capacity to train at least 300 million skilled workers by 2022.

1.2 CONCEPT OF VOCATIONAL TRAINING IN INDIA

In India, the vocational education system is referred to by two different terms: vocational education and vocational training. Vocational education specifically refers to vocational courses offered in school at the 11th and 12th grades as part of a centrally sponsored scheme known as 'vocationalisation of secondary education.' On the other hand, Vocational training means certificate-level craft training, and it is available to those students who leave school anytime after eighth to the twelfth grade. Craftsmen Training Scheme (CTS) programs are provided by Industrial Training Institutes (ITIs), and Polytechnics, and Industrial Training Centres (ITCs) . This scheme is overseen by the Ministry of Labour and Employment (MOLE), through the Director General of Employment and Training (DGET).

The Directorate General of Employment and Training (DGE&T), formerly known as the Directorate-General of Resettlement and Employment (DGR&E), was established in 1945 to reintegrate decommissioned or discharged Defense Service personnel and discharged War Workers into civilian life. Following independence in 1947, the Directorate General was also tasked with dealing with displaced persons from Pakistan. Following that, in early 1948, the Directorate General's remit was expanded to encompass employment assistance for all types of job hunters, and in 1950, training services for all civilian population. Since then, India has seen numerous

developments and major changes in the directorate's administration and training. The Shiva Rao Committee was formed in 1952, and the committee recommended that day-to-day administrative control of Employment Exchanges and Industrial Training Institutes (ITIs) be transferred to State Governments / Union Territory Administrations beginning in 1956.

The Directorate General of Employment and Training in the Ministry of Labour and Employment is the coordinating body in charge of managing vocational training programs to supply the demand for skilled workforce of the industry. Since vocational training is a contemporaneous matter, the Union Government is entrusted with the setting up of policies, standards, norms, supervising trade tests , and granting of certificates. Other important roles include research of vocational training, instructional materials creation, and ITI/ITC affiliation, while state governments and union territories administer the management of ITIs and Employment Exchanges.

DGE&T courses are available for school dropouts, ITI graduates, ITI instructors, industrial workers, technicians, junior and middle-level executives, supervisors/foremen, women, physically disabled individuals, SC/STs, ex-servicemen, retrenched workers, and others. It also conducts training-oriented research and development of instructional media packages for trainees and instructors, among other things. In addition to the programs run by DGE&T, there are several programs and training activities run by other government departments and ministries. There are many Vocational Education programs by various ministries like the Ministry of Human Resource Development (MHRD), the Department of Women and Child Development, the Ministry of Skill Development & Entrepreneurship (MSDE), the Ministry of Rural Areas & Employment, the MHRD's Community Polytechnics Scheme, training activities of the Ministry of Industries and the Khadi & Village Industries Commission, and so on. Their programs, for the most part, cater to the needs of the informal sector in a limited way. India is a young country, and vocational training

in India is still in its infancy, as it has consistently attempted to broaden "skilled manpower" through a variety of courses to meet the needs of the unorganised sector and to instill "self-employment skills" in the populace through self-employment titling courses. One of our educational system's major flaws is that it does not give adequate weight to vocational training. There is a significant gap between the 'skilled manpower required' and the 'skilled manpower available.' Millions of graduates are produced, but they lack the specific skills required by industries; this trend will harm our prospects for long-term growth; there is a need to change our people's attitudes, as we regard vocational training as beneath one's dignity. Everyone cannot get or keep blue-collar jobs because there are more requirements for skilled laborers in industry-specific fields, and to rectify

this situation, vocational training programs should be promoted, and the general public should be made aware of the immediate benefits and opportunities that exist in our country.

One of the most difficult tasks confronting the Central Government as well as the State Government is reducing youth unemployment in light of our country's phenomenal population growth, which has occurred primarily in the lower economic echelons of society, where poverty has persisted. The basic approach has always been to provide economic activity to the majority of people living below the poverty line, both in the urban and rural sectors, for them to achieve economic independence. According to a press release issued in December 2006, by the National Sample Survey Organization, a Government of India undertaking, " Among the age group 15-29 years; about 2% have been reported to have received formal vocational training and another 8% have been reported to have received non-formal vocational training." The deficiency in vocational training programs affects all levels, from basic mechanical abilities required for working and operating equipment to occupations in sales, management, and supervision, including dedicated employment opportunities such as "bookkeepers, plumbers, tailors, beauticians, travel agents, chefs, electricians, and so on."

Currently, there is a requirement for short-term courses that are simple for a job seeker to select. Shorter vocational training programs could be streamlined and planned in such a way that they immediately employ to these job seekers in their own time and place, and at a low cost, given that the students who seek these courses come from economically disadvantaged backgrounds.

In addition to these courses, there is a need for a wide range of advanced vocational and technical courses for employees who are already employed but want to broaden or upgrade their skill sets to keep up with changing industry needs and advance up the career ladder.

1.3 VOCATIONAL TRAINING OVERVIEW

Vocational Education and Training (VET) and Career and Technical Education (CTE) like Vocational training can provide job-specific technical training for trades such as auto repair, plumbing, and retail. These programs typically emphasise hands-on learning and can award certification, a diploma, or a certificate. Because they already have the necessary certifiable knowledge, applicants with vocational training may have an advantage in job searches. Vocational training can be obtained in high school, community college, or adult trade schools.

1.3. 1 In High School

Some vocational training is available through high school CTE programmes, which combine academic study with a variety of courses and work experiences designed to introduce students to trades construction, business, health services, as well as art and design, agriculture, and information technology are just a few examples. This type of education can be provided on high school campuses or at separate vocational training centres. The ultimate goal of these programs is to prepare students for the workforce and to assist them in finishing their high school education.

1.3. 2 After High School

A variety of vocational courses and programs are also available at community colleges and technical schools. Hands-on training is included in this type of instruction, but there is no additional emphasis on standard subjects such as math and English. Instead, students take classes that are directly related to the job they are training for. Cooperative training techniques are commonly used in vocational schools, where students can work in the job they're studying for while also attending classes. The majority of vocational training programs can be completed in six to two years (study.com - 2017)

1.4 VOCATIONAL TRAINING AND GUIDANCE IN PRESENT TIBETAN SOCIETY

The number of Tibetan students passing out from India's school system is growing every year, it is evident that not everyone goes on to further their education in universities and colleges. On the other hand, in any society, there is always a need for skilled labour. More importantly, if Tibetans return to Tibet one day, they will need the necessary skills in various technical fields to rebuild their country. Some institutes, such as the Vocational Training Centre (VTC-ITI) and the Institute for Small Trade Learning (ISTL), offer this opportunity to school pass outs of the people of Tibet who are not very keen on carrying on with academic education but have the potential to shine in various skills of technical nature, allowing them to be engaged in several industries and businesses in India or outside of India, or set up their enterprise and gain independent employment. These programmes also assist the young Tibetan generation who are unemployed and have discontinued their education or could not finish formal education by training them in various vocations that are helpful in getting short-term jobs, as well as providing microcredit loans to start new businesses in or around various Tibetan settlements in India.

In addition to normal courses, it offers spoken English, career counseling, business management, basic bookkeeping, a workshop to motivate them, and leadership and decision making. It is helpful

for the youngsters' determination and morale, which ultimately leads to better results. The Department of Home, Central for Tibetan Administration (CTA) will cover all training costs, including food and lodging. Today, it teaches technical professions such as Motor Mechanic, Wireman/Electrician, Carpentry, Service Trades such as hair and skincare, hairdresser and spa therapist, professional computer application and front office combined with secretarial practice, and hotel trades such as housekeeping, food and beverage service, food production, bakery and confectionery. Following the training, every effort is made to place them in their respective fields of trade both within and outside the Tibetan community. Self-employment and entrepreneurship are also encouraged and supported. (Dept of Education-Central Tibetan Administration - CTA, 2016)

Another significant training centre is Tibetan Children's Village, School (TCV), which established Vocational Training Centres (VTC) in Dharamsala, Ladakh, and Bir. With the relocation of the TCV Patlikuhul school to TCV Chauntra, the current facilities and infrastructure was presented to establish a coalesce Vocational Training Centre at Patlikuhul focusing on Tibet's conventional Thangka Painting and Tailoring. TCV Handicraft Cum Vocational Training Centre is a charitable institution headquartered in Dharamsala, Himachal Pradesh, India. (Pema, J. 2004, TCV)

1.5 TIBETAN GOVERNMENT IN EXILE

1.5. 1 Population: Approximately 1,28,014 [Worldwide distribution: India 94,203; Nepal 13,514; Bhutan 1,298; and the rest of the world 18,999]. (Demographic Survey of Tibetans in Exile 2009, Central Tibetan Administration Planning Commission, 2010).

1.5. 2 Government: Government that is democratic and popularly elected. It functions as a true government and possesses all of the characteristics of a free democratic government.

1.5. 3 Judiciary: The Tibetan Supreme Justice Commission, as well as its subordinate Justice Commissions, namely the Tibetan Circuit Justice Commission, and the Tibetan Local Justice Commission.

1.5. 4 Legislature: 44 members led the Tibetan Parliament in Exile. It is one of the three most important pillars of the Central Tibetan Administration or Tibetan democratic administration in exile (CTA).

1.5. 5 Executive: The Kashag (Cabinet) is the highest-level executive body. The Sikyong (Tibetan Political Leader) is directly elected by the exile population for a five-year term.

1.5. 6 Major NGOs: Tibetan Youth Congress (TYC), Tibetan Women's Association (TWA), National Democratic Party of Tibet (NDPT), Gu-Chu-Sum Movement (Political Prisoners Movement of Tibet).

1.5. 7 Foreign Missions: Are based in New Delhi, Kathmandu, New York, London, Geneva, Moscow, Brussels, Canberra, Tokyo, Pretoria, and Taipei.

1.5. 8 Livelihood: Agriculture, agro-industries, carpet weaving and exports, and the service sector provide a living. The winter sweater selling business provides a living for approximately half of the exile population in India.

1.5. 9 Education: 80 to 85 percent of children in exile get enrolment in school. According to the CTA's Planning Commission's 2009 Demographic Survey, the effective literacy rate of all Tibetans in India, Nepal, and Bhutan is 82.4 percent.

1.5. 10 Department of Security: One of seven departments within the purview of the Central Tibetan Administration, it was founded in 1959. It is led by Kalon (Minister).

1.6 HOME DEPARTMENT - CENTRAL TIBETAN ADMINISTRATION

The second of the seven core departments of the CTA, The Department of Home, is in charge of all rehabilitation programs for Tibetans in exile. There are 12 Major Agricultural Settlements, 20 Co-operative Societies, 71 Settlements and Cluster Units, 20 Handicraft Centres, 46 Tibetan Settlement Offices, 21 Small Agricultural Settlements, and 20 Cluster Units in three countries, namely; India, Bhutan, and Nepal. The Department collaborates closely with the Government of India and international organisations involved in assisting Tibetans to improve their situation. Since its inception, the Department's primary mission has been to create jobs and promote self-sufficiency among the Tibetan people. People living in various settlements have been given the option of either electing their own settlement or welfare officer or requesting an appointee from the Home Department. So far, the majority of the settlements have favored Department appointees. The CTA, on the other hand, is making concerted efforts to encourage People to elect their own grassroots level leaders, as this is seen as an important step toward Tibetan political maturity.

In order to make cooperative societies completely self-sufficient and self-reliant, the Home Department is devising a detailed plan in this regard. The cooperatives, which are in charge of purchasing inputs and marketing the outputs of their respective settlements, currently rely on the Home Department for managerial personnel and financial assistance whenever they face the

possibility of bankruptcy. The department intends to replace the current chemical-oriented farming practice with organic and natural farming in tandem with other projects.

1.6. 1 Our Vision

We envision sustainable, democratic communities in exile engaged in dynamic, modern economies and practicing organic, natural farming, where we can live while respecting our common cultural and religious heritage and uniting in preparation for an eventual return to democratic Tibet.

1.6. 2 Objectives

- To build self-sufficient and vibrant communities in order to preserve and practice our unique culture, cultural essence and beliefs, and values.
- To assist in the rehabilitation of displaced Tibetan refugees, as well as to carry out sponsorship programs for the elderly, infirm, and destitute.
- To improve the physical, social, and economic infrastructure of the settlements, which are frequently in a rudimentary or dilapidated state.
- To grow the agricultural and animal husbandry industries in the settlements.
- To encourage micro-enterprises in settlements through cooperative and individual initiatives.
- To prepare settlers for self-employment by teaching them vocational and technical skills.
- To provide immediate relief to victims of natural disasters such as drought, floods, cyclones, snowstorms, and so on.

1.7 INSTITUTE FOR SMALL TRADE LEARNING (ISTL)

The Institute for Small Trade Learning (ISTL) in Nelamangala is part of the Youth Empowerment Support (YES) program of the Central Tibetan Administration's Department of Home (CTA).

1.7. 1 Background

YES stands for "Youth Empowerment Support," and it was previously known as PADME, which stands for "Promotional Agency for Development of Micro Enterprises." It began in 1977 with the goal of extending a micro-credit loan fund for youths under the Office of Planning Commission. On

April 7, 2003, the responsibility for managing the loan fund was transferred to the Department of Home as part of administrative reform. Later, the Department expanded it into what is now known as the Youth Empowerment Support Programme.

1.7. 2 Aims & Objectives

- I. Empower Tibetan youths by providing appropriate career guidance as well as promotion and support for self-managed enterprises.
- II. Encourage youths to have a positive outlook and participate in a variety of economic activities.
- III. Provide needy people with relevant skill training.
- IV. Make soft start-up loans available to micro-enterprises.
- V. Organizing various types of workshops, including motivational, counseling, conflict resolution, business management, and basic bookkeeping.

1.7. 3 Programmes implemented under YES

Under the auspices of the YES, two programs are being implemented: micro-credit activities and vocational training. In 2003, the "Institute for Small Trade Learning" (ISTL) was established in Nelamangala Taluk, Bangalore, to provide vocational training. All trainees are provided with free housing.

1.7. 4 Skill Training

Every year, in an average of two batches, 100-200 unemployed and school dropout youths receive various training. All Tibetan settlements in India are eligible for the training opportunity. The training duration ranges from 3 months to 18 months, depending on the time and requirements of a particular course and/or skill. Tailoring, Carpentry, Basic & Advance Course of Beautician, Jawed Habib Hairdressing, Medical Transcription, Hotel management, Mechanic-cum-driving, Graphic and web designing, Diploma in retail management, Jetking certified hardware & networking, and other vocational training are available for Tibetan settlement in India. All trainees are provided with free boarding, lodging, transportation, and training fees, among other things. Following the training, they are given priority to receive micro-credit based on their interest in establishing relevant micro-enterprises.

1.7.5 Implementation Structure of YES Skill Training program is being done at three levels

- I. Head Office Level,
- II. Settlement Level and
- III. TrainingInstituteLevel

1.7.6 Implementation of Micro-Credit is done at two levels as under:

- I. Head Office Level
- II. Settlement Level.

I. Head Office Level

- CTRC Secretary is the chief implementing officer, who is assisted by the in-charge of the Welfare Section. The programme officer with an assistant oversees program in general.
- Training and credit financing program information is disseminated through the website, settlement offices, and newspapers.
- It directs the trainee selection and changes, if any, in the program to the officer concerned at the settlement level.

II. Settlement Office Level

- The Chief Implementing Agent is the Settlement Officer, who is assisted by a Secretary, REPROs (Regional Programme Officers), and four village leaders, including a woman leader if there is any.
- Decentralised work for greater efficacy and participation at the grassroots level.
- Aspirants for micro finance or skill training are reviewed and accepted by the Local Committee of YES, and then verification is done at the Head Office level. (The members of the LOCAL YES COMMITTEE are as follows:
 - TheSettlementOfficer,
 - TheOfficeSecretary,

- Four Village leaders including a women leader if there is any.
- Execution of decision with the full inclusion the settlement level members.

III. Training Institute Level

- The Institute for Small Trade Learning (ISTL) has been established in Nelamangala Taluk, Bangalore, to provide training of skill as well as lodging.
- It is supervised by a manager who is responsible for working and welfare of the ISTL under the supervision of the Central Tibetan Relief Commission's head office (CTRRC).
- ISTL is in charge of the final selection of trainees.
- Carpentry and tailoring training are provided in the ISTL by our own resource people, i.e. Tibetan trainers. Another facility for hairdressing and beautician training is already working in the ISTL, and efforts are being made to set up many more training facilities in the ISTL premises, which would take considerable financial resources and time.

1.7. 7 Some Facts

- As per the 1998 survey of Tibetan Demography, there were approximately close to four thousand one hundred youngsters that were unemployed and looking for work but did not have any. Every year, approximately 500 to 600 youngsters graduate from schools, colleges, and professional courses, with more than fifty percent of them, together with those who didn't finish studies, remaining stuck with no work or chance of higher education.
- Before being provided to all settlements in India in 2006-07, the training facility was provided to youngsters from five major settlements in Southern India, this was slowly increased to eight settlements in 2001, ten settlements in 2003 (inclusive of J&K and Arunachal Pradesh).
- Every year, various types of training are provided to approximately 100-200 unemployed youths in two batches. The training duration ranges from 3, 6 to 18 months, as required in the specific course.

1.8 YES TIBETAN CAREER COUNSELLING (TCC)

YES Tibetan Career Centre is a project initiated by Technoserve, an international organisation, with the collaboration of the Department of Home, Central Tibetan Administration in the year 2012-13, and later after seeing the importance and impact created by career center on Tibetan community, Youth Empowerment Support programme, the Department of Home, Central Tibetan Administration, Dharamsala has continued its activities with the aims to meet the need of professionals in growing industrial activities which result in the creation of more jobs and to investigate skill-related training avenues, as well as to provide better employment opportunities for existing Tibetan youth.

This project took shape from a Technoserve research study conducted in 23 Tibetan settlements in India, which discovered that 60% of Tibetan youth are either seasonal employed or unemployed youth, which is a grave problem that must be addressed as it not only affects individuals and families but also deteriorates the social and economic condition of the community and causes identity crisis.

1.8. 1 The Vision

To provide sustainability to Tibetan youth in general, and unemployed Tibetan youth in particular, who have been deprived of opportunities and information in terms of relevant skill-oriented training, professional career, employment, and, most importantly, Ethically Self-Reliant. This organization's vision has prevailed on a large scale in order to uplift Tibetan youth for self-sufficiency and self-reliance.

1.8. 2 The Solution

The program is being implemented by Youth Empowerment Support, which has its headquarters in Mcleod Ganj, Dharamsala, and a network that spans all Tibetan settlements in India. It is overseen by the Central Tibetan Administration in Dharamsala. Consultants and placement officers work directly with unemployed Tibetan youth to change career attitudes, raise awareness about job opportunities, design career paths, connect youth with employment and training opportunities, and equip youth with the skills they need to succeed in their careers.

1.8. 3 The Purpose Of The Program

The approach to changing the unemployment rate will have an indirect impact on the social, cultural, and economic condition of Tibetan youth, transforming them from incompetent to confident and self-sufficient. Furthermore, by pursuing a career, Tibetans can maintain their social, economic, and cultural standing in the community.

As it is justified, investing time and resources in the career development of youth is worthwhile. According to the United Nations Population Division (World Population Prospects: 2008 Revision), more than 80% of the world's youth population will be concentrated in Africa and Asia.

1.8. 4 Objectives Of The Project

To sustain Tibetan youth in general, and unemployed Tibetan youth in particular, who have been deprived of opportunities and information in terms of relevant skill-oriented training, professional career, employment, and, most importantly, Ethically Self-Reliant. (Department of Home, YES - 2000)

1.9 HISTORICAL BACKGROUND OF TIBETAN CHILDREN'S VILLAGE (TCV)

Following the Chinese occupation of Tibet in 1950 and His Holiness the Dalai Lama's flight to India in 1959, it became clear that one of the most pressing needs of Tibetan refugees was to find a way to care for the many children who had been orphaned or separated from their families as a result of the conflict and the precarious and uncertain journey from their homeland. His Holiness quickly recognised that the future of Tibet and its people was in the hands of the younger generation. With this in mind, and out of concern for the plight of so many children, His Holiness advocated the building of a centre for destitute children in Dharamsala, Himachal Pradesh. UTCV on May 17, 1960, fifty-one children arrived from Jammu's road construction camps, sick and malnourished. Mrs. Tsering Dolma Takla, His Holiness' elder sister, volunteered to look after them. These children were first given to members of the Dalai Lama's entourage, but the Government of India swiftly intervened, renting Conium House to house all of the youngsters together.

The centre was known at the time as the "Nursery for Tibetan Refugee Children". Initially, the Nursery for Tibetan Refugee Children only offered basic care to children. They were sent to other residential schools established by the Government of India when they reached the age of eight. However, as all of the residential schools were full, this arrangement could not be maintained. This left the Nursery to figure out how to solve the overcrowding problem. Mrs. Jetsun Pema, the Nursery's then-Director, had the foresight and courage to decide that, despite many apparent obstacles, the Nursery had to grow and expand from what it is to accommodate current and future

requirements. A massive reorganisation plan was implemented. This plan included approaching private donors and international aid organisations for assistance. There was a period of frantic construction work to provide more living quarters, houses and classrooms for children. The Nursery gradually evolved into a small village, complete with a school and houses. TCV took over a small nursery in Patlikuhhal and expanded it into a residential school in 1971. As of now, Tibetan Children's Village has full membership of SOS Kinderdorf, Innsbruck, Austria and it was registered as a society in the Societies Registration Act (1860) of the Government of India, in 1972. While TCV was emerging successfully from its critical early stages, the fate of Tibetan children in distant locations such as Ladakh remained grim. His Holiness, the Dalai Lama, was deeply concerned about the Tibetan refugees' deplorable living conditions and lack of educational opportunities in Ladakh. Following His guidance, TCV expanded beyond its Himachal Pradesh State boundaries for the first time in its history. TCV Ladakh was established in 1975, and soon in 1980 TCV Bylakuppe was established. Both of these evolved into full-fledged SOS Villages, complete with schools and residential facilities. While TCV was preoccupied with its new responsibilities, the political situation in Tibet unexpectedly changed. Because of international condemnation of its human rights record, China was forced to adopt a lenient policy toward Tibet. Tibetans were permitted to pay visits to long-lost relatives on both sides.

It created new opportunities for parents to smuggle their children across the border to safety in India. Thousands of Tibetan children poured into the main TCV in Dharamsala. TCV converted its poultry farm in Lower Dharamsala into a new residential school to alleviate overcrowding. TCV School Lower Dharamsala is now a high-quality school with primary and secondary schools. It is entirely supported by Tibetan parents living in exile. Despite TCV's best efforts, the problem of absorbing the unrelenting influx of new refugees became extremely serious. In 1990, TCV took charge of the Bir Youth School and expanded its mission. With more and more Tibetan children arriving, overcrowding in all the villages compelled TCV to open a new senior secondary school in Gopalpur.

In accordance with H. H. the Dalai Lama's advice on education, "counsel our children and encourage them to undergo specialised study in various fields", a multi-trade vocational training centre was duly established and began operations in 1999. The flood of 1995 forced the organisation to relocate TCV Patlikuhhal to a new location. The construction began in Chauntra, near Bir, and is now complete and operational. Another TCV School, Selaqui, in Dehradun, was built in 2004 and is still operational. TCV School Selaqui held its first-ever Class tenth Graduation Function in June

2007, with 43 students in attendance. The passing percentage of the students was a perfect 100. 1982 (Encyclopedia of Educational Research)

1.9.1 VOCATIONAL TRAINING CENTRE (VTC), DHASA

TCV Handicraft Cum Vocational Training Centre is a charitable institution headquartered in Dharamsala, in the Northern state of India, Himachal Pradesh. This centre is a branch of Tibetan Children's Village (TCV), an integrated community in exile dedicated to caring for and educating orphans, destitute children, and children who have recently arrived from Tibet. TCV Handicrafts' mission is to provide recent Tibetan refugees with a hands-on education in traditional Tibetan arts and crafts while also assisting them in finding gainful employment in exile.

There are six distinct training sections in TCV Handicraft.

- Tailoring
- Woodcarving
- Bakery
- Screen-printing
- Thangka Painting
- CarpetWeaving.

All of the products so produced in TCV Handicraft are available to be purchased by anyone, and the earnings go to sustain Tibetan refugee children's education at TCV Schools across India.

TCV handicraft centres feel gratified about their accomplishments, whether in the field of education of Tibetan children or the preservation and promotion of the rich heritage of the culture of Tibet. The centres have not only become financially self-sufficient, but they are also able to contribute a portion of their earnings to the parent organisation. Among many achievements, the centres can proudly state as a fact that they have produced hundreds of artists and craftspeople who are now serving society. Many of the best graduates from the centres are now employed as master craftsmen in various handicraft centres throughout India and Nepal. The centres also offer training and jobs to those who recently arrived from Tibet and are too aged to go to school or find work right away. To date, the Dharamshala centre has trained 700 students in various trades. The TCV Handicraft centres have achieved their goal of preserving Tibetan cultural heritage with utmost care and in the

best possible way, thanks to intensive training and high demand for quality work from their trainees. Furthermore, the centres' works are frequently displayed at national and international museums and exhibitions.

With an increasing number of similar centres opening up in the community, particularly for training purposes, the handicraft centres are gradually focusing more on commercial opportunities and activities. TCV Handicraft has divided the work into "Training" and "Business" sections to facilitate better management and quality control. The 'Business' section is concerned with production and commercial operations and the 'Training' section is concerned with only Training. They feature a huge assortment of punctiliously handmade traditional Tibetan handicraft goods, as well as other objects utilised in Tibetan religious rites and daily duties. As a manufacturer and exporter, they only offer the highest quality works that meet their standards and specifications. This adheres to the strict tradition of blending artistry and functionality in a harmonious manner. To give you an idea of how much work is involved, in a pure wool stack of 10 mm, there are up to 74,400 knots in a square metre or 48 knots in a square inch, and to ready one square meter of the finished product through careful weaving, it generally takes up to 120 hours. They provide useful information and guidance to prospective clients in order for them to get the best deal for their money. All of their customers are welcome to visit their Dharamsala showrooms for trade advice and any other information they require.

1.9.2 VOCATIONAL TRAINING CENTRE, PATLIKUHL

It is also critical to preserve and promote Tibetan art and craft. TCV initially established Vocational Training Centres in Dharamsala, Ladakh, and Bir. With the relocation of the TCV Patlikuhul school to TCV Chauntra, the existing infrastructure was made available to establish a Vocational Training Centre at Patlikuhul focusing on Tibet's conventional Thangka Painting and Tailoring unit in 2004 due to natural calamities like flood where kids were in danger and TCV school cannot take risk but students of these vocational training centres are of age, mature, and fewer in the number who can take care of themselves in the event of a natural calamity.

One very important component of TCV's cultural education program is the preservation and promotion of Tibetan arts and crafts. The establishment of a "Handicraft Training Centre" became necessary in order to provide concrete education in arts and crafts and to assist young artists and craftsmen in exile in finding gainful employment opportunities.

To cater to this need, TCV Handicraft and Training Centres were established, first time in 1974 in Dharamsala, and afterward in Patlikuhl and Ladakh. Within the TCV organisation, the

administration of Handicraft and Vocational Training Centres is now autonomous, and they report straight to the central coordinating office. These Handicraft and Vocational Training Centres have immensely helped the Tibetans with the training of more than a thousand Tibetans with the various skill set and employs more than two hundred people that are working for the benefit of the people of Tibet.

1.9.3 TCV VOCATIONAL TRAINING CENTRE (ITI), SELAKUI

The number of Tibetan students graduating from India's school system is continuously growing with each passing year, and it is clear that not everyone pursues higher academic studies in universities and colleges. On the other hand, in any society, there is always a need for skilled labor. More importantly, if the People of Tibet are to return to Tibet one day, they will need the necessary skills in various technical fields to rebuild their country.

Thus, the Vocational Training Centre (VTC) provides the opportunity for those school graduates who are not very academically gifted but have the potential to do better in a variety of technical skills in various trades so that they can serve in various industries, community centres in India or abroad, and even set up their own business entrepreneurship and generate self-employment. The Centre, which spans 65 acres of land, was built in August 2000 with the help of Save Our Soul (SOS) Kinderdorf International.

Today, it teaches technical trades such as carpentry, motor mechanic, wireman/electrician, service trades such as hairdresser and spa therapist, hair and skincare expert, professional computer application and front office combined with secretarial practice, and hotel trades such as housekeeping, food and beverage service, food production, bakery and confectionery. Following their training, every effort is made to place them in their respective fields of trade both within and outside the Tibetan community. Self-employment and setting up of entrepreneurship businesses are also encouraged and supported.

1.9.4 Affiliation

It is currently affiliated with the National Council on Vocational Training (NCVT) and the Industrial Training Institute (ITI) of the Government of India for the following trades:

- I. Secretarial Practice

- II. Wireman

III. Cabinet Making [Carpentry]

IV. Hair & Skin Care

V. Food & Beverages Service

VI. Food Production (Cookery)

VII. House Keeping

VIII. Bakery & Confectionery

Hair & Skin Care, Hair Dresser, and Spa Therapist courses have Shahnaz Herbal certification. Affiliation of Professional Computer Application is with DOEACC. Motor Mechanic training course is in the process of being affiliated. Industrial Training Institutes and Industrial Training Centres are third-stage schools in India, and these are established by the Directorate General of Employment and Training (DGET) to provide training in a variety of Trades Craftsman Training Program (CTS).

In 1950, the Directorate General of Training (DGT) established the Craftsmen Training Scheme. In over 130 different specialties, training periods range from six months to two years. The courses have prerequisites ranging from 8th to 12th grade of school. Trainees take the All India Trade Test (AITT) after completing their training. Candidates who pass the exam are awarded the National Trade Certificate (NTC).

1.9.5 Admission

Every year in August, students are admitted to various trade courses. The admissions process begins prior to the start of the new session. New sessions under this scheme begin on August 1st. Admission to ITIs is based on merit or a written examination, according to NCVT guidelines. Admission to private ITIs is done on a first-come, first-served basis, and it is a direct admission procedure.

The following are some of the trades available under this scheme.

1.9.6 There are 15 different courses in Engineering and Non-Engineering Trades For example:

- Building Maintenance

- Electronics Mechanic
- Excavator Operator (Mining)
- Mechanic for two-wheelers repair and maintenance
- Mechanic Auto Electrical and Electronics
- Sanitary Hardware fitter
- Architectural Assistant
- Carpentry
- Domestic Painter
- Foundryman Technician
- Gold Smith
- Industrial Painter
- Interior Decoration and Designing
- Marine Engine Fitter
- Mason (Building Constructor)

1.9. 7 There are more than 100 courses under Mechanic Repair & Maintenance of Heavy Vehicles. For example:

- Mechanic for repair and maintenance of LMV (Light Motor Vehicles)
- Mechanic Diesel Engine
- Mechanic (Tractor)
- Mechanic Communication Equipment Maintenance

- Mechanic Lens or Prism Grinding
- Physiotherapy Technician
- Plastic Processing Operator
- Plumber
- Pump Operator-cum-Mechanic
- Sheet Metal Worker
- Stone Mining Machine Operator
- Stone Processing Machines Operator
- Welder (Gas and Electric)
- Attendant Operator (Chemical Plant)
- Draughtsman (Draftsman) (Civil) etc.

1.9.7 Schemes/Courses for ITI pass-outs.

Apprenticeship Training Scheme; Following completion of ITI, tradesmen can pursue Apprenticeship training in a variety of industries. The Scheme is implemented by the Directorate General of Training under the Ministry of Skill Development and Entrepreneurship with the goal of "training imparted in institutions alone is insufficient for skill acquisition and must be supplemented by training in the actual workplace." Apprenticeship training typically lasts one year for those who have passed the ITI final exam, i.e. AITT. It usually takes three years for new graduates. Trainees are paid a monthly stipend while undergoing training. Lateral Admission to Polytechnic Diploma Engineering or AICTE approved polytechnics offer engineering courses for three years through an entrance exam, like JEXPO, JEEP, JEECUP, CGPPT, etc. Candidates who complete the course are awarded diplomas in a variety of disciplines. Students that have completed a minimum of two years of training in ITI and have a National Trade Certificate can get direct admission into the second year of the Polytechnic diploma programme. Every year, an entrance exam known as VOCLET is held in conjunction with the JEXPO for this purpose.

1.10 TIBETAN HOMES FOUNDATION

Tibetan Homes Foundation (THF) is a non-profit organisation that works for caring for children belonging to Tibet and are orphans, impecunious, and in dire need of care. In 1963, THF obtained registration under the Societies Registration Act XXI of 1860 (Punjab Amendment) Act. Nestled in one of India's most popular summer vacation destinations, the tranquil and densely forested valley of Mussoorie. THF is one of many organisations founded by His Holiness the XIV Dalai Lama to provide Tibetan refugee children with education, care like home, and an atmosphere to encourage the learning of unique cultural values and the Tibetan language. The system of child upbringing and care is based on the SOS Children's Village ethos of having a Mother, Siblings, The House, and The Village (the four basic principles) where children share a bonding sense of family ambience ensuring a conducive environment for sustenance and promotion of the Tibetan language and the unique cultural values and traditions.

The Foundation, which began with three homes and 75 orphaned and needy Tibetan refugee children in response to His Holiness's vision and guidance, by the first General Secretary, Mrs. Rinchen Dolma Taring has now developed into an institution, with approximately 2000 orphan and semi-orphaned children, as well as homeless youngsters, residing in 58 homes and three hostels. They get education in Mussoorie where the main residential school is situated and two other hostels at Rishikesh and Rajpur. THF also runs two homes for destitute elderly people, providing food, shelter, and medical care to those who have no family to support them. THF operates a residential facility for retired THF employees as well as a vocational training centre.

THF has established a Vocational Training facility to provide career options to students who do not wish to pursue an academic course. To provide such students with training in a trade or art form that is best suited to their aptitude and has the potential for a career that can definitely provide a livelihood. Traditional Tibetan Thangka painting (scroll painting), Oil Painting, traditional Tibetan or modern dressmaking, professional driving, hairdressing, and other activities are part of the training curriculum. Traditional qualified teachers or instructors train the students. Apart from preparing students for a career, it also contributes, in a small way, to the preservation of some of Tibet's unique art forms.

1.11 SHERAB GATSEL LOBLING SCHOOL

Formerly The Tibetan Transit School, now known as the Sherab Gatsel Lobling School, is located in Dharamshala, Himachal Pradesh, India. It is a school for newly arrived Tibetan young men and women who are not eligible to attend regular school because the majority of them have reached the

age of 18. In Tibet, the majority of them did not have the opportunity to attend school. It assists them in learning English and Tibetan, as well as vocational skills. In addition to basic Tibetan and English language instruction, spiritual and cultural education as well is provided for their holistic growth and development.

The school is situated at Khanyara Road in Manji which is approximately 6 kilometres from the bus station in Dharamsala. The Tibetan Reception Centre, Dharamsala, formally launched it on April 1, 1993, with 103 young men and women. In 1998, the school year was extended from two to three years. The school was renamed SHERAB GATSEL LOBLING after H.H. the Dalai Lama visited it the same year. Students have been allowed to stay at the school for a maximum of five years since the year 2000. DOE formally received the school in 2002 from The Tibetan Reception Centre, and on January 3, 2011, gave administration rights to Sambhota Tibetan Schools Society. According to Kashag's directive, this administration has improved the quality of learning by adding new courses such as Food-craft, Open Schooling until +2 level, Correspondence courses from College of Higher Tibetan Studies in Sarah, Himachal Pradesh, and their stay has also been extended as needed. This change was effected in May 2013. To date, 6426 young men and women have benefited from the school's educational services.

1.12 NORBULINGKA INSTITUTE

At the beginning of the ninth decade of the previous century, Kalsang Yeshe, the Minister of Religion and Culture, along with his wife Kim Yeshe started to plan an institution in India that would serve as a centre for conservation of Tibetan art and a sanctuary for artists to practice their skills. Their goal was to restore Tibetan art to its former glory by adhering to the highest standards in terms of material selection, craftsmanship quality, and adherence to traditional methods. Now that there is a growing interest in Tibetan culture in India and international level, Norbulingka could also be a representative of the culture of Tibet, a place where people could come and watch artists at work and be engrossed in the rich culture of Tibet. The growing international interest in Tibetan Buddhism created a demand for finely crafted art objects, ensuring the project's viability.

His Holiness the Dalai Lama provided funds for the land and it was bought in 1984. With the help of generous donations from many patrons who shared Norbulingka's vision, the construction started in the year 1988. The Japanese architect Kazuhiro Nakahara designed the ground plan based on the proportions of Avalokitesvara, the deity of compassion, with the workshops and offices shaped like his thousand arms, the temple as his head, and the water spring at the centre as his heart, spreading kindness to all living beings. Initially, the majority of the artists were hired to help build the institute, which was designed in Tibetan architectural style.

Furnishings were done by carpenters and woodcarvers, and thangka painters worked round the clock to finish the murals on the temple walls. In the meantime, the team of sculptors was hard at work on a 14-foot-tall gilded Buddha to grace the temple, which was crafted from hand-hammered copper sheets. Norbulingka believes in an independent and self-supported conservation and perpetuation of the culture and art of Tibet. They support artists and craftspeople with ancestral knowledge under the supervision of masters with immense talents, providing jobs to more than three hundred Tibetans. They even invite people to visit and explore their beautiful campus and witness the magnificence of Tibetan art themselves.

His Holiness the Dalai Lama officially opened the Norbulingka Institute in 1995. His Holiness was appointed Chairman of the Norbulingka Trust in 1996, a position he embraced until he retired from all official positions in 2015. His Holiness was succeeded until his death in 1983 by His Eminence the 7th Kyabje Yongzin Ling Rinpoche, the reincarnation of His Holiness the Dalai Lama's Senior Tutor and Ganden Tripa.

H. E. Ling Rinpoche entered Drepung Monastery in South India when he was five years old and was awarded the Geshe degree in November 2016. Rinpoche finished his Tantric studies at Gyoto Monastery. He travels regularly, teaching all over the world, and has taken part in Mind and Life Institute talks in India between His Holiness the Dalai Lama and people from the science community on a variety of topics, including physics, neuroplasticity, and destructive emotions, since 2004.

Norbulingka's main focus is on the preservation of religious arts such as statue making, thangka painting, thangka appliqué, and woodcarving. The institute has created an environment in which the highly talented masters can pass on their knowledge to a new generation of artists, teaching and producing exceptional pieces commissioned by monasteries, Buddhist centres, and individuals all over the world. Other arts and crafting abilities, like appliqué, weaving, screen printing, furniture making, and wood painting have been adopted and applied to produce modern product lines with Tibetan design. The administrative team at Norbulingka was trained to efficiently manage the institute and make it self-sufficient. A research section and a college were added in 1997 to promote Tibetan scholastics. Despite numerous obstacles, they remained committed to the vision and their commitment to providing employment and training to Tibetans in exile. Whatever resources and people the institute have at disposal, they are incorporated into the evolving Institute, always with an eye toward the future and how they can better adapt to changing needs. There was a time when only empty fields were around Norbulingka, now a flourishing Tibetan community has evolved, complete with homes, restaurants, cafes, and shops. Twenty-five years since inception, the original

masters have passed on, leaving their students to carry on the legacy. The craftsmanship is still of the highest quality today, a testament to the dedication of the masters and the flawless transmission of their craft.

Looking back in time, the arts have always flourished and reached their pinnacle of refinement during times of peace and prosperity. Royalty and wealthy patrons would patronise artists and craftspeople in their quest to display the best work their culture had to offer, raising the bar of excellence even higher. In turbulent times, times of strife or struggle, there is naturally no space in people's minds to consider patronage of higher culture, and support for the arts declines and is replaced by daily concerns. The grandeur of the arts naturally fades when there are no expensive commissions to demonstrate their artistic talent and no desire for the training of future artists, as does knowledge of how to create beautiful art.

Norbulingka Institute's mission is to preserve the knowledge and technique of art attained at the pinnacle of Tibetan Buddhist civilisation and to pass these on to future generations of artists interested in pursuing their cultural heritage. Through a feasible model of business, they made it happen by acting as their own contributor, which allows the organisation to provide job and training opportunities to Tibetans. They not only create museum-quality art, but they also run a number of hospitality businesses, including three guesthouses and two restaurants. These ventures relieve pressure on our artists to produce in large quantities, allowing them to focus on preserving the authenticity of their artistic lineages. It also enables the institute to offer additional jobs with a stable income as well as training in service and administration to many members of the Tibetan community. All of Norbulingka's profits are reinvested in the institute, allowing them to fund social programmes such as health and child care for their employees, as well as apprenticeships in traditional arts and the support of various scholastic projects.

Norbulingka Institute works as a self-reliant organisation where members contribute to a vision of conserving the culture of Tibet. The earnings are re-invested for a healthier life for their staff and future generations of Tibet. When people buy the products and services offered by Norbulingka Institute, they help in the conservation of the highest quality rare art forms and support artists, employees and their families, the community as a whole which serves as a support for Tibetan values in exile. His Holiness the Dalai Lama officially opened the Norbulingka Institute in 1995. His Holiness accepted the position of Chairman of the Norbulingka Trust in 1996, till he chose to retire from all positions in an official capacity in 2015. The 7th Kyabje, His Eminence Kyabje Yongzin Ling Rinpoche followed the footsteps of His Holiness.

1.12. 1 SOCIAL PROGRAM

In addition to employing Tibetan refugees, Norbulingka Institute also assists in numerous social welfare programs to improve the lives of the employees. Norbulingka's mission includes the preservation of a community in which Tibetan values can prosper. Encouragement of a happy and settled environment ensures the long-term viability of this project.

1.12. 2 DAYCARE AND KINDERGARTEN

The Institute provides free daycare and kindergarten to all children of the employees of Norbulingka. This alleviates a significant encumbrance on the mind of parents because they know that their children are safe and are being cared for. This way mothers who are nursing their baby can continue working because of regular breaks to then to their baby. As the children grow up together, they serve as a kind of bond for the Norbulingka community, bringing people together. Right education from early age is important to preserve the cultural values and language of Tibet.

In 1992 when the daycare started, there were only five children. Today, approximately 87 children are being cared for by a loving staff of seventeen. The teachers have been trained in the Montessori method, and teach in such a way that encourages children to explore and experience the world by themselves. The goal is to develop self-sufficient and ambitious individuals; encouragement is given to children to pursue what they are interested in and to learn by experience instead of memorising, and a child's instincts are trusted. They discovered that this method boosts children's conviction and inventiveness, and students of Norbulingka kindergarten excel in other Tibetan public schools when they go to attend first grade.

Various Montessori traditional curriculums have been adapted to the Tibetan language and culture. Tibetan letters made of sandpaper are one example of innovation. Children run their fingers on the letters and consider it as real and tangible objects rather than abstract symbols. They can easily make the shape of each letter when they start writing because they are intimately aware of how it feels.

The kindergarten holds morning and afternoon prayer sessions, as well as instruction in Tibetan dance and singing, as part of the Institute's mission to instill Tibetan values in the younger generation. Presentations of traditionally dressed children are done many times a year, and it is an amazing community event.

1.12. 3 SUPPORT FOR OLDER CHILDREN

Norbulingka Institute provides the fees of children of the employees when they go to Tibetan school after passing kindergarten. The older children (6-15 years old) are facilitated with after-school care, where they are assisted with homework, provided refreshments and snacks, and a secure atmosphere to study and spend time till their parents come back from work. On the days when schools are closed, they are facilitated full day while their parents are at work, as the kids interact with carers and teachers who attended them from an early age, they adore this idea.

Approximately 30 children are in the program at present and total children strength increase to over ninety when the schools are closed in summers and winters and those children who are in other come home. The goal of the program is to create a comprehensive module of academics, performing arts, and relevant extracurricular programs to help the character development of children. They understand that it is critical to come up with an interesting programme that improves the inner development of the children, and should surpass formal education.

1.12. 4 CLINIC

The Norbulingka clinic has two full-time nurses who are responsible for the staff's well-being. The clinic offers basic medical care and helps to cover the costs of any hospitalisation. Furthermore, if a person does not have anyone to assist them, one of the nurses will accompany the patient to a nearby hospital and stay with them for as long as necessary. They occasionally invite volunteers and seek assistance from organisations that can help provide additional support for the well-being of the employees. Students and art apprentices at the Academy of Tibetan Culture receive comprehensive medical care, and children in the nursery receive monthly check-ups.

1.12. 5 HOUSING

Many of the staff members are provided with free housing by the Norbulingka Institute. They provide a monthly housing stipend in addition to their salary for those who are cannot be accommodated in the apartment buildings due to lack of availability. The majority of Norbulingka employees stay at a nearby place that has grown up around the Institute, giving the Tibetan community the feel of a close-knit community where people know each other. Cars seldom pass through the streets, allowing children to play safely, and neighbours look after children as if they were their own. It is completely safe to take a stroll after sunset, and crime is rarely heard of, just as it should be in a real community.

1.12. 6 COMMUNITY

They recognise that the welfare of every member of the Norbulingka community is paramount for the successful project. Because joyful minds produce excellent work, they are committed to providing better living conditions to their employees in and out of the workplace. Every year, Norbulingka institute organises cultural activities for its employees, including song and dance performances, fairs, prayer sessions, and basketball tournaments. Their aim creating an atmosphere in which the family and cultural values of Tibet can prosper. The institute can only hope to thrive as an organisation if they nurture their community.

1.13 STATEMENT OF THE PROBLEM

The title of the problem is given as “ **A study of Tibetan vocational training centres in India**”.

1.14 THE RESEARCH QUESTIONS

- I. How do these Tibetan training centers are catering to the needs of Tibetan for vocational skill development?
- II. What are the different courses offered in these centers?
- III. How trainees are being selected for the training courses?
- IV. What is the status of trainers?
- V. How trainees are guided for the job placement?
- VI. What is the difference between these Tibetan training centers in India?

1.15 OBJECTIVE

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

1.16 LIMITATION OF THE STUDY

The study is delimited in the following manner:

- I. The research is limited to only seven Tibetan vocational training centres in India to make it more efficient and feasible.
- II. The study is confined to 350 respondents from these Tibetan skill training centres which are located only in India.

1.17 INTRODUCTION TO THE THESIS

The introduction is the first of six chapters in the thesis.

- I. The **first chapter** provides information on vocational training centres and establishes the study's emphasis and boundaries. The context, needs, and relevance, objectives, operational, technique, scope, and delimitation of the study are all covered in the introductory chapter.
- II. The review of linked literature relevant to the current investigation is enumerated in **Chapter two**.
- III. **Chapter three** describes the research methodology and research design for the study with the data collection.
- IV. The nature of inquiry is examined in **Chapter four** as well as To describe how the study was carried out, use the research method.
- V. **Chapter five** explains the data analysis and research findings, as well as the case studies conducted with three higher secondary pupils. It also includes a discussion of the study in light of the findings and summary, recommendations, suggestions, and implications of the study, and it is followed by a bibliography and appendices.

