Vanbhandhu Kalyan Yojana

SKILL DEVELOPMENT TRAINING AND ITS IMPACT ON SCHEDULE TRIBE YOUTHS

A Study of Vaghaldhara Vocational Training Centre

Gagan Bihari Sahu, Ph.D.
Vimal Trivedi, M. Sc

Centre for Social Studies (CSS)
Veer Narmad South Gujarat University Campus
Udhna Magdalla Road
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Students with Management

FOREWORD

Government of Gujarat launched Vanbandhu Kalyan Yojana (VKY), also known as Chief Minister's 10-Points Programme on February 27, 2007 in the Budget Session of the State Assembly. Development Support Agency of Gujarat (D-SAG), a Special Purpose Vehicle (SPV) was created for conceptualization, execution and supervision of various interventions under VKY.

One of the focus areas of VKY is to create employment opportunities through skill development training of Tribal Youth. For achieving this goal, Tribal Development Department launched liberal Public Private Partnership (PPP) policy for the establishment of Vocational Training Centers (VTC) and invited applications from private partners including NGOs. The VTC project of Shri Vaghaldhara Vibhag Kelvani Mandal (VVTC) was the first and foremost project commissioned under this policy of the Government of Gujarat in year 2010. Later, four other such projects were approved from different NGOs. After completion of first project period of seven years, the management felt the need to know its real impact on the tribal population; to what extent the performance and output of the project matched with the objective of skill development and training. We wanted to get it examined by an independent social science research centre so that objective analysis is available which could aid not only the policy makers but to also benefit other stakeholders interested in the programme. We could not have found better institute than Centre for Social Studies (CSS), Surat for this purpose. We are thankful to CSS for meticulously preparing the report.

We are hopeful that this study will enable planners and policy makers to assess the wider impact of such policies on the tribal community. It will also be beneficial for other educational and developmental purpose.

(I. J. Desai)
President
Vaghaldhara Vibhag Kelvani Mandal

PREFACE

The Vaghaldhara Vocational Training Centre (VVTC) has been providing technical training to tribal youths (both boys and girls) to enhance their skill and make them employable under the "Chief Minister's Ten-points Programme" popularly known as Van Bandhu Kalyan Yojna. The tribal youths are provided both short and long terms trainings under the above programme free of cost. Within this context the present study has emerged to comprehend the impact of such training on tribal youths in terms of their employment and income. Findings indicate that trainees are quite positive about the impact of the vocational training upon their income, financial independence, quality of life and self-esteem.

We sincerely acknowledge the financial support of Shri Vaghaldhara Vibhag Kelvani Mandal (VVKM), Vaghaldhara for carrying out this study. We thank Mr. Pavan Kharat for conducting the field study and all our respondents for their cooperation for providing relevant information in the course of the survey. We also take this opportunity to thank our past and present Directors Prof. Satyakam Joshi and Prof. Kiran Desai for facilitating the study in various ways. We are extremely grateful to Mr. M.P. Mandavia, Principal, and other faculty members of Vaghaldhara Vocational Training Centre for their remarkable support for the study. We would like to thank Shri I.J. Desai and Mr. Kamlesh Yagnik for their support all through the study. The responsibility of any error or interpretation however rests with the author.

Gagan Bihari Sahu

Vimal Trivedi

Surat

January, 2019

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EXECUTIVE SUMMARY

This study was undertaken to explore and review the impact of skill development training programme provided by VVTC on tribal youths in terms of their employment and income generation. The larger question that was addressed was whether this skill development training brings any changes in the livelihood of Scheduled Tribe youths. Both primary and secondary data have been used for analysis. Primary data was collected from 102 'passed out' students spread across the 2010 to 2018 batches through interview method. Secondary data was collected from the reports and information available at Vagaldhara Vocational Training Centre. As the main objectives of this study was to assess the impact of vocational training on employment, income and livelihood, our focus was more on trainees and their views on the above aspects. Moreover, findings of this study will not only be useful in understanding tribal youths' employability and earnings but also have greater policy implications on the accountability aspects of Vocational Training Centres. These findings may also be instrumental in taking decision pertaining to enhancement of coverage of tribal youths under such training programmes. Based on the data, some of the salient findings that emerged from the analysis are presented below.

- Study revealed that 4574 tribal youths have joined VVTC for skill development training with an average enrolment of 508 trainees per annum.
- About 99% of respondents affirmed that admission process had been clearly mentioned in institute's brochure and about 83% of them experienced no difficulties at the time of admission.
- Although peer-group seemed to influence while selecting the trade for training, the promises and the perception of higher employment opportunity associated with a course also seemed to have considerable influence.

- 96% of trainees affirmed of covering all the topics as per syllabus in the sessions and about 90% of them expressed that their doubts were being cleared by teachers.
- More than 95% of trainees revealed that the practical classes were quite helpful in understanding the subject.
- Tribal students in general had a high opinion about VVTC's academic environment including the adequacy of the course content, classroom atmosphere, availability of laboratory instruments and instructors.
- The rate of successful completion of training among students was 79.2% and the dropout rate among trainees was 10.6%.
- The rate of "passed out" and "dropout" among students were observed to be respectively declining and increasing by duration of the courses.
- The "placement rate" was observed to be 88.8% and this reveals that nine among every 10 passed out students were getting jobs after successful completion of their training at VVTC.
- Students form NCVT courses (long term courses) enjoyed relatively higher placement opportunities when compared to students from MES (short term) courses.
- None of the sectors had experienced placement rate below 75% level. In no financial year, this rate was even observed less than 75% threshold level.
- Most of these trainees work in private enterprises at Rs. 6,000 to Rs. 10,000 salaries per month and about half of them do not get any other benefits except their salary.
- In spite of their poor earning, about 65% of respondents had contributed money to their homes.
- Nearly 62% job holders are found to contribute between Rs. 2,501 to Rs. 5,000 to their homes every month.

- Overall, a trainee from VVTC contributes 40% (Rs.3,566) of the monthly household earnings.
- Although respondents have experienced disconnect in terms of the training received and the actual job undertaken besides lower salaries, about 70% of job holders have expressed satisfaction as the job offers them a sense of security in their current employment.
- Overall, trainees appeared positive about the impact of vocational training on their skill development, employment, financial independence, quality of life and self-esteem.
- Of the 162 private ITIs in Gujarat, VVTC holds 12th rank and among entire 310 private and government ITIs in the state, the Centre occupies 43rd rank. Among entire graded 4811 private and government ITIs at all India level, VVTC occupies 276th rank, which falls within the best 6 per cent of such institutes in India.

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Chapter – I

INTRODUCTION

Human capital plays an important role not only in achieving sustainable development but also in an overall economic growth of a country. The term 'human capital' refers to people's possession of knowledge and skills that enable them to add or create value in an economic system.[1] Notwithstanding the advantage of human capital formation, India occupies one of the lowest rank globally. The Global Human Capital Index 2017 places India at lowest rank amongst the group of 130 countries, which indicates a poor growth of human capital formation in India.

The available data related to skill workers in our country shows that only 4.69 per cent of the total workforce in India has undergone formal skill training, compared to 68 per cent in the United Kingdom, 75 per cent in Germany, 52 per cent in the United States and 80 per cent in Japan.[2] The data also reveals that India holds youngest population in the world with more than 54 per cent of its total population below twenty five years of age with an average age of 29 years (MHRD, 2016b). It is thus possible to infer that the younger segments of our population are not equipped with the required skills and the knowledge to secure their position in the present job market.

The gap of skilled manpower across industries is a reality in India. It is more prevalent in the manufacturing sector. About 30 lakh graduates join the Indian job market every year, however, only about 5 lakh are considered employable (Ananda Krishnan, 2017). This is mainly attributed to the lack of employable and/or required skill to keep pace with the fast expanding industrial sector. Therefore, they are prone to get absorbed in the unorganised sector in urban or semi-urban areas. On the contrary, to make our youth employable, we need to enhance their skill.

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1 The Global Human Capital Report 2017, https://www.weforum.org/reports/ the global-human-capital-report-2017, Accessed on April 23, 2018.

2 For more detail visit: http://www.skilldevelopment.gov.in/assets/images/annual%20report/Annual%20Report%202015-16%20eng.pdf, Accessed on April 23, 2018

The informal sector in India which comprises 93 per cent of the workforce has either low-skilled or unskilled as the 'skill development training' takes place while on the job. At present the capacity of skill development in India is around 3.1 million persons per year. The 11thFive Year Plan envisions was to increase that capacity to 15 million annually. India has target of creating 500 million skilled workers by 2022. Thus, there is a need for increasing capacity and capability of skill development training programs.[3]

On the 15th July 2015, the Ministry of Skill Development and Entrepreneurship (MSDE) had launched a flagship programme called the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) under the SKILL INDIA Campaign. Under this programme, government bears entire fees and training cost of the participants. The objective of this scheme is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood.[4] To upgrade the skills of tribal youths in various traditional/modern vocations depending upon their educational qualification, Government of India has been pursuing an integrated approach to ameliorate the situation of unemployment among ST population across the States. Ministry of Tribal Affairs under its Special Area Programmes provides funds as an additive to the State Plan for carrying out such skill development and employment-cum-income generation activities for ST youths. This study aims at exploring the impact of such skill development training on the Scheduled Tribe youths of Gujarat.

1.1 Overview of the Debate

An imbalance demand and supply of skilled labourers not only pose a bigger challenge in terms of employment generation but also adversely affects the productivity of industries and country's economic

3 For, more see http://www.skilldevelopment.gov.in/assets/images/National Skill DevelopmentPolicyMar09.pdf

4 As on December 22, 2017, 527 Pradhan Mantri Kaushal Kendra (PMKK) have been allocated across 27 states covering 484 districts and 406 Parliamentary Constituencies (PC). A sum of Rs.2549.29 Crores had been allotted under this scheme in financial year 2015–16 for providing the skill development training

growth. However, industries, on the one hand, hardly spend time and money on training but on the other prefer to have workers with some basic skill. Given this typical situation, do we have any mechanism to reduce the huge skills manpower gap?

Considering the current emphasis on employment opportunities and the skill training at mass level, one option could be the provision of vocational education and training (VET) institute. VET can play a vital role to enhance skill manpower as well as becomes instrumental in changing the economic and social life of socially and economically unprivileged and deprived people. The effectiveness of vocational training centre however depends fundamentally on the extent to which trained candidates use their skills for employment (Middleton and others, 1993:pg13). Elsewhere, a question was raised on the credentials of VET whether all structured activities aiming to provide people with knowledge, skills and competencies necessary to perform a job or set of jobs, lead to a formal qualification (Cedefop, 2009)? In India, vocational education both short and long term are being offered either in the mainstream education system or in a parallel system like industrial training institutes (ITI's). Jain (1992) stated that in the mainstream educational system where both academic and vocational courses are offered, the latter holds low profile. Many students who undertake vocational courses are the ones who fail to get admission to the mainstream academic courses (Tara and Sanath Kumar, 2016).

Vocational education training in the country faces the daunting task of making the trainee employable and focus on entrepreneurship development. However, the vocational education stream itself has poor visibility due to several reasons such as low awareness among the stakeholders, lack of parity in wage structure between formally qualified and vocationally trained graduates etc. . Further, the public perception about skilling as the last option meant for those who have not been able to progress or have opted out the formal academic system, which has created a low demand for vocational education. This is also compounded by the fact that most of the vocational training programmes are not aligned to the requirements of the industry.

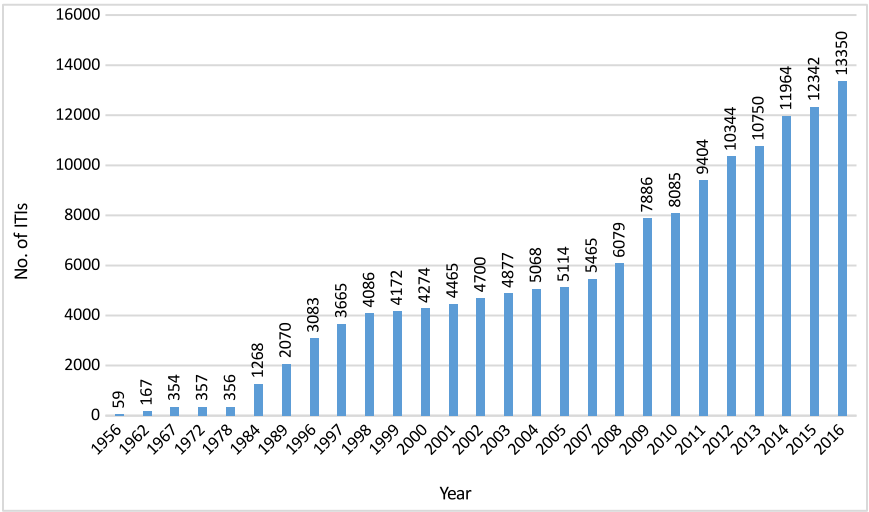
Apparently, the employment opportunities in industries in India is limited. The NSDC report shows that under the non-scheme skilling programmes, there were 8.45 lakh trained candidates in 2016-17. However, only 48.4 percent of them had jobs. Similarly, in 2015-16, of the 13.55 lakh students skilled, only 46.9 percent or 6.35 lakh got jobs. As per the new PMKVY-II guidelines, 20 percent of the funds will be released only if there is 50 percent placement within three months of training. Within this context Jain (1992) noted that vocational education is unattractive because of the low returns received by the vocational graduates. However, the developing countries need higher supply of skilled manpower. Unfortunately, this shortage hardly gets reflected by market signals such as vacancy rates, skilled-unskilled wage differences etc. This is partly due to the fact that those who have not undergone any formal skill development training tend to get into skilled jobs in private enterprises through doing by learning process.

According to the NSSO 61stround data, only two percent population within the age group 15 to 29 years were reported to have formal vocational training. Against this backdrop, the skill India program has been launched not only to reap demographic dividend but also to reduce disguised unemployment in rural areas. As a part of skill India programme, the Industrial Training Institutes (ITIs) grew almost 100 percent from 5114 in 2007-08 to 10344 in 2011-12 during the eleventh five-year plan (Figure 1.1). A high growth rate of ITIs and vocational training centres in recent time is partly attributed to bringing many of such institutes under the public–private partnership (PPP) mode.

As per the Annual Report of the Ministry of Skill Development and Entrepreneurship, 2016-2017, there were 13350 ITIs in our country with total seating capacity of 28.47 lakh. These institutes have been developed with an objective to create skilled work force in about 126 trades to be provided to industries.

Figure 1.1

Growth of Industrial Training Institutes



Theoretically, training is a learning activity directed towards the acquisition of specific knowledge and skill to get into an occupation or undertake a specific task. But all trainings are not necessarily effective in getting into an occupation or job. According to the report of the National Skill Development Corporation (NSDC) September 2017, the gap between youths who are getting trained and the youth getting employed have been increasing across the years. Thus, we come across a dual problem in our industrial sector. On the one hand, there is a limited supply of skilled manpower; and on the other the industrialists complain that the trained people do not fit into their criteria. The present study makes an attempt to revisit some of these issues in the context of Gujarat.

1.2 The Context

The tribal areas of Gujarat are experiencing unprecedented levels of outward migration due to both seasonal and other push forces. This tendency has been growing in several rural pockets specifically among tribes in recent times. Low literacy coupled with poor skills, severe poverty, and lack of physical infrastructure and employment opportunities for young people are the main reasons for such migration.

For the development of tribal regions, the Government of Gujarat (GOG) had launched Vanbandhu Kalyan Yojana (VKY), popularly known as chief minister's ten-points program in the year 2007. The idea behind the program was to introduce high quality social and civic infrastructure and to ensure sustainable employment among the Scheduled Tribes in Gujarat. The basic objective of VKY under the ten-points program included: (1) bridge economic and social gap between tribal areas and non-tribal areas of the State, (2) making the ST youths of Gujarat employable and skilled. In other words, the above program was implemented with the intention of providing specific employment oriented training to ST youths to be absorbed within the surrounding industries. The idea behind this program was to double the income of schedule tribe (ST) families from Integrated Tribal Development Project (ITDP) Taluk as of Gujarat in the next five years.

In the course of implementation of such trainings for Animal Husbandry, Agriculture Diversification and other skill development activities, the Tribal Development Department (TDD) and the Government of Gujarat (GoG) had joined hands with various private partners, NGOs, as well as Government machinery for better results. Furthermore, TDD had encouraged setting up high quality Vocational Training Centers (VTC) under Public Private Partnership (PPP) mode. Accordingly, TDD had passed a resolution in June 2008 (vide GR No NSA/1008/763/G) to open such innovative and optimistic VTCs.

On the basis of the above resolution, the state government had approved ten VTCs5 in Gujarat with the state-of-art infrastructure and competence for skill development among tribal youths. The Vaghaldhara Vocational Training Centre (VVTC) is one of them. This VTC was established by Vaghaldhara Vibhag Kelavani Mandal under the above resolution in August 2010 to train ST students as per the needs of surrounding industries. Training activities in Vaghaldhara has under operation since 2010 and at present 27 courses are being offered to ST youths. The certified training modules ranges from four months to two years for trades such as welders, plumbers, CNC, computer operator, tailoring etc. Since

5 For more detail refer https://dsag.gujarat.gov.in/vocational-training-centres-ppp-module

the main focus of the institute is to make tribal youths employable by enhancing their skills, it emphasis more on practical classes rather than theory. By August 2018, the Centre has trained successfully 3,622 students and about 90 per cent of them are reported to have jobs at present in various industries and organisations.

However, the question that need to be addressed here is whether the higher placement among passed out students is due to the kind of training designed and executed by VVTC as per the need of the surrounding industries. This also give raises the following questions:

- Whether the trainees developed their expertise in what they learn and advanced their skill over a period of time?
- Whether trainees were satisfied with the kind of training they received in the long run.
- Was the training adding value to their (trainee's) career?
- Were they able to procure jobs according to their training?
- Whether the job they got was sustainable? Or, do they keep shifting job from one to another industry/firm?
- What was the remuneration/salary they received?
- Were they satisfied with the amount of money they earned?
- Whether the remuneration varied across courses and duration of trainings?
- What are the views of passed out tribal youths regarding VVTC?
- Was there any preference among boys or girls for any specific course? If yes, why?
- What are the views of parents about the institute and the kind of job and income their sons and daughters received?
- Do they (parents) felt any changes in their family income or livelihood pattern?

The larger issue that needs focus is whether skill development training brings any changes in the livelihood of ST youths. It is also necessary to know the problems and difficulties faced by the students once they complete their training. Understanding these issues are important because it will help the training centres to assess whether or not

their teaching and job placement arrangements are making any differences to trainer's lives? Thus, it is necessary to take into account the views and experiences of students, for whom these vocational training program have been designed. It would enable the students to share their perceptions, grievances and suggestions about the improvements of the teaching, infrastructures and placement process of VTC, Vaghaladhara.

Answering the above questions this study attempts to understand the usefulness of establishing such vocational training centres. Moreover, findings of the study will not only be useful to understand tribal youths' employability and earnings but also have greater policy implication on the accountability aspects of VTCs. The findings of this study may also be instrumental in taking decision pertaining to enhancement of coverage of tribal youths under such training programmes.

1.3 Objectives of the Study

(i) To understand the trend of enrolment of students in VVTC.

(ii) To analyse the rate of completion of training, dropout and placement among trainees.

(iii) To analyse the details of fund mobilisation and its use by VVTC.

(iv) To evaluate trainees' views on choice of trade, appropriateness and quality of the training delivered by VVTC.

(v) To assess trainees' views about facilities available at VVTC.

(vi) To assess the impact of training on employment, income and livelihood of the trainee and his/her family.

(vii) To suggest policy and other measures, if any to further improve the activities of the VTC, Vaghaldhara.

1.4 Database

The study has employed both primary and secondary data for analysis. Secondary data was collected from the Vocational Training Centre, Vagaldhara itself. It included data on enrolment, successful completion of training, number of students under training, dropouts and placement, number of companies visited for placement etc., which was

collected from VVTC for the period August 2010 to August 2018 for analysis. In accordance with the objectives of the study, these data were collected across courses, gender of the trainee and financial years. Data on grants received (capital and recurring grants) as well as expenditure made by VVTC was also collected to understand the cost per trainee and state government's share in capital investment.

Primary data was collected from the sample of passed out students (2011-2017) of VTC Vaghaladhara through personal interview method. Before administering the survey to sample students, a pilot study was conducted raise study related questions and identify potential difficulties to make the survey process smooth. On the basis of the feedback from the pilot survey, a draft interview schedule had been prepared. It was then discussed with the principal, teaching staff and placement officer and their comments and suggestions were incorporated before finalising the interview schedule.

Both closed and open-ended questions were included in the structured interview schedule. Altogether, the schedule had six sections. In first section, questions focussed on demographic, social and economic profile of the trainee's family. Questions pertaining to admission process and choice of selection of trade were covered in the second section. About hostel facility and students' views on regularity of classes, adequacy of teachers, medium of instruction, completion of course, theory versus practical classes, availability of equipment or infrastructure for practical classes, access to library, industrial tour, career counselling, frequency of organising campus selection etc., were covered in third and fourth section respectively. While trainees' views on employment and income were placed in section fifth, their opinion and suggestions about VVTC were covered in sixth section.[6]

As the main purpose of this study was to assess the impact of vocational training on employment, income and livelihood, the focus was more on trainees and their views on the above aspects. We had discussion with the Principal, Placements Officer and other Faculty members of VTC, Vaghaldhara to understand the difficulty or challenges they face in running

the centre as well as facilitating passed out student in getting job in surrounding industries. We also had interaction with employment officers and HR wing of few surrounding industrialists to capture their views about the quality of passed out trainees from VTC, Vaghaldhara.

1.5 Sample Frame

Since the main focus of the study was to assess the impact of vocational training on tribal youths, our sample respondents mainly included scheduled tribe passed out students. By July 2017, VVTC had about 3000 passed out students. Based on this population size, we drew a sample of ten percent passed out students from each year for an in-depth interview. As provided by VVTC, we also had information on trainees' mobile number, address of their work places and residences. With these information, a sample of 300 passed out students had been drawn by random sampling method. However, when we started the fieldwork, we could hardly locate the sample passed out students through the given mobile number and/or address of the work place. Reaching to targeted sample size became difficult. This was because most of them had either changed their mobile number and/or left the industry or have shifted to some other place or left the job. In such circumstances, we were left with only one option and that was to locate them through their residential addresses. The difficulty increased even with this mode as they were highly scattered. And, even after we located the trainees, they either refused or were not willing to provide the information. Considering all these difficulties, finally we did the survey by using the "Snowball Sampling" method.

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6 See interview schedule in Annexure – 1

Figure 1.2

Sample Respondents by their Year of Enrolment

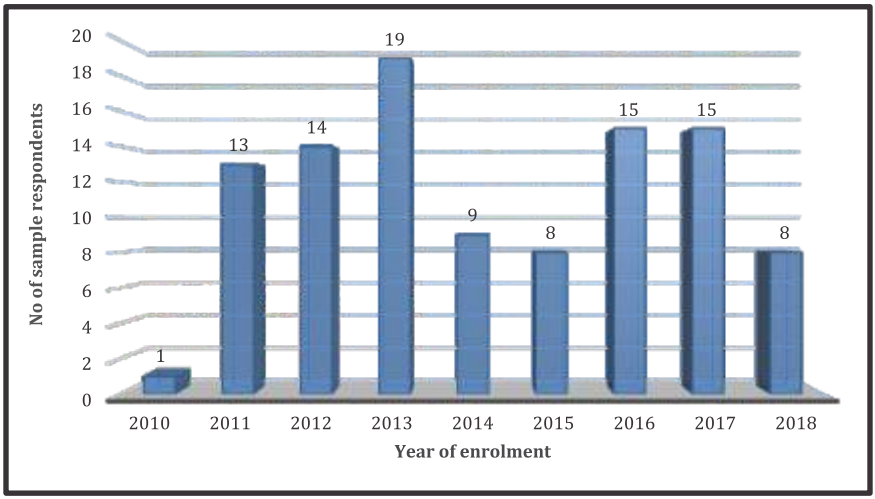

Table 1.1

Training Course Undertaken by Sample Respondents

Name of the course	No. of respondents by duration of course			Total number of sample respondents
	Four/Six months	One year	Two years	
Civil site supervisor	3	-	-	3
CNC machinist	12	-	-	12
CNC turning operator	30	-	-	30
Computer operator	5	-	-	5
Computer operator & programming assistant (COPA)	-	17	-	17
Electrical house wiring technician	6	-	-	6
Fitter	-	-	2	2
Industrial sewing machine operations	5	-	-	5
Land surveyor	1	-	-	1
Plumber	-	2	-	2
Refrigeration and air condition mechanic	-	-	4	4
Refrigeration and air condition technician	3	-	-	3
Tig and Mig welder	1	-	-	1
Turner	-	-	4	4
Welder	-	3	-	3
Welder technician	4	-	-	4
Total	70	22	10	102

In total, we managed to collect information from 102 passed out students through fieldwork. By their year of enrolments, these sample respondents spread across from the year 2010 to 2018 (Figure 1.1). Though there was a variation, we had sample respondents from each and every year. In terms of duration of the course, we had 70 sample respondents from short term courses (4 months' duration), 22 respondents from 12 months duration courses and 10 respondents from 24 months duration courses (Table 1.1). We had 70 sample respondents who had their training under MES pattern courses and another 32 respondents having completed training under NCVT courses.

1.6 Organisation of the Report

The report is divided into five chapters. While the introductory chapter contextualizes the problem and presents the background, the second chapter provides origin, prospects and achievements of VVTC in terms of enrolment, successful completion of training, dropouts and placements. Chapter third deals with trainees' views about admission process, choice of trade, facilities available and quality of the training. The fourth chapter highlights on employment, income and job satisfaction of the trainees. It also provides insights on trainees' perception about impact of vocational training on their livelihoods. In the form of summary, the last chapter identifies some emerging issues and pointers specific to the subject of the inquiry.

It is important to note that this evaluation study has considered only one VTC out of ten VTCs in Gujarat. Hence, the outcome of the study is not applicable to overall picture of VTCs in Gujarat. Also, this study does not cover the financial status of the VVTC, faculty recruitment process and staffs' problems.

Chapter – II

VOCATIONAL TRAINING CENTRE, VAGHALDHARA
ORIGIN, PROSPECT AND ACHIEVEMENTS

The socio-economic indicators places Schedule Tribes (ST) at the farthest end of development. ST population have limited opportunity to access basic education and develop skills that lead them towards economic development. Hence, there is an imperative need to provide more employment avenues and income generation opportunities to assist their economic prosperity. Given the educational achievement of Scheduled Tribe (ST) students, the Vocational Training Centres (VTCs) are intended to play key roles in making them employable. Generally, VTCs impart training on various trades having higher employment potential. Courses are basically designed from a demand perspective which builds specific skills tailored to prospective employers' needs. The Vaghaldhara Vocational Training Centre, (here after VVTC) is a unique and one of a kind; as it is both training cum placement centre in Gujarat for ST students. The Centre was established in 2010 by Shri Vaghaldhara Vibhag Kelvani Mandal (VVKM)[7] with the leadership of Shri I.J. Desai, a senior advocate, under public private partnership mode with the co-operation and financial assistance from Tribal Development Department, Government of Gujarat under the "Chief Minister's 10 Point Programme" popularly known as Van Bandhu Kalyan Yojna[8] during the then Chief Minister Narendra Modi. The training centre was built in 4.5 acres of land allotted by VVKM with 100 per cent recurring and 75 per cent capital grants assistance from the Tribal Development Department, Government of Gujarat.[9]

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7 Shri Vaghaldhara Vibhag Kelvani Mandal (VVKM), Vaghaldhara, district Valsad is a public charitable trust registered under the Bombay Trust Act in the year 1968. The organisation is actively involved in providing education to tribal children in the district of Valsad.

8 This scheme has been implemented by Government of Gujarat to create state-of-the-art infrastructure and competence for skilling among tribal youths leading to their employment and doubling their households' income.

9 Capital grants covers expenses pertaining to construction of building and other infrastructure, purchasing of machineries, tools and equipment for practical classes and furniture etc. Whereas, recurring grants meet expenses including staffs' salary (teaching and non-teaching), administrative costs (electricity, raw-materials, gas, diesel etc.), trainee's food & accommodation, library, stationary, sports items, transport allowances and other miscellaneous expenses.

The VTC, Vaghaldhara has set in motion with a mission to improve livelihood of maximum number of tribal families in the vicinity of Valsad area of Gujarat by providing high quality training, soft skills and employment assistance to school drop-outs and educationally and economically under privileged unemployed tribal youths. To achieve its mission, since inception, VVTC has been offering technical training in various trades at free of cost with residential facilities preferably to tribal youths (both boys and girls) to enhance their skill to make them employable. Overall, the basic objective of the Centre is to make the under privileged tribal youths employable in public and private enterprises, fulfil the requirement of skilled manpower for industries in Gujarat, provide opportunity to tribal youths to go beyond traditional occupations, provide technical services to industries and organisations and most importantly bring self-sufficiency and self-reliance among tribal youths.

It is worthwhile to mention that VVTC has granted affiliation for both NCVT (National Counselling for Vocational Training) and MES (Modular Employability Skill) courses. At present, the Centre is offering vocational training under 13 NCVT and 14 MES pattern courses. In terms of duration of training, the Centre offers four, twelve and twenty four months duration courses in seven different sectors including Information & Communication Technology, Construction, Electrical, Refrigeration & Air Conditioning, Fabrication, Production & Manufacturing and Garment making. Any scheduled tribe candidates having educational qualification from secondary to undergraduate (i.e. from standard 6th to undergraduate) can apply for admission. An "integrated training method" is being adopted covering 'technical' and 'soft skill' training for having an all-round development of the tribal trainees. The former method emphasises on trade specific technical training which gives exposure to latest equipment used by industries, whereas the latter focuses on personality development. As students are mostly tribal and they come from a poor background, VVTC arranges two lectures every week focusing on how to improve their "employability skill". Here, the Centre provides orientation classes to enhance their self-motivation, presentation, how to speak, dressing sense, how to behave in the interview board etc. Furthermore, industrial visits are arranged for trainees during their training period to get exposure with the working environment of the

industry. Trainees also undergo a compulsory industry apprenticeship for one month as a part of their 'on the job training'.

Besides organising career counselling for trainees, VVTC also invites various companies in and around Valsad, Surat and Navsari districts of Gujarat and from union territories of Daman and Diu for campus selection.[10] The VTC, Vagaldhara also regularly participates in "Talim Mela/Rojgar Mela" for mobilisation of fresh students and placement of trainees who have successfully completed the course.

With this as a background, this chapter attempts to assess achievements of VVTC through following questions. How many students have been enrolled so far? What is the enrolment rate for boys and girls? Whether there is any preference for getting admission in any specific trade? Is there any variation in the enrolment of trainees across long (NCVT) and short (MES) duration courses? What is the rate of successful training? Is there any dropout? Whether the rate of dropout varies between NCVT and MES pattern courses? What is the rate of employment? Whether rate of employment varies with respect to gender? What is the rank of VVTC in Gujarat and at all India level? The chapter further addresses the above questions by analysing data collected from the Vaghaldhara Vocational Training Centre.

2.1 Courses Offered

In order to enhance the skills of tribal youths and to make them employable in surrounding industries, VVTC has began skill development training in the year 2010. Currently, it provides skill development training in 27 different courses under NCVT and MES system. Under the former pattern, it offers training in 13 trades and under the latter system training is being provided in 14 different courses (Table 2.1). These courses fall broadly into seven different sectors including Information & Communication Technology, Construction, Electrical, Refrigeration & Air Conditioning, Fabrication, Production & Manufacturing and Garment making. Of the 13 courses offered under the NCVT pattern, eight of them

10 In the calendar year 2015, 2016 and 2017, respectively 13, 10 and 15 companies had visited VVTC for on campus selection. Some companies were common in entire three years. In the current calendar year, even up to the month of May, about 10 companies had already visited VVTC for placement.

are of 12 months' duration and remaining five are of 24 months duration. Whereas, all courses offered under MES system are of four months' duration. In other words, long and short duration courses are being offered at VVTC under NCVT and MES system respectively.

For proving skill development training under NCVT pattern, the Centre has to satisfy some standard norms including workshops area, theory area (class rooms/area for undertaking theory classes), electricity, tools, equipment and machinery as well as number of qualified instructors. By norm, there should be a faculty for each course, whether it is short or long term course. Separate teachers were also recruited to teach Mathematics and/or Engineering Drawing whenever necessary to take classes in any trade. No accreditation will be given if the institute is unable to fulfil one or more norms. Because of these stringent rules, there is hardly any possibility of giving admission to more students against allotted number of seats in a particular trade. It is observed that VVTC fulfils and follow all norms while providing training under NCVT as well as MES system.

Data on sector-wise courses offered, pattern and duration of such courses and number of batches completed so far under each trade have been presented in Table 2.1.The data shows that there is a provision for both long and short duration training courses under each sector. For instance, for each long term courses such as Computer Operator, Computer Hardware and Network Maintenance, Plumbing, Architectural Assistance, Mason, Electrical, Fabrication, Refrigeration and Air Conditioning, Turner, Welding and Garment making, training is also given for alternative short term courses with a view of providing quick employment opportunity to tribal youths. It is assumed that once students learn basic skills from the centre, they become experts gradually in their own field while working in the industry. Government also wants to conduct short duration courses to bring school dropouts and students without a degree under the fold of skill development programme to make them employable.

Table 2.1

Details of courses offered by VVTC

Sector	Name of the Course	Pattern	Course Duration	No. of batches*
Information & communication technology (4)	• Computer operator and programming assistant	NCVT	12 months	8
	• Computer hardware & network maintenance	NCVT	12 months	3
	• Computer operator	MES	4 months	20
	• Computer hardware assistant	MES	4 months	5
Construction(10)	• Draughtsman civil	NCVT	24 months	5
	• Plumber	NCVT	12 months	8
	• Architectural assistant	NCVT	12 months	3
	• Surveyor	NCVT	12 months	3
	• Mason (building constructor)	NCVT	12 months	0
	• Civil site supervisor	MES	4 months	18
	• Plumber	MES	4 months	16
	• Architectural assistant	MES	4 months	4
	• Land surveyor	MES	4 months	4
	• Mason	MES	4 months	1
Electrical (2)	• Electrician	NCVT	24 months	5
	• Electrical house wiring technician	MES	4 months	19
Refrigeration & air conditioning (2)	• Refrigeration & air condition mechanic	NCVT	24 months	5
	• Refrigeration & air condition technician	MES	4 months	17
Fabrication (3)	• Welder	NCVT	12 months	8
	• Welder technician	MES	4 months	20
	• TIG& MIG welder	MES	4 months	13
Production & manufacturing (4)	• Turner	NCVT	24 months	5
	• Fitter	NCVT	24 months	5
	• CNC turning operator	MES	4 months	20
	• CNC machinist	MES	4 months	20
Garment making(2)	• Dress making	NCVT	12 months	3
	• Industrial sewing machine operations	MES	4 months	7

Note: For three NCVT courses including Electrician, Fitter and Dress Making, the number of allotment seat is 21, for Turner it is 16 and for other NCVT courses mostly it is 26. The intake numbers of seats under MES courses are kept 30 per unit. Figure in parentheses represents number of courses under each sector. * Includes batches under training.

VVTC has two sets of equipment and/or workshops under each trade to carry out practical classes in which one set is dedicated for long term course and another for short duration course. Irrespective of whether it is a short or long term courses, since a student is expected to spend about 7 hours and 30 minutes in a working day,[11] VVTC can successfully manage to conduct maximum of three units in a workshop. However, VVTC runs only one unit of long term course for each trade even if it can manage another unit with the same workshop. This in a way helps VVTC to achieve the bigger target given for short duration courses.

So far VVTC has completed skill development trainings for 245 batches; students consisting of 25 batches, 36 batches and 184 batches of 24 months', 12 months' and 4 months' duration courses respectively (Table 2.1). It implies that, on an average, VVTC provides training for about 27 batches under NCVT and MES pattern every year starting from 2010-11 to the current financial year i.e. 2018-19. It is observed that five batches of training has been completed for each courses having 24 months' duration, whereas this figure varies between zero and eight batches for 12 months' duration courses. Apparently, the number of batches completed training under MES pattern varies between a minimum of one and a maximum of 20 across courses. It shows that the number of batches which completed training is not uniform in 12 and four months' duration courses during the same reference period. This may be attributed to delay in beginning of few courses and/or non-enrolment of students in a particular course.[12]

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11 This covers theory, practical, mathematics or engineering drawing classes, especial classes on employability skill, library and physical training.

12 In August 2016, courses such as Surveyor, Computer Hardware & Network Maintenance and Dress making were introduced under NCVT pattern; courses like Land Surveyor, Computer Hardware Assistant and Industrial Sewing Machine Operation were introduced under MES pattern; and courses on Architecture Assistant and Mason were introduced under both NCVT and MES system. Similarly, for 9 MES pattern courses including Refrigeration & Air-condition Technician, Plumber, Tig & Mig Welding, Civil Site Supervisor, Electrical House Wiring Technician, Mason, Architecture Assistant, Land Surveyor and Computer Hardware Assistant, no students enrolled in some batches.

2.2 Enrolment Rate

Data on admission of students under MES and NCVT courses are presented in Figures 2.1 and 2.2 respectively. Since the inception of the Centre, 3261 candidates have taken admission under the former and 1313 candidates under the later courses. Altogether, 4574 candidates have been enrolled so far at VVTC at an average enrolment of 508 students per annum. Data reveals that the magnitude of admission of students is relatively higher in MES pattern courses compared to NCVT courses. Variations in admission of students are also observed within the courses. It implies that numbers of students getting admission into various courses are not uniform.

Among the short duration courses, significantly more number of students opted for Electrical House Wiring Technician, C.N.C. Machinist, C.N.C. Turning Operator and Computer Operator (Figure 2.1). Of the total admission under MES courses, the share of these four courses constituted 63.5 per cent. Among long term courses, students gave first priority to Computer Operator and Programming Assistant followed by Welder, Plumber, Draughtsman Civil and Refrigeration & Air Condition Technician (Figure 2.2). Number of students enrolled in these courses constitutes 57.4 per cent of total admission under NCVT courses.

Figure 2.1
Admission of students in MES courses

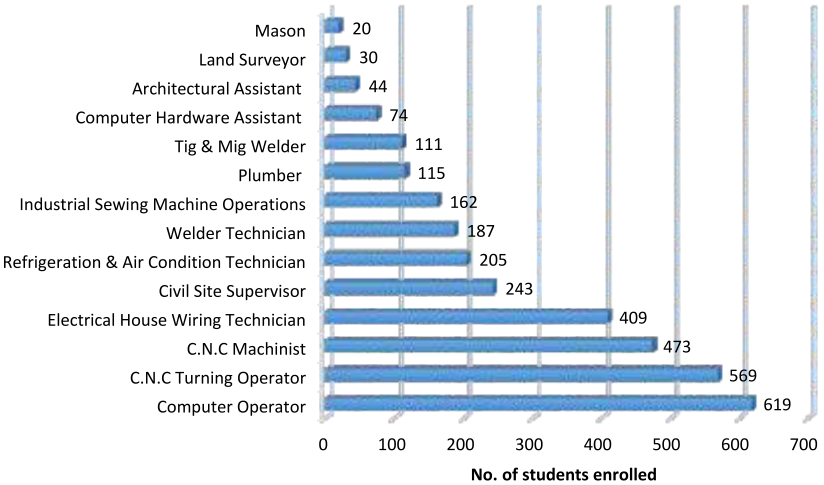
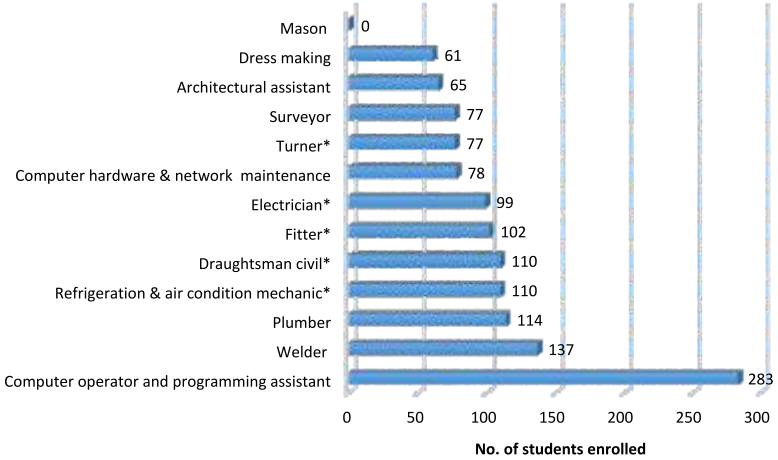


Figure 2.2
Admission of students in NCVT courses



Note: * stands for 24 months' duration course.

Based on the foregoing discussion, it is possible to draw the following inferences. First, students seem to be selective in getting admission for few short and long terms courses. Second, short term (four months' duration) courses were preferred over long term (12/24 months' duration) courses. Third, whether at all short term courses were encouraged for financial benefit?

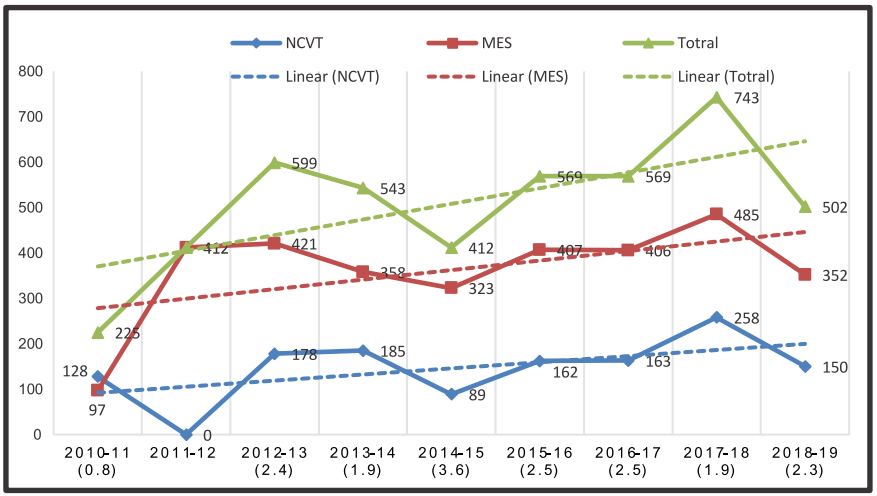
Discussion with respondents as well as current students revealed that an employment opportunity associated with a course plays an important role in trade selection. Some reported that they selected the course since their friends were doing or have already undergone training in the same course.[13] These factors contributed for higher enrolment in few short and long term courses. Regarding the higher magnitude of admission in MES pattern courses is concerned, it can be attributed to the higher target given for these courses on the one hand and non-selection of tribal students for NCVT courses on the other hand. It is worth mentioning here that for NCVT courses students are selected on the basis of 10th standard mark sheet, whereas for MES pattern courses they are selected on the basis of their 8th standard mark sheet. Since most of the tribal students

13 For a detailed discussion on respondent's view on factors influencing choice of trade see Chapter-3.

have low score, they do not get shortlisted for long duration or NCVT courses and thereby allotted obviously to short duration or MES courses. This explicitly contributes for having more number of students under MES pattern courses. Besides, as the target given for short term courses is relatively more against long duration courses, this in a way helps VVTC to achieve its target under MES system.

Figure 2.3 provides information on financial year-wise enrolment of students under NCVT and MES pattern courses. Over the years, an increasing trend of enrolment has been observed under both short and long term courses. However, the enrolment ratio[14] between MES and NCVT courses are not uniform over the years. It was 0.8 in the financial year 2010-11 and it had increased up to 3.6 in 2014-15. It implies that on an average, for every single student under NCVT courses, there were 0.8 and 3.6 numbers of students under MES pattern courses in financial years 2010-11 and 2014-15 respectively. After the financial year 2014-15, this ratio declined and reached up to 1.9 in 2017-18.

Figure 2.3
Financial year-wise enrolment of students under NCVT and MES courses in VVTC



14 It indicates number of students getting admission under MES system against every single admission under NCVT pattern.

During the first phase of the skill development training (August 2010 to July 2017) programme, irrespective of duration of the course, government of Gujarat had sanctioned Rs. 28,067 recurring grant per student per course. Since the recurring grant was constant during this phase, VVTC could have earned money by providing admission to more number of students under short duration courses. But the declining trend of enrolment ratio between MES and NCVT courses indicates that VVTC was not commercial and had not been after money. It shows the extent to which VVTC is focussed in its work by designing and offering 'industry need based' technical skills to the tribal youth of Gujarat and make them employable rather than making money.

Data in Table 2.2 reveal that the overall "enrolment rate"[15] was as high as 57.3 per cent and 91.2 per cent in MES and NCVT system respectively. Not only the enrolment rate under MES system is less compared to NCVT pattern, but also declining continuously from triennium ending with August 2012 to August 2018 from 74 per cent to 49.1 per cent (Table 2.2). The declining enrolment rate is however not uniform across all the trade under MES system. For short term courses like Civil Site Supervisor, Welder Technician, Tig & Mig Welder, Plumber, and Land Surveyor the enrolment rates have reached to less than 30 per cent. However, for other short term courses like Computer Operator, Electrical House Wiring Technician, C.N.C. Turning Operator, C.N.C Machinist and Industrial Sewing Machine Operations the enrolment ratio varies between 73.4 per cent and 85.7 per cent. This indicates that, within the MES pattern, the demand of above five courses compared to others is relatively higher among students. This may be due to the perception of higher employment potentiality associated with these courses.

15 Enrolment rate = (No. of students taken admission in a particular course /Total allotted seat in that course) × 100.

Table 2.2

Rate of enrolment in MES and NCVT courses

Trade	Rate of enrolment by triennium ending with			
	Aug-12	Aug-15	Aug-18	Overall
MES Courses				
Computer operator	94.5	56.9	94.4	77.2
Civil site supervisor	73.6	52.7	16.7	43.3
Electrical house wiring technician	90.0	67.6	70.8	73.4
Refrigeration & air condition technician	52.7	38.6	39.5	42.2
Welder Technician	51.8	30.9	25.9	32.6
Tig & Mig Welder	49.1	32.7	3.3	30.4
Plumber	44.5	24.8	13.8	24.5
C.N.C turning operator	94.1	105.8	63.7	85.7
C.N.C machinist	112.5	101	63.3	84.5
Architectural assistant	-	-	36.7	36.7
Land surveyor	-	-	25.0	25.0
Computer hardware assistant	-	-	49.3	49.3
Mason	35.0	-	43.3	40.0
Industrial sewing machine operations	-	-	77.1	77.1
All MES Courses	74.0	59.3	49.1	57.3
NCVT Courses				
Computer operator and programming assistant (COPA)	96.2	100	100	99.0
Welder	75.7	86.8	100	89.5
Plumber	54.8	73.5	52.6	60.6
Architecture assistant	-	-	83.3	83.3
Surveyor	-	-	98.7	98.7
Computer hardware & network maintenance	-	-	100	100
Mason (Building Constructor)	-	-	-	-
Dress making	-	-	96.8	96.8
Draughtsman civil	100	100	100	100
Electrician	85.7	100	100	94.3
Refrigeration & air condition mechanic	92.9	100	92.3	95.7
Turner	90.6	100	100	96.3
Fitter	92.9	100	100	97.1
All NCVT Courses	86.9	94.6	91.2	91.2

The low rate of enrolment in MES courses at VVTC is attributed to higher frequency of offering such courses in a year. In a financial year, the Centre provides training to three batches under MES system. The first batch runs between April to July, second batch from August to November and the third batch from December to March and this process continues every year. Under NCVT system, courses begin in the month of August every year. As class examination results mostly get published in either May or June, VVTC gets enough students for its' August batch compared to April and December batch. However, VVTC keeps providing short term training to tribal youths without making them to wait even if the enrolment rate is quite low in a particular trade. Nevertheless, effectiveness of short term training in getting jobs for tribal youths has been analysed in the subsequent section.

For NCVT courses altogether, the enrolment rate was 91.2 per cent during triennium ending with August 2018. This figure was marginally higher in triennium ending with August 2015. Apparently, for most of the NCVT pattern courses, the rate of enrolment is more than 95 per cent. A higher enrolment rate under NCVT courses compared to MES pattern courses shows student's preference for the former against the latter courses. Whether student's preference of long term courses over short term courses is fetching them more job opportunity is a question that has been analysed in the subsequent section.

Financial year-wise enrolment of students by gender in NCVT and MES pattern courses has been presented in Table 2.3. During the reference period 2010-11 to 2018-19, the share of female out of total enrolment in NCVT courses varies between a minimum level of 15.6 per cent to a maximum level of 36.2 per cent. For MES pattern courses this figure varies between 2.1 per cent and 23.9 per cent during the same reference period. Overall, the share of female population in total admission was 17.3 per cent, whereas the males constituted 82.7 per cent. The share of females in the total enrolment is less for almost every financial year. This possibly implies that less number of female candidates are interested in skill development training compared to their male counterparts.

Table 2.3

Enrolment of students under NCVT and MES courses in VVTC by financial year and gender

Financial Years	% candidates under NCVT courses			% candidates under MES courses			% candidates under all Courses		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2010-11	84.4	15.6	100	97.9	2.1	100	90.2	9.8	100
	(108)	(20)	(128)	(95)	(2)	(97)	(203)	(22)	(225)
2011-12	-	-	-	92.5	7.5	100	92.5	7.5	100
				(381)	(31)	(412)	(381)	(31)	(412)
2012-13	83.7	16.3	100	92.2	7.8	100	89.6	10.4	100
	(149)	(29)	(178)	(388)	(33)	(421)	(537)	(62)	(599)
2013-14	80.0	20.0	100	88.8	11.2	100	85.8	14.2	100
	(148)	(37)	(185)	(318)	(40)	(358)	(466)	(77)	(543)
2014-15	77.5	22.5	100	83.3	16.7	100	82.0	18.0	100
	(69)	(20)	(89)	(269)	(54)	(323)	(338)	(74)	(412)
2015-16	78.4	21.6	100	86.2	13.8	100	84.0	16.0	100
	(127)	(35)	(162)	(351)	(56)	(407)	(478)	(91)	(569)
2016-17	63.8	36.2	100	78.6	21.4	100	74.3	25.7	100
	(104)	(59)	(163)	(319)	(87)	(406)	(423)	(146)	(569)
2017-18	82.6	17.4	100	76.1	23.9	100	78.3	21.7	100
	(213)	(45)	(258)	(369)	(116)	(485)	(582)	(161)	(743)
2018-19*	66.7	33.3	100	77.8	22.2	100	74.5	25.5	100
	(100)	(50)	(150)	(274)	(78)	(352)	(374)	(128)	(502)
Total	77.5	22.5	100	84.8	15.2	100	82.7	17.3	100
	(1020)	(295)	(1313)	(2764)	(497)	(3261)	(3782)	(792)	(4574)

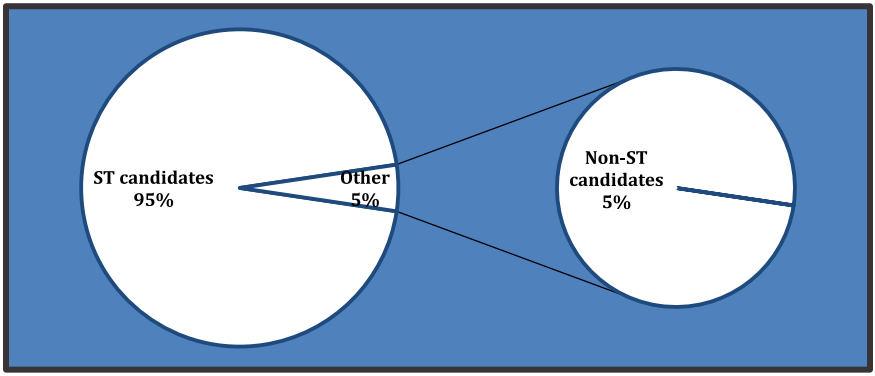
Note: 1) Figures in parenthesis are number of candidates. 2) Contains data for April to August 2018.

Why is such discrepancy between the enrolment of males and female tribal students and why does occur? If we review the kind of courses being offered in VVTC, we can imply that they are basically designed to cater the need of surrounding industries, where preference is normally given to male workers. Hence, most of these courses fit well with male students' aspirations. On the other hand, female students prefer desk job/sitting job or a front office job in an office or industry. Due to this most girls opt for few selective courses such as Computer Operator, COPA, Architecture Assistant, Surveyor, Dress making and Industrial Sewing Machine

Operations. This, in turn, contributes for lower enrolment among female students.

Figure 2.4

Enrolment by category



Data on enrolment by category of students show that the share of ST is 95 per cent and the share of non-ST is just 5 per cent. This shows the extent to which VVTC focuses on scheduled tribe students for their skill development.

2.3 Completion of Training, Dropout & Placement

Achievements of VVTC has been explained with respect to successful completion of training by students and their placement. The former indicates proportion of passed out students out of total enrolment, whereas the latter stands for proportion of passed out students procuring job after completion of their training. Data on these two indicators is presented in Table 2.4.

Data shows that of the total students enrolled at VVTC starting from August 2010 to August 2018, 79.2 per cent of them have completed their training successfully (Table 2.4). Apparently, the rate of successful completion of training among students were found higher (83.3%) in short duration courses compared to long term courses (69.1%). Data also reveal that even within the long term courses, the rate of passed out students was relatively higher in 12 months' duration courses against 24 months' duration courses. This also indicates that the rate of passed out students keeps declining with duration of the courses.

Table 2.4

Achievement of VVTC under NCVT and MES pattern courses

Trade	Enrolment	Successful Under training (in %)	training (in %)	Dropout (in %)	Placement (in %)
(a)	(b)	(c)	(d)	(e)	(f)
	24 months duration courses (NCVT)				
• Draughtsman civil	110	65.5	14.5	20.0	81.9
• Electrician	100	67.0	17.0	16.0	100
• Refrigeration & air condition mechanic	110	61.8	13.6	24.5	98.5
• Turner	76	68.4	19.7	11.8	98.1
• Fitter	102	73.5	17.6	8.8	100
Sub-total (A)	498	67.1	16.3	16.7	95.5
	12 months duration courses (NCVT)				
• COPA	283	85.5	9.2	5.3	78.9
• Welder	137	72.3	14.6	13.1	94.9
• Plumber	114	70.2	9.6	20.2	88.8
• Architectural assistant	65	58.5	23.1	18.5	73.7
• Surveyor	77	42.9	33.8	23.4	84.8
• Computer hardware & network maintenance	78	57.7	33.3	9.0	100
• Mason (Building Constructor)	-	-	-	-	-
• Dress making	61	59.0	32.8	8.2	100
Sub-total (B)	815	70.3	17.7	12.0	86.0
I) Total (A+B)	1313	69.1	17.1	13.8	89.5
	4 months duration courses (MES)				
• Computer operator	614	84.9	4.9	10.3	83.1
• Civil site supervisor	253	79.1	1.2	19.8	70.0
• Electrical house wiring technician	412	85.2	6.6	8.3	92.6
• Refrigeration & air condition technician	206	81.1	13.1	5.8	95.8
• Welder technician	186	78.5	7.0	14.5	91.8
• TIG & MIG welder	111	97.3	0.9	1.8	88.0
• Plumber	111	85.6	4.5	9.9	84.2
• C.N.C turning operator	571	90.0	4.9	5.1	94.9
• C.N.C machinist	474	88.2	6.8	5.1	95.9
• Architectural assistant	44	52.3	34.1	13.6	73.9
• Land surveyor	30	13.3	43.3	43.3	100
• Computer hardware assistant	74	64.9	24.3	10.8	85.4
• Mason	13	-	-	100	-
• Industrial sewing machine operations	162	74.1	17.9	8.0	71.7
II) Total	3261	83.3	7.4	9.4	88.5
Overall (I+II)	4574	79.2	10.2	10.6	88.8

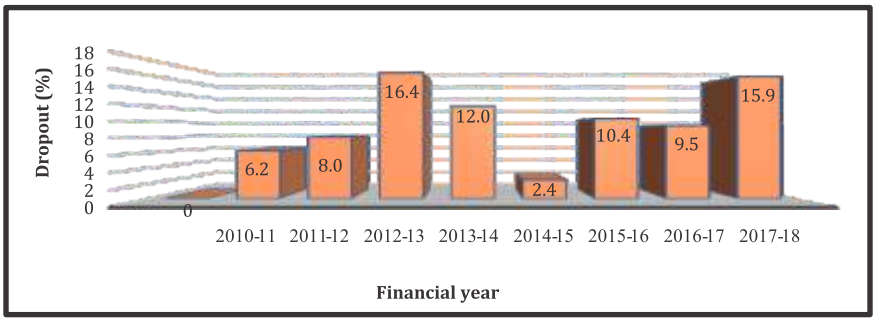
Note: 1) Percentage figure in columns 'c', 'd' and 'e' has been calculated from their respective enrolment data given in column 'b'. 2) Figure in each cell of column 'f' represents the placement rate (%) calculated from total number of candidates who successfully completed the training.

Within the four months' duration courses, the 'pass out' rate was quite low in the course 'Land Surveyor' (13.3%) followed by the course 'Architectural Assistant' (52.3%). Even in Land Surveyor of 12 months' duration course, the 'pass out' rate was just 42.9 per cent. Besides students under training, the dropout rates were relatively higher in these three courses.

The overall dropout rate was 10.6 per cent and it varied across courses (Table 2.4). For instance, during entire short term courses, the dropout rate was 9.4 percent. For entire NCVT courses the dropout rate was 13.8 percent i.e. 12 percent and 16.7 per cent 12 and 24 months' duration courses respectively. Notably, the dropout rate varied within the range of 5.1 to 43.3 percent in MES pattern courses. Under NCVT courses, it varied between 8.2 per cent (Dressmaking) and 24.5 per cent (Refrigeration & Air Condition Mechanic). Overall, it was found that the rate of dropout was increasing with respect to duration of the courses.[16]

Figure 2.5

Dropout Rate of Tribal Students by Financial Year



Note: Year 2018-19 includes data for April to August 2018.

Since the inception of VVTC until August 2018, 486 candidates have dropped out from the training programme. When the rate of dropout is

16 The dropout rates were 43.3%, 13.6% and 23.4% in the courses; Land Surveyor, Architectural Assistant and Surveyor respectively.

calculated from its respective total enrolment across the years, it varied between a minimum levels of 2.4 percent to a maximum of 16.4 percent (Figure 2.5). The highest rate of dropout was in 2012-13 followed by 2017-18 (15.9%) and 2013-14 (12%). As per our discussion with faculties and respondents, the causes of dropout were mainly attributed to factors such as enrolling to diploma courses, getting selected for job and ill health. For female students marriage and personal domestic reasons became an important reason for dropping out of the course.

The overall placement rate was 88.8 per cent (Table 2.4) and it implies that on an average, nine among every 10 'passed out' students obtain job after completion of their training at VVTC. Interestingly, the placement rate among students was relatively higher (89.5%) in long-duration courses when compared to short-term courses (88.5%). Even within the NCVT courses, the placement rate was observed to be higher (95.5%) in 24 months' duration courses compared to 12 months' duration courses (86%). Few NCVT courses including Dress making, Computer Hardware & Network Maintenance, Fitter and Electrician have 100 per cent placement. It is worthwhile to mention that except Architectural Assistant (both 12 and 4 month's duration), Civil Site Supervisor and Industrial Sewing Machine Operations, every other course had placement rate more than 75 percent threshold level. This apparently indicates the effectiveness of VVTC in enhancing skills of tribal youths, preparing them for jobs and getting them jobs in surrounding industries.

Table 2.5

Overall achievement of VVTC by sector (2010-11to 2018-19)

Sector	No. of candidates trained	No. of candidates who got job	% of placement
Information technology	856	710	82.9
Construction	545	427	78.4
Electrical	418	392	93.8
Refrigeration & air conditioning	235	227	96.6
Fabrication	353	323	91.5
Production & manufacturing	1059	1015	95.8
Garment making	156	122	78.2
Overall	3622	3216	88.8

Table 2.5 reveals data on 'rate of placement' by broad sectors. It indicates that Refrigeration & Air Conditioning sector occupies the first position in terms of placement rate followed by Production and Manufacturing, Electrical and so on. Though there are some variations, none of the sector has placement rate below the critical level (75%). This shows an extent to which each individual sector has been performing at VVTC.

Data on achievement of VVTC with respect to successful completion of training and placement by sex of the students is presented in Table 2.6. Like the previous analysis, this particular table also covers data for the same reference period. As far as enrolment is concerned, the share of female students was just 17.3 percent. In terms of rate of successful completion of training, hardly any difference had been observed among male and female students. In terms of dropout rate, it was relatively less among females (8.2%) when compared to males (11.1%).

Table 2.6

Overall achievement of VVTC

Sex of the students	Total Enrolment	No. of candidates successfully trained	No. of candidates under training	No. of dropout candidates	% of placement
(a)	(b)	(c)	(d)	(e)	(f)
Males	3782	2992	369	421	2736
	(82.7%)	(79.1%)	(9.8%)	(11.1%)	(91.4%)
Females	792	630	97	65	480
	(17.3%)	(79.5%)	(12.2%)	(8.2%)	(76.2%)
Overall	4574	3622	466	486	3216
	(100)	(79.2%)	(10.2%)	(10.6%)	(88.8%)

Note: Placement rate (%) has been calculated from total number of candidates who successfully completed the training.

Data presented in Table 2.6 indicate that of the 630 girls, who had completed their training successfully, 76.2 per cent of them had obtained job subsequently. For boys, this figure was 91.4 per cent. This shows that, other things remaining the same, the placement rate among female passed out students is quite less against their male counterpart. This could

be attributed to their early marriage and difficulty associated with accommodation and safety at the work-place. Some of our female respondents were of the view that the kind of jobs they obtained after completion of training were not remunerative and they found difficulties in managing their life in a rented house with scanty salary.

Table 2.7

Year-wise completion of training and placement

Financial year	No. of candidates who successfully completed the training	No. of Candidates placed in jobs	% of placement
2010-11	-	-	-
2011-12	363	338	93.1
2012-13	470	418	88.9
2013-14	374	324	86.6
2014-15	602	494	82.1
2015-16	536	486	90.7
2016-17	424	409	96.5
2017-18	657	593	90.3
2018-19*	196	154	78.6
Overall	3622	3216	88.8

Note: Includes data for April to August 2018.

When we consider the placement rate of passed out students across the years, it varies between 78.6 percent and 96.5 percent (Table 2.7). The lower placement rate in 2018-19 has been observed mainly due to partial coverage of data. Notably, in no financial year starting from 2011-12, the placement rate is found less than 75 per cent threshold level. This shows the consistency of VVTC in enhancing skills of tribal youths and helping them for obtaining jobs in surrounding industries.

2.4 Infrastructure

The mission of VVTC is to provide the tribal youths specific skills to facilitate their job requirements and enhance their employment opportunities in surrounding industries for their livelihood. With the support of GIZ[17], the VVTC had designed and developed various technical

17 GIZ is an international organization owned by Government of Federal Republic of Germany.

trades based on requirements of industries in the region. The organisation (GIZ) was also helping VVTC in selection and specification of technical equipment, curriculum development for both long and short term courses, designing of training methodology, training for trainers and developing networking and linkages with organisations and industries for placement of trainees. Now, VVTC has its own systems and procedures to provide effective vocational training to tribal youths.

The VVTC is now equipped with its own building, hostel and resources for a range of activities. It uses latest equipment in workshops to carryout practical classes. At least a faculty has been recruited for each course. Separate teachers are also recruited to teach Mathematics and/or Engineering Drawing. At present the Centre has 17 instructors (teaching staffs). Some faculty take classes in both morning and afternoon session. Because of this, the institute manages with less number of faculties. Teaching fraternity who take additional classes in the second session or in short term courses get extra remuneration per month in addition to their regular salary. There is also a provision for an increment of 10 per cent of basis salary every year. The Centre also invites subject specialists and technical experts as guest faculty as and when needed. Occasionally, industrialists are invited for having interaction session with students.

The trainees undergo industrial training for one month as a part of study. Centre also arranges industrial visits to students during their training. The institute has separate hostel facility for boys and girls, where it can accommodate about 300 boys and 100 girls. Almost all the students stay in the hostel and entire costs pertaining to food and accommodation is borne by VVTC, which in turn financed by the State government. The Centre also organises health check-up camp regularly for its students. As per the annual report 2017-2018, altogether 39 employees were working in VVTC, of which the share of teaching staff was about 46 per cent.

18 Since no students has enrolled for the course in Mason in the last three years, no faculty has been recruited for that trade.

2.5 Funds Mobilisation versus Expenses

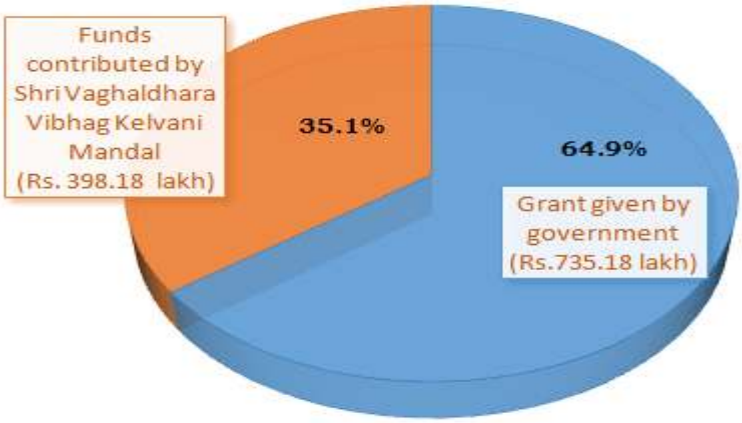
VVTC mobilises funds from three different sources namely grants from the state government, fees and donations. Two types of grants are being provided by the state government under its Van Bandhu Kalyan Yojna. The Capital Grants given by state government meets expenses pertaining to construction of building and other infrastructure, purchasing of machineries, equipment for practical classes and furniture etc. The recurring grants meet expenses including staffs' salary (teaching and non-teaching), administrative costs (electricity, raw-materials, gas, diesel etc.), trainee's food and accommodation, library, stationary, sports items, transport allowances and other miscellaneous expenses.

Notably, state government and the institute share the capital expenditure at the ratio of 3:1. It implies that the former and latter bears 75 percent and 25 percent of total capital expenditure respectively. The Centre has invested so far Rs.113.3 million on infrastructure development, machineries, tools and equipment and furniture. Of the total capital expenditure, the share of the government was 64.9 per cent (Figure 2.6). This shows that the institute is bearing higher share of capital expenditure than expected.

Figure 2.6

Details of capital grants received by VVTC

(August 2010 – September 2018)



Until 2013-14, VVTC was providing skill development training at completely free of cost. Because of such free training, students were not taking the course seriously. However, since the financial year 2014-15, the Centre has started seeking deposit of Rs.1,500 from boys and Rs.1,000 from girls for providing training. With this initiative, the tribal students have got a clear message that the training being provided by VVTC is not completely free of cost. Out of this deposit, the tuition fee consists of Rs.1000 for boys and Rs.500 for girls. After deducting the tuition fee, the remaining Rs.500 is given back to students after completion of the course. As far as recurring grant is concerned, it is not given for dropout students. The Centre avails recurring grants only on the basis of it's passed out students. However, for the number of passed out students for whom the recurring grants are being claimed, at least 75 per cent of them should have job/placement by that time. In other words the institute gets recurring grants for only those passed out students if the placement rate among such mentioned students is 75 per cent. Thus, placement for a minimum of 75 per cent of total trained candidates should be guaranteed, irrespective of their duration of the training, to be entitled for a recurring grant.[19]

As suggested in the guideline, a candidate is said to have "placement" if he/she has obtained a job in the relevant trade/area in which the training has been imparted and remains in employment for twelve months with or without changing the work-place. The guideline further indicates that the concerned vocational training centre has to keep records of the placement of candidates and one-year handholding from the day one of joining the job. In other words, the Skill Training Provider (STP) should keep a track of all employed candidates and continue to provide them non-monetary assistance for complete one year since their placement. While submitting claims for recurring grant, STP has to produce placement details of entire passed out trainees including their name with photograph (passport size), date of birth, age, educational

19 For a more detail discussion on this, visit - http://tribal.guj.nic.in/files/UList773Guidelines%20Skill%20Training%20Projects.pdf .

qualification, trade, batch no., month and year of placement, name and address of the company, contract details of the agency/company where the candidate is placed, monthly remuneration/salary etc. Based on this information, the concerned government agency then does random verification of such placements for about 10 per cent cases before releasing the recurring grants.

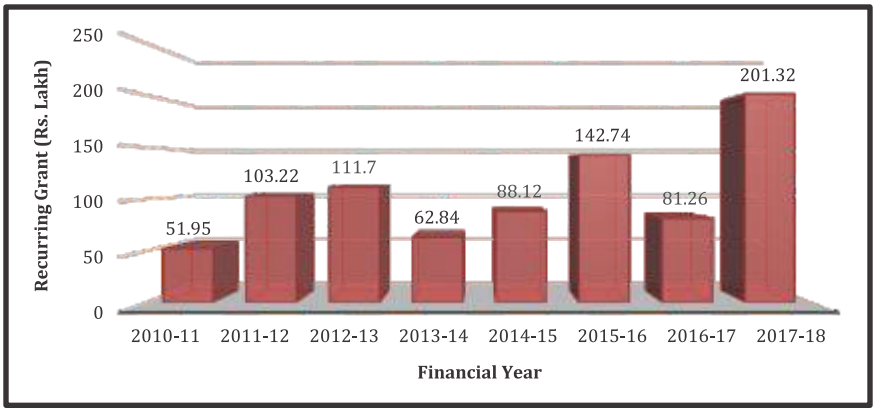
During the first phase of the training programme i.e., from August 2010 to July 2017, the government of Gujarat has fixed the maximum amount of recurring grant as Rs.30,000 per student for each course. Whatever may be the duration of the course, an institute providing skill development training was eligible for a maximum amount of recurring grant of Rs.30,000 per student. However, based on some calculation, VVTC was given recurring grant of Rs.28,067 per student per course during the above reference period.[20]

Data on recurring grant received by VVTC across financial year is presented in Figure 2.7.Since August 2010 to March 2018, the institute had received Rs.843.15 lakh as recurring grant. The Centre had received the highest amount of recurring grant in the financial year 2017-18 (Rs.201.32 lakh) followed by 2015-16 (Rs.142.74 lakh), 2012-13 (Rs.111.7 lakh) and so on. Data given in Figure 2.7 show that there is a variation in the flow of recurring grant across the years. This variation can be attributed to; (i) differences in the number of students who successfully completed the training (ii) delay in realising of recurring grants thus shifting the amount into next financial year. (For instance, the recurrent grant claim in the current year might have been realised in the next financial year.) Notably, except for some delay, VVTC had not experienced any other difficulties in getting the recurring grant.

20 Since August 2017, the recurring grant has been fixed at Rs.5,905 per student per month.

Figure 2.7

Recurring grants received from government by VVTC

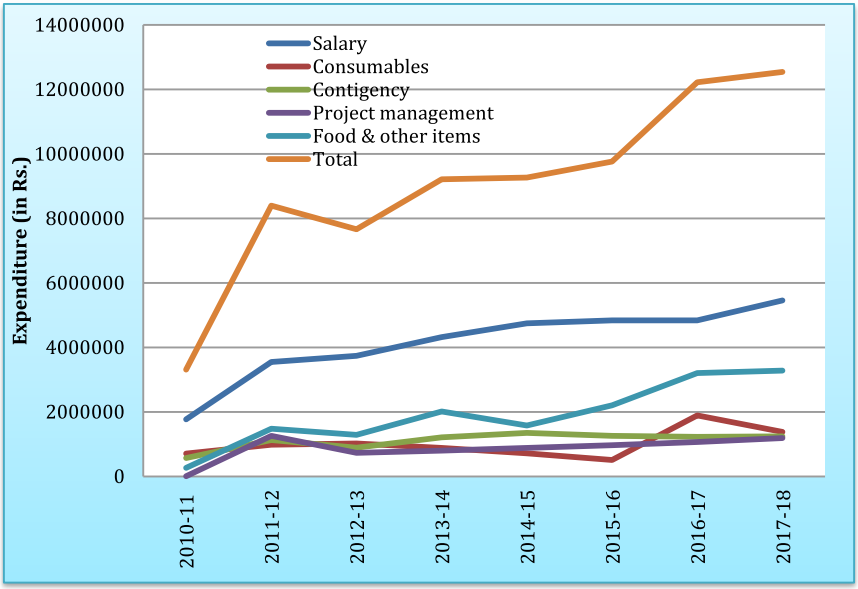


Note: Includes data for April to August 2018.

As far as expenditure is concerned, it can be broadly categorised into five heads including staffs' salary (teaching and non-teaching), food & other items, consumables, contingency and project management. Expenses on food & other items include students' food cost, hostel maintenance, food expenses of visiting faculties and during 'on the job' training. Expenses pertaining to raw materials for practical classes, library, stationary, sports & cultural activity, trainees' medical exigencies and uniform are put under the head of consumable. Electricity, gas and diesel bill payment, transport allowances and housekeeping comes under contingency. Expenditure incurred by Trusties, Principal, Placement Officer and faculty members on account of negotiating with government officials, industrialists etc. comes under project management. Information on item-wise expenditure incurred by VVTC has been presented in Figure 2.8.

Figure 2.8

Head-wise growth of expenditure across financial years



Data given in Figure 2.8 shows that an overall expenditure of VVTC had been increasing over the years. Expenditure on consumables, contingency and project management varies within the range of rupees 5 to 20 lakh across the years. The total amount of salary given to staffs was about Rs.17.69 lakh in 2010-11. It had reached to Rs.54.6 lakh, i.e. little more than three times by 2017-18. Similarly, students' food expenditure have increased from a meagre 2.65 lakh rupees to about 33 lakh rupees per annum during the same reference period. This indicates that despite some variations, expenses on each individual head has been increasing.

When we compare the proportion share of each individual head from the total expenditure, staffs' salary holds the maximum share (45.9%) followed by food and other items (21.2%) (Table 2.8). Expenditure on consumables, contingency and project management constitutes on an average of 11.1, 12.2 and 9.5 percent out of total expenditure. Notably, VVTC seems to be diverting a constant share of total expenditure for project management. The share of contingency out of total expenditure has shown a declining trend since 2014-15. As expected, the proportion of

food to total expenses shows an increasing trend over the years, whereas the share of staff salary varies between a range of 39.6 percent and 53.4 percent.

Table 2.8

Head-wise share (in %) of expenditure

Financial year	Salary other items	Food and other items	Consumables	Contingency	Project management	Total
2010-11	53.4	8.0	21.3	17.2	0.1	100.0
2011-12	42.3	17.6	11.7	13.4	15.0	100.0
2012-13	48.8	16.8	13.3	11.6	9.5	100.0
2013-14	46.8	21.8	9.5	13.1	8.7	100.0
2014-15	51.2	17.0	7.7	14.6	9.5	100.0
2015-16	49.5	22.5	5.2	12.9	9.9	100.0
2016-17	39.6	26.2	15.4	10.1	8.7	100.0
2017-18	43.5	26.1	11.0	9.9	9.5	100.0
Total	45.9	21.2	11.1	12.2	9.5	100.0

2.6 Grading and Visitor's Opinion

The numbers of government and private industrial training institutes (ITIs) have been growing rapidly in last one decade; their number are almost doubled over the last five years. Taking into consideration of this alarming growth of ITIs, the Directorate General of Employment and Training (DGET), Ministry of Labour and Employment, has introduced a "grading" system to have a benchmark for comparison among such institutes. The grading process helps these institutes to stay competitive through insights into specific areas of improvement. It also helps students to choose from the best institutes and employers by providing them the formal governmental recognition for the level of quality of training and facilities provided at the institutes. The grading outcomes normally act as a crucial input to determine the relative strengths and weaknesses across institutes and the trades offered therein. Essentially, the grading parameters focuses to evaluate the civil work of the institute in terms of having own or functioning in a rented building; status of Institute Management Committee (IMC) and the level of institute's industry engagement; availability and specification of machines, tools and

equipment as per DGT norms; availability of high-end machines; availability of qualified instructors as per DGT norms; vacancy of instructors; availability of full-time principal; availability of books; drop-out rate; placements status; 'pass out' ratio; capacity utilization; availability of high-end trade; industry involvement in delivering guest lectures; diversity in revenue streams etc. Out of over 13,000 it is about 4,811 have already been graded. Information on the minimum, maximum and average rank of these ITIs by their type of management has been presented in Table 2.9.

Table 2.9

Grading (rank) of ITI versus VVTC

State/ Country	Type of management	No. of ITI	Minimum score	Maximum score	Average score	% of ITIs having score below state/national average
Gujarat	Govt.	148	0.88	3.50	2.23	32.4
	Private	162	0.32	2.98	1.62	64.8
	Total	310	0.32	3.50	1.91	49.4
All India	Govt.	1871	0.70	3.59	1.83	43.1
	Private	2940	0.21	3.95	1.40	61.3
	Total	4811	0.21	3.95	1.57	54.2

Source: http://dget.gov.in/content

The average score of all ITIs in Gujarat was 1.91. This figure was 1.62 and 2.23 among the private and government ITIs respectively. Thus, when we compare score of ITIs in Gujarat, government run institutes are having higher average score against their private counterparts. Data on grading also indicate that a government ITI has maximum score, whereas a private ITI has obtained the minimum score in Gujarat. Like Gujarat, a similar trend has been observed among government and private ITIs at all India level. However, an average score of ITIs in Gujarat was found more compared to all India level. Within Gujarat, 64.8 per cent private ITIs were having score below the state average. In case of government ITIs, this figure was 32.4 per cent. This clearly shows that a higher proportion of government ITIs are performing better than the state average.

VVTC has obtained the score of 2.75, which is more than the state average. In terms of ranking (by putting the score in descending order of

magnitude), VVTC is placed in 12th position within private ITIs and 43rd position in Gujarat. Among private ITIs at all India level, the rank of VVTC is placed at 107th position. By considering entire private and government ITIs at all India level, VVTC occupies 276th rank, which comes within the best 6 per cent ITIs in India. The Centre has been appreciated by government officials and visitors quite often for its quality of training, infrastructure, workshops, tools and equipment available for practical classes, building, hostel facility for trainees and moreover for being helpful to tribal youths in making them employable (Appendix 2.1).

2.7 Conclusions

This chapter has explored prospects and achievement of VVTC in terms of courses being offered, enrolment of students, dropouts, completion of training and placement, infrastructure, mobilisation of funds and its ranking in Gujarat and at all India level. Following are some of the salient findings that emerge from the analysis.

(1) VVTC provides various employment oriented skill development training to tribal youths free of cost along with residential facilities in co-operation with the Tribal Development Department, Government of Gujarat under Public Private Partnership (PPP) mode.

(2) The Centre provides technical training in 27 different courses under NCVT and MES system. Under the former and latter pattern, it offers training in 13 and 14 different courses respectively.

(3) Courses offered at VVTC fall in the broad areas of Information & Communication Technology, Construction, Electrical, Refrigeration & Air Conditioning, Fabrication, Production & Manufacturing and Garment making.

(4) Courses under NCVT pattern are completed in 12 and 24 months', whereas all courses under MES pattern are taught in 4 months'.

(5) On an average, VVTC provides training to about 27 batches in a year under both NCVT and MES system.

(6) Until August 2018, 4,574 candidates had joined the skill development training programme at an average enrolment of 508 students per annum.

(7) For entire courses taken together under MES and NCVT pattern, there

was an “enrolment rate” of 57.3 percent and 91.2 percent respectively. This indicates student's preference for the latter against the former courses.

(8) Higher enrolment rate in a particular course is attributed to the perception of higher employment potentiality associated with that course.

(9) The low rate of enrolment in MES courses is attributed to higher frequency of offering such courses in a year.

(10)Of the total enrolment, the share of female candidates was only 17.3 per-cent, whereas it was was 82.7 percent for males. This shows that the female candidates were taking less interest for skill development training when compared to the latter.

(11)Out of 4,574 students enrolled at VVTC, so far (August 2018) 79.2 per cent of them have completed their training successfully. The successful completion of training among students was found higher (83.3%) in short-duration courses when compared to long-term courses (69.1%).

(12)The overall dropout rate was 10.6 per cent; 9.4 per-cent under short (4 months') and 13.8 per cent under long-term (12 and 24 months') courses respectively.

(13)The rate of “pass out” and “dropout” students were declining and increasing correspondingly with respect to duration of the courses.

(14)Analysis revealed that the “placement rate” was 88.8 per-cent. It implied that nine among every 10 'passed out' students were obtaining jobs after successful completion of their training from VVTC.

(15)The placement rates were higher in long-duration courses compared to short-term courses.

(16)None of the sector had placement rate below the critical level of 75 per cent.

(17)For each and every financial year, the placement rate has always been maintained and it has crossed more than 75 per cent threshold level.

(18)Other things remaining the same, the placement rate among female

'passed out' students was quite less (76.2%) against their male counterparts (91.4%).

(19)The state government and the VVTC share the capital expenditure at the ratio of 3:1, whereas it receives 100 per cent recurring grant.

(20)Till this date, the Centre has invested Rs.113.3 million for infrastructure development, machineries, tools and equipment and furniture. Of the total capital expenditure, the share of the government was 64.9 per cent. This shows that the institute is bearing a relatively higher share of capital expenditure than expected.

(21)Since its inception until March 2018, the institute has received Rs.843.15 lakh in terms of recurring grant.

(22)Of the total expenditure, staffs' salary holds the maximum share (45.9%) followed by food and other items (21.2%). On an average, expenditure on consumables, contingency and project management varies within the range of 9 to 12 per cent. Though the proportion of food to total expenses shows an increasing trend over the years, the share of staff salary appears volatile during the same reference period.

(23)In a grading system carried out by DGET, Ministry of Labour and Employment, Government of India, the Centre has scored 2.75 points out of 5, which is more than the state average (1.91).

(24)Of the 162 private ITIs in Gujarat, VVTC holds 12th rank and by considering all 310 private and government ITIs together, the Centre occupies 43rd rank in the state.

(25)Among private ITIs at all India level, the rank of VVTC is placed at 107th position. By considering entire private and government ITIs at all India level, VVTC occupies 276th rank, which falls within the best 6 per cent of ITIs in India.

Chapter – III

ADMISSION PROCESS, FACILITIES AND QUALITY OF TRAINING: AN ANALYSIS FROM STUDENTS' PERSPECTIVE

The previous chapter explored various aspects of the vocational training including enrolment of trainees, their successful completion of training, dropouts and placements. There was a clear indication that VVTC was operating and delivering its services successfully through completion of training by candidates (79.2%) followed by a higher placement rate (88.8%). However, the earlier analysis was carried out from a supply side perspective with the use of secondary data provided by VVTC. But, to have a holistic view about the training programme, it was pertinent to understand and analyse from the trainees' view point on the same. Absence of demand side perspective towards understanding the ongoing training programme may lead to incomplete analysis. Against this backdrop, this chapter explores trainees' views about VVTC and thus supports towards understanding the problem from a holistic perspective.

This chapter specifically looks at the following questions? How do the trainees come to know about the institute? Do they get counselling during admission? Do they experience any difficulty during the time of admission? How do they select the trade? Are they satisfied with the kind of trade they get into? What is their view about quality of the training being delivered at VVTC? Whether students get exposure through industrial tour? What is their perception about industrial tour? Is it helpful for them in obtaining job? Does the Centre organise career counselling? What is trainee's view about instructors? To what extent trainees are satisfied with VVTC? This chapter addresses the above issues by analysing data collected from a sample of 102 passed out students stretching from the year 2010 to 2018.

3.1 Socio-Economic Characteristics of Sample Respondents

As this study aims at assessing the impact of skill development training on Scheduled Tribe youths, views of 102 sample respondents were collected on the same. These sample respondents were selected from the vicinity area of VTC, Vaghaldhara. Among the respondents, 60 were from Valsad, 36 from Navsari and remaining 6 from other districts of Gujarat

(Table 3.1). Among the sample respondents, 88.2 percent were male and 11.8 percent were female. Approximately, the study has considered three respondents for every 100 passed out students for a comprehensive discussion about the issues stated in the study.

Table 3.1

Characteristics of Sample Respondents

Particulars	Number of sample respondents	% of sample respondents
Distribution by districts		
Valsad	60	58.8
Navsari	36	35.3
Others	6	5.9
Distribution by gender		
Male	90	88.2
Female	12	11.8
Distribution by marital status		
Married	16	15.7
Unmarried	86	84.3
Distribution by level of education		
Secondary (VI – X)	27	26.5
Higher secondary or above (XI plus)	75	73.5
Distribution by households dwelling type		
Kutcha	37	36.3
Semi-pucca	48	47.1
Pucca	17	16.7
Distribution by households category		
Antyodaya Anna Yojana (AAY)	20	19.6
Below Poverty Line (BPL)	68	66.7
Above Poverty Line (APL)	10	9.8
No card issued	4	3.9
Distribution by households size of land holding		
Landless	19	18.6
Marginal	57	55.9
Small	23	22.5
Medium	3	2.9

Among our sample respondents, 84.3 percent were unmarried and 15.7 percent were married. In terms of educational background, 26.5 percent had studied up to secondary level and remaining 73.5 percent had studied higher secondary or above. This indicates that, most of the tribal youths are opting for vocational training after completing their higher secondary education. Distribution of sample respondent's households by their type of dwelling shows that 36.3 percent families live in kutcha houses. About 47.1 percent and 16.7 percent households live in semi-pucca and pucca houses respectively.

About 20 (19.6%) sample families had AAY card and another 68 (66.7%) had BPL card. Only 9.8 percent households had possessed APL card. It is worth mentioning here that 3.9 percent tribal households had no PDS (Public Distribution System) card. In terms of size of landholding, about 18.6 percent of our sample families were landless, 55.9 percent families had 2.51 to 5 acres of land, 22.5 families had 5.01 to 7.5 acres of land and another 2.9 percent families had 7.51 to 10 acres of land. Looking at the size of landholding and the kind of PDS card possessed by the sample respondents' families, this clearly reflects the extent to which VVTC has been focusing to improve the livelihood of poor tribal families.

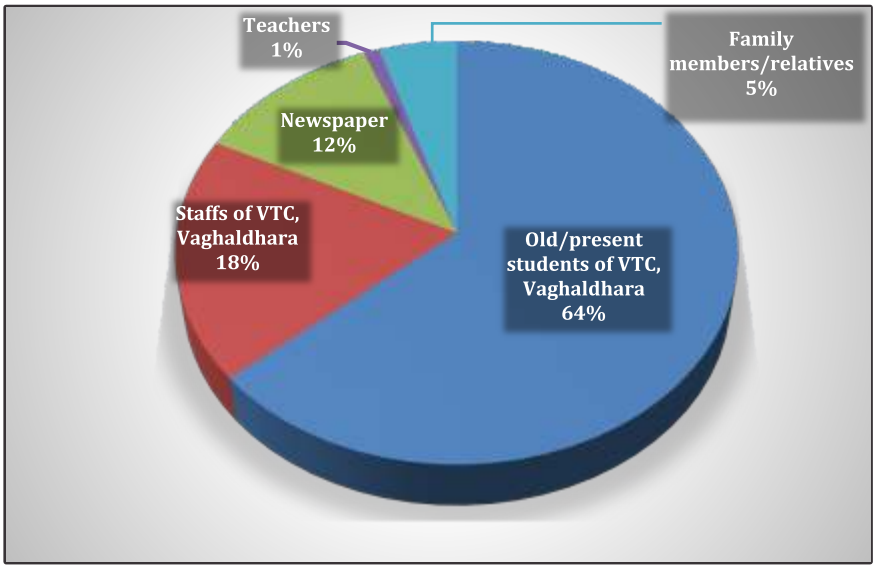
3.2 Sources of Information about VVTC

VVTC provides skill development training in 27 different trades under MES and NCVT system. Under the former system, training is given in 14 short-term courses (4 months' duration), whereas under the latter system training is provided for long-term courses.Thus, the number of batches doing short-term training in a financial year varies between one and three batches for each course. And, every time, the Centre used share information about the courses being offered and details of admission through advertisement in national and local newspapers. Since the centre is located in a tribal area, access to information through newspaper is limited. Nevertheless, respondents' views on how got information about VVTC and the different kind of courses it offers are outlined in Figure 3.1.

21. VVTC provides training in eight NCVT pattern courses of 12 months' duration and another five NCVT courses of 24 months' duration.

Figure 3.1

Student's view on how they got information about VVTC



About 12 percent of candidates revealed that they became aware about VVTC through newspaper. Another 18 percent sample respondents expressed of knowing about VVTC through its staffs. Nearly five percent respondents came to know about the centre through their family members and/or relatives. Data revealed that about 64 percent of respondents knew about the centre and its courses through their friends, who had either completed or undergoing training at present. It indicates that the present and ex-students not only provide information about VVTC, but also positively recommend its training programme to new entrants.

3.3 Choice of Trade

Table 3.2 provides data on respondent's view on the choice of trade in which they got admission to pursue their skill development training. Data revealed that 57.8 percent respondents selected the course on the basis of its perception of higher employment opportunity associated with the course. About 16.7 percent respondents selected the same trade in which their friends were undergoing training. Thus, one among every six students were influenced by his/her friend while selecting

the trade. Nearly five percent of trainees selected the trade as suggested by the instructors. On the basis of interest on the subject, the possibility of obtaining job in abroad, and relatively easy subject about two per cent, one per cent and 3.9 percent candidates had chosen the course respectively. About 2.9 percent of respondents revealed to have selected the course expecting higher salary. The same proportion (2.9%) of respondents selected the trade to start their own business. Nearly 6 percent of respondents had taken admission in whatever course the seat was available because they were not eligible/selected for most of the courses or seats was not available in other courses. Overall, the perception of higher employment opportunity associated with a course seemed to play a major role in trade selection.

Table 3.2

Distribution of Respondent's view on Choice of Trade (course) while Taking Admission

Factors attributed	No. of sample respondents	% of respondents
Employment opportunity was higher	59	57.8
Since my friends were doing the same course	17	16.7
I had interest on the subject	2	2.0
To get a job in foreign country	1	1.0
It was relatively easy	4	3.9
Not eligible/selected for other course	1	1.0
No idea for other courses	2	2.0
Faculty of VVTC suggested for such course	5	4.9
Had work experience in the same area	2	2.0
To start my own business	3	2.9
Seat was not available in other course	3	2.9
It fetches more salary	3	2.9
Total	102	100

Table 3.3

Distribution of Respondent's view (in %) on Choice of Trade (course)

Name of the course	Employment opportunity was higher	Since my friends were doing the same course	I had interest on the subject	To get a job in foreign country	It was relatively easy	Not eligible/ selected for other course	No idea for other courses	Faculty of VVTC suggested for such course	Had work experience in the same area	To start my own business	Seat was not available in other course	It fetches more salary	Total
Civil Site Supervisor	-	-	-	-	66.7	-	-	-	-	33.3	-	-	100
CNC Machinist	66.7	16.7	-	8.3	-	-	-	-	-	-	-	8.3	100
CNC Turning Operator	70.0	20.0	-	-	-	-	3.3	-	3.3	-	-	3.3	100
Computer Operator	100	-	-	-	-	-	-	-	-	-	-	-	100
COPA	58.8	17.6	-	-	-	-	-	23.5	-	-	-	-	100
Electrical house wiring technician	50.0	16.7	-	-	-	-	-	16.7	-	16.7	-	-	100
Fitter	100	-	-	-	-	-	-	-	-	-	-	-	100
ISM Operations	-	-	40.0	-	40.0	20.0	-	-	-	-	-	-	100
Land Surveyor	-	-	-	-	-	-	-	-	-	-	100	-	100
Plumber	-	100	-	-	-	-	-	-	-	-	-	-	100
RAC Mechanic	75.0	25.0	-	-	-	-	-	-	-	-	-	-	100
RAC Technician	-	-	-	-	-	-	-	-	-	33.3	33.3	33.3	100
Tig and Mig Welder	100	-	-	-	-	-	-	-	-	-	-	-	100
Turner	75.0	25.0	-	-	-	-	-	-	-	-	-	-	100
Welder	-	33.3	-	-	-	-	-	-	33.3	-	33.3	-	100
Welder Technician	75.0	-	-	-	-	-	25.0	-	-	-	-	-	100
Overall	57.8	16.7	2.0	1.0	3.9	1.0	2.0	4.9	2.0	2.9	2.9	2.9	100

Note: COPA: Computer Operator and Programming Assistant, ISM: Industrial Sewing Machine, RAC: Refrigeration and Air Condition

For courses such as Civil Site Supervisor, Industrial Sewing Machine Operations, Land Surveyor, Refrigeration & Air Condition Technician, Plumber and Welder, not a single sample respondent had cited 'higher employment opportunity" as a factor for selecting these trades (Table 3.3). Even the past and present students from the former four trades including Civil Site Supervisor, Industrial Sewing Machine Operations, Land Surveyor, and Refrigeration & Air Condition Technician seem to have less or no influence on new entrants to pursue their training in the same trade. Rather, factors which have individually or collectively induced students to opt the above courses mentioned include passion/ interest towards the subject, relatively easy course, not eligible/not being selected and/or non availability of seat in other courses etc. However, courses such as CNC Machinist, CNC Turning Operator, Computer Operator, COPA, Electrical House Wiring Technician, Fitter, Refrigeration & Air Condition Mechanic, Tig and Mig Welder, Turner and Welder Technician are seem to be selected by students based on their perception that they lead to better and higher employment opportunities. In addition to the above, to some extent, influence of friends also played an important role in selecting these trades.

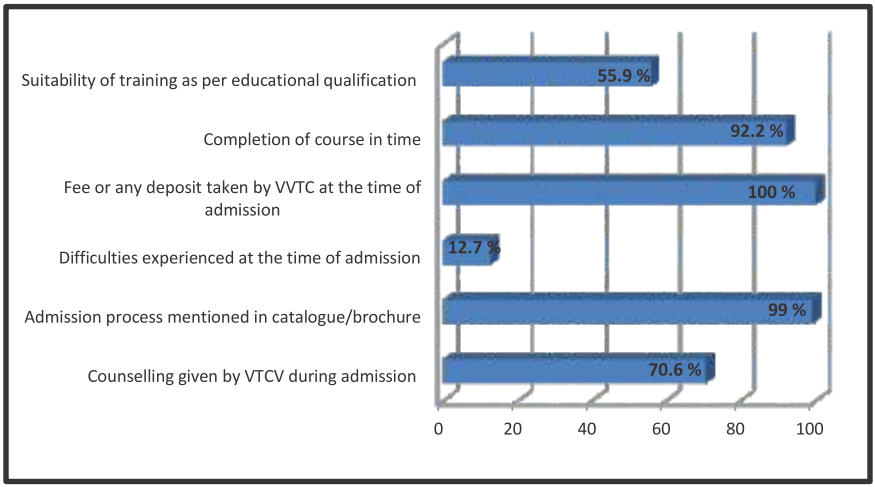
3.4 Students' view about VVTC

3.4.1 Admission Process

Data on respondent's views about admission process has been presented in Figure 3.2. About 70.6 per cent of passed out students reported that they were provided with counselling by VVTC during the time of admission. Nearly 99% of respondents affirmed that the admission process was being clearly mentioned in institute's catalogue/brochure. Thus, clear instructions could the reason why only less proportion of the sample passed out students (12.7%) reported having difficulties at the time of admission. Rest, 83 percent respondents had no difficulty during the admission process. This also indicates that VVTC follows a transparency and easy admission process.

Figure 3.2

Respondent's Views about Admission Process and Courses Selection



All the respondents affirmed about the collection of fees/deposit by VVTC at the time of admission. It is pertinent to mention that VVTC was not charging any fees to students for providing them training up to the financial year 2013-14. However, it was found that many students were not taking the courses and the whole process of admission seriously, since the entire training was provided free of cost. As a result, in order to change this impression, VVTC started taking deposit of Rs.1500 from boys and Rs.1000 from girls since the financial year 2014-15. Out of this deposit, however, the tuition fee constituted Rs.1000 and Rs.500 for boys and girls respectively. The centre deducts the tuition fee and returns the remaining amount (Rs.500) to students after successful completion of the course. About 92.2 percent of the sample respondents declared that they had completed the course on time. This clearly shows the intensity to which VVTC follows the time-line and rigour in completing the course.

3.4.2 Appropriateness of the Training

Nearly 56 per cent of the respondents affirmed that the training they had received was appropriate as per their educational qualification (Figure 3.2). Relatively less proportion of respondents with higher

secondary education felt the suitability of the course when compared to respondents with secondary education (Table 3.4). This raises an important question as to why more proportion of respondents from the former group are unhappy for the course/trade they got admission? Based on the data presented in Table 3.4 it can be attributed to the duration of the course for which they got admission. For instance, 60 per cent of respondents having higher secondary education expressed that they had unsuitable trade as they got admission for courses which were of four months' duration. For 12 and 24 months' duration courses, higher proportion of respondents with the same educational background had affirmed appropriateness of the course (Table 3.4). It implies that getting into less duration of training is one of the main factors behind unsuitability of the trade among respondents having higher secondary education.

The foregoing discussion suggests some important questions. Why do youth having higher secondary education feel longer duration training courses are better choice? Whether longer duration courses assure better employment opportunity? Whether youths are in hurry to get into some trade without thinking much about employment opportunity associated with such courses? Do they simply select the trade suggested by their friends?

Since VVTC provides counselling as well as information about the courses and admission process in its brochure (Figure 3.2), there are little possibilities and chance for youths to get into any or some trade in a hurry. It is also noted that a small fraction of respondents (16.7%) selected the same trade in which their friends were undergoing training. Thus, selection of trade suggested by friends is not common across the students. Moreover, as the placement rate is observed to be relatively higher in long-duration courses compared to short-term courses, students seem to have preference for the former over the latter. It is thus possible that candidates with higher secondary education who had not affirmed the appropriateness of the training, many of them might not have qualified for longer duration courses.

Table 3.4

Students' View on an Appropriateness of the Training as per their Educational Qualification and Duration of the Course

Educational qualification	Affirmative to appropriateness of the Training	No. of students by course duration			
		4/6 months	12 months	24 months	Total
Secondary	Yes	16	1	-	17
	(64.0%)	(50.0%)			(63.0%)
	No	9	1	-	10
		(36.0%)	(50.0%)		(37.0%)
	Total	25	2	-	27
Higher secondary	Yes	18	15	7	40
		(40.0%)	(75.0%)	(70.0%)	(53.3%)
	No	27	5	3	35
		(60.0%)	(25.0%)	(30.0%)	(46.7%)
	Total	45	20	10	75
Overall	Yes	34	16	7	57
		(48.6%)	(72.7%)	(70.0%)	(55.9%)
	No	36	6	3	45
		(51.4%)	(27.3%)	(30.0%)	(44.1)
	Total	70	22	10	102

3.4.3 Teaching Quality

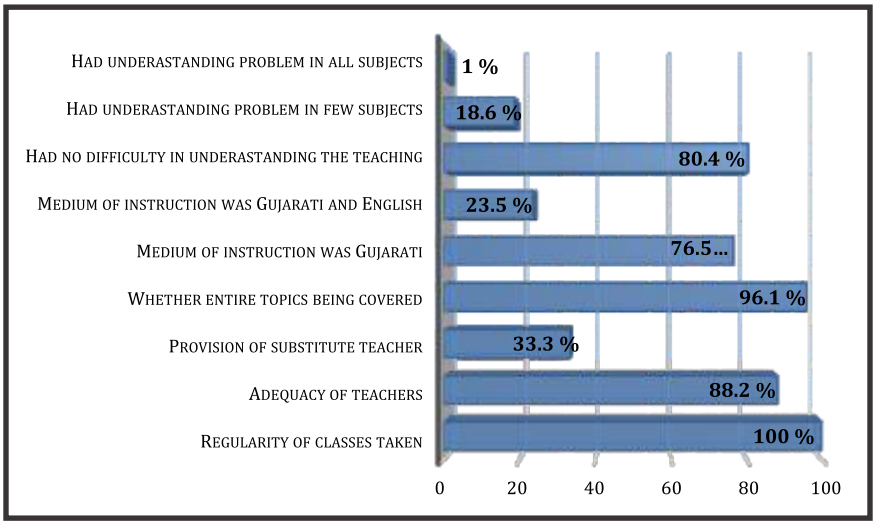
Since the VTC, Vaghaldhara provides skill development training to tribal youths having poor educational background, it emphasis more on practical rather than theory classes as a mode of teaching. This method of teaching has been adopted to enhance not only tribal youth's understanding on the subject but also prepare them for jobs in the industry after completion of their training. Hence, an assessment on quality of teaching from respondent's perspective derives its relevance. Within this context, questions on regularity of classes, adequacy of teachers, topics being covered, medium of instruction, level of understanding the subjects, class participation, extent of interaction between students and teachers in the class, ratio between theory and practical classes and significance of practical classes in understanding the

subject etc., were asked to respondents to assess the quality of teaching delivered by VTC, Vaghaldhara.

Figure 3.3 provides data on sample respondent's views about classes at VTC, Vaghaldhara. Apparently, each and every respondent reported that teachers were regular in conducting the classes. About 88 per cent of respondents said that the institute had adequate number of teachers. 33.3 per cent of respondents also stated that there was provision to substitute teachers when assigned teachers were not available. With respect to courses being taught, 96.1 per cent of respondents clearly reported that all the topics given as per syllabus were covered. This shows the seriousness of the institute while providing skill development training to tribal youths.

Figure 3.3

Respondent's View about Classes (N=102)



Since the primary focus of the institute was in enhancing the skills of local tribal youths and make them employable, the pedagogy was designed to be taught in local language, especially in Gujarati. Students were hardly taught in English language except while indicating some technical terminology. Nevertheless, in some exceptional cases teachers used both Gujarati as well as English while explaining concepts whenever essential so that the students also get familiar with English concepts which

are generally used in industry. Thus, these tribal youths were largely being taught in Gujarati medium. Possibly, this was reason as to why a majority (80.4%) reported of having no difficulty in understanding the lecture in their respective subjects (Figure 3.3). This also shows that teachers at VVTC were considerate and sensitive regarding the absorption capacity of the tribal youth in the classroom.

However, about 20 percent of respondents reported of having difficulty in understanding the teachings (Figure 3.3). This indicates that, on an average, one among every 5 youths found difficulties in understanding the lecture delivered by faculty members. Apparently, there is no significant difference among youths in terms of difficulty in understanding the teaching with respect to their educational background, be it secondary or higher secondary. However, the most important reason cited by students for not being able to understand the lecture/session was due to poor teaching or one time explanation by the lecturer (Figure 3.4). Some of the respondents also said that concepts were not explained and supported with examples which often led to conceptual non-clarity. Some of them however also stated that they often cleared their doubts in practical classes/sessions. Other reasons cited by respondents for being unable to follow the lecture include the subject being very tough/hard (30 %), poor grasping capacity, when the teacher either explains in English or speaks in hard language etc. (Figure 3.4).

Figure 3.4

Reasons for Difficulty in Understanding the Teaching (N=20)

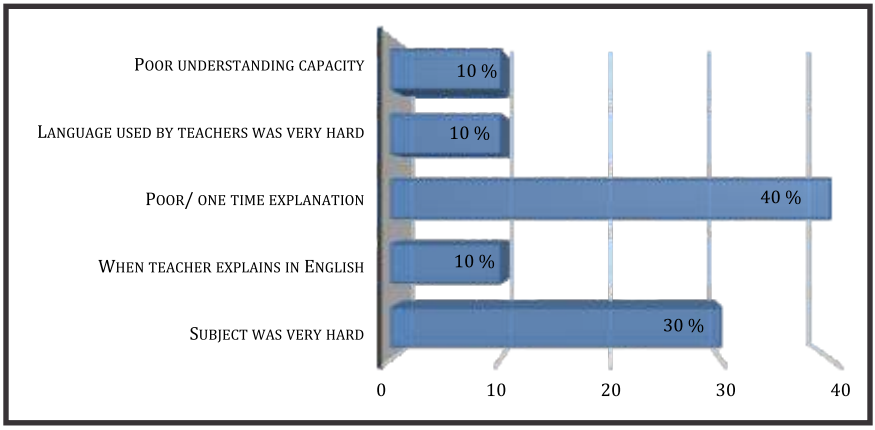
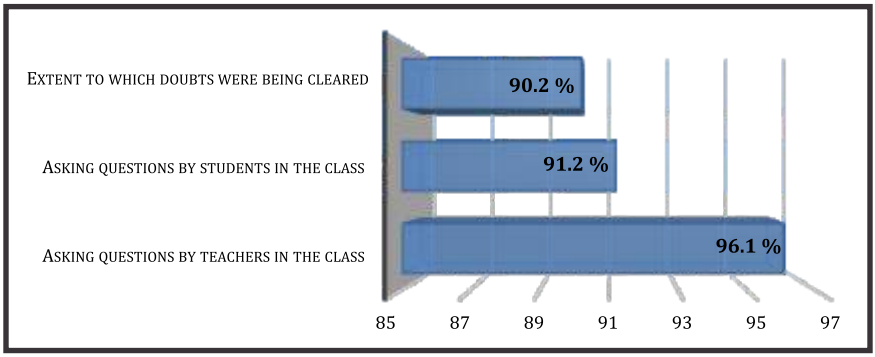


Figure 3.5

Extent of Interaction in the Class (N=102)



Besides Gujarathi language being the medium of instruction, classes were also quite interactive as evident from Figure 3.5. For instance, 96.1 per cent and 91.2 per cent of respondents affirmed that there was regular interaction between students and teachers through question-answer sessions, group discussion, presentations etc. in the classrooms. Moreover, 90.2 per cent of respondents revealed to have cleared their doubts by teachers in the class. The foregoing revelation by students shows the extent of clarity with which the subjects are being taught at VVCT.

Table 3.5 provides information on respondent's view about practical classes. Out of 102 respondents, nearly 56 per cent of them suggested that there was 1:3 ratio between theory and practical classes. In other words, about 56 per cent respondents affirmed that there existed the practice of three practical classes for every single theory class. This mode of teaching was relatively more prominent in NCVT courses of 12 and 24 months' duration. With regard to the adequacy of equipment and infrastructure available for undertaking practical classes, about 66 per cent sample respondents marked 'good' and another 30 per cent indicated 'excellent' in the survey. No discrepancy in the availability of equipment or infrastructure for practical classes was observed across short or long-term courses.

Table 3.5

Respondent's Views about Practical Classes

Particulars	% of respondents by duration of course			
	4/6 months	12 months	24 months	Overall
Ratio between theory and practical classes				
75% : 25%	5.7 (4)	4.5 (1)	-	4.9 (5)
50% : 50%	41.4 (29)	31.8 (7)	40.0 (4)	39.2 (40)
25% : 75%	52.9 (37)	63.6 (14)	60.0 (6)	55.9 (57)
Adequacy of equipment/ infrastructure for practical classes				
Average	5.7 (4)	-	-	3.9 (4)
Good	65.7 (46)	63.6 (14)	70.0 (7)	65.7 (67)
Excellent	28.6 (20)	36.4 (8)	30.0 (3)	30.4 (31)
Size of the group in practical classes				
Small	37.1 (26)	18.2 (4)	10.0 (1)	30.4 (31)
Ideal	45.7 (32)	36.4 (8)	80.0 (8)	47.1 (48)
Large	17.1 (12)	45.5 (10)	10.0 (1)	22.6 (23)
Significance of practical classes in understanding the subjects				
Less significant	1.4 (1)	4.5 (1)	-	2.0 (2)
Significant	58.6 (41)	63.6 (14)	70.0 (7)	60.8 (62)
Highly significant	40.0 (28)	31.8 (7)	30.0 (3)	37.3 (38)

Data given in Table 3.5 also shows that 47.1 percent of respondents expressed that the size of the groups in practical classes as ideal. This was even more common in the 24 months' duration courses. For other courses, about 54 to 64 percent respondents informed of having either a small or large-size group in practical classes. However, irrespective of duration of the courses, more than 95 percent of respondents had accepted the importance of practical classes in understanding the subject (Table 3.5).

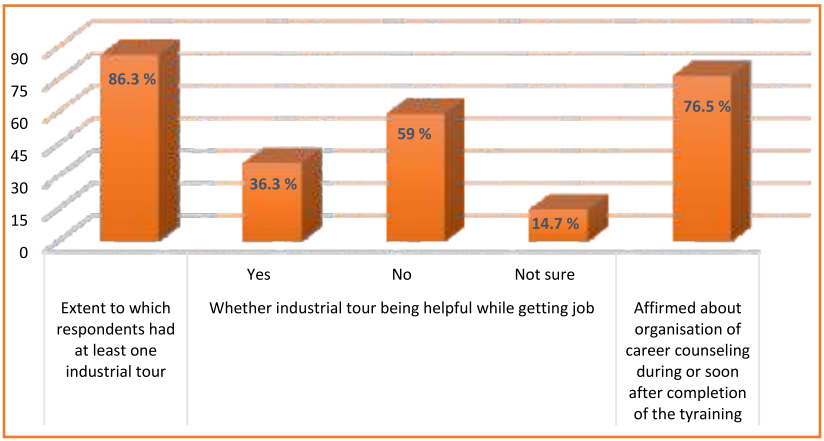
One of the pertinent problems encountered by the tribal students was the final examination question paper which would be in English. Because of this most of the students found difficulty in answering the questions even if they had known it. Some of them would end up writing something without actually understanding the question properly.

3.4.4 Industrial Tour and Career Counselling

As a part of the training curriculum, the student had to opt for either an industrial tour or submit a small project report. But the VTC, Vaghaldhara persuaded the students to opt for an one-day industrial tour as it give them exposure to the working environment of the industry. Since the purpose behind the industrial tour is to motivate students to make use of their acquired skill in the production process, such tours are assumed to provide additional practical knowledge for students and exposure to industry and job scenario. Hence, the institute made industrial tour mandatory for each and every student irrespective of their trade and duration of the course they study. The institute prepared a blue print of the industrial tours well in advance (15/20 days before) from the scheduled date. It is within this context, the study analyses and reports the 'passed out' student's perception about the industrial tour and its associated benefits.

Figure 3.6

Respondents' Perception about Industrial Tour and Career Counselling (N=102)



Of the 102 sample respondents, 86.3 per cent of them reported of having at least one industrial tour during their training (Figure 3.6). This partly shows the seriousness and promptness with which VVTC follow its training curriculum. However, only 36.3 per cent of respondents were of the opinion that industrial tour was helpful in procuring jobs. Almost 59 per cent of sample passed out candidates denied benefits from the industrial

tour and the remaining 14.7 percent were not sure about it. Even 60 to 77 per cent respondents, who had skill development training under NCVT (long term) pattern believed that industrial tour was not being helpful in getting jobs (Table 3.6). This is mainly attributed to its brief/short (one-day trip) and infrequent (mostly once for each course) visits. Respondents were of the view that with this brief visit, they just see the industry and there is hardly any scope for learning.

Table 3.6

Course duration-wise Distribution of Respondents by their Perception about whether an Industrial Tour is being Helpful in getting Job (N=102)

Duration of the course	No. of respondents by their perception about whether an industrial tour is being helpful in getting job			
	Yes	No	Not sure	Total
Four/six months	31	27	12	70
	(44.3%)	(38.6%)	(17.1%)	(100%)
One year	2	17	3	22
	(9.1%)	(77.3%)	(13.6%)	(100%)
Two years	4	6	-	10
	(40.0%)	(60.0%)	-	(100%)

Table 3.7

Course duration-wise Distribution of Respondents by their Views on Organisation of Career Counselling (N=102)

Duration of the course	Respondents' Views on Organisation of Career Counselling by the VVTC during or after the Training		
	Yes	No	Total
Four/six months	55	15	70
	(78.6%)	(21.4%)	(100%)
One year	17	5	22
	(77.3%)	(22.7%)	(100%)
Two years	6	4	10
	(60.0%)	(40.0%)	(100%)

Table 3.7 provides respondents' views about career counselling activities organised by VVTC. From among 70 respondents who had short term training, 78.6 percent of them had affirmed of undertaking career counselling sessions by the VVTC during or after their training. This figure was 77.3 per cent and 60 per cent from among 12 and 24 months' training holders respectively. Thus, as far as career counselling activity is concerned, VVTC seemed to be focussing more on its short term compared to long terms courses.

3.5 Library

Respondents' views on library facility, availability of books and frequency of library visits have been analysed and presented in Table 3.8. Nearly, 96 percent sample respondents suggested availability of library facility at VVTC when they were students. On the contrary, 4 percent students had no idea about VVTC's library facility. Apparently, 89 percent of respondents acknowledged the availability of text books in the library. However, only 20.6 percent respondents reported of visiting library regularly. Another 70 percent respondents informed of using the library either occasionally or rarely. It was also noted that, nearly 10 percent of sample respondents never visited the library.

Table 3.8

Respondent's Views about Library Facility at VVTC

Particular	No. of respondents reported affirmative to library facility	Percent
Availability of library facility	98	96.1
Availability of text books in the library	91	89.2
Frequency of visiting library		
Regularly	21	20.6
Occasionally	36	35.3
Rarely	35	34.3
Never	10	9.8
Money spent for buying books and other study materials	25	24.5

Note: The amount spent for buying books and other study material varies between a minimum of Rs.50 to a maximum of Rs.1000.

Table 3.9

Frequency of Library Visits by Respondents

Duration of the course	% of respondents by their frequency of library visit				
	Regularly	Occasionally	Rarely	Never	Total
Four/six months	15.7(11)	32.9(23)	37.1(26)	14.3(10)	100(70)
One year	31.8(7)	36.4(8)	31.8(7)	-	100(22)
Two years	30.0(3)	50.0(5)	20.0(2)	-	100(10)
Overall	20.6(21)	35.3(36)	34.3 (35)	9.8(10)	100(102)

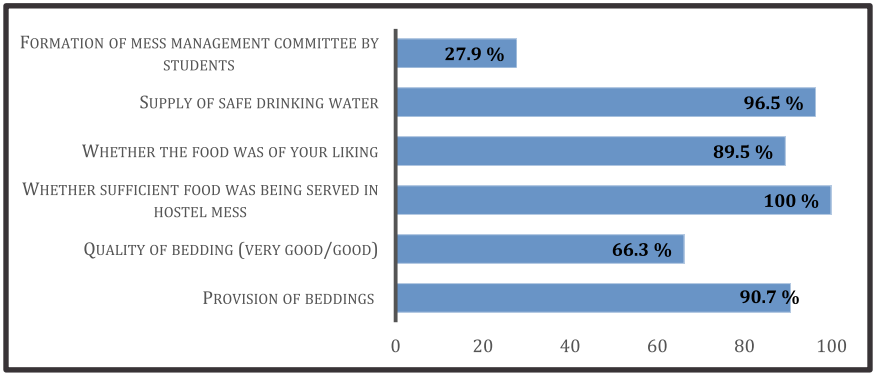
Apparently, about 50 percent trainees from short-term courses either did not visit or rarely visited the library (Table 3.9). Only 15.7 percent students from MES pattern courses seemed to have visited the library regularly. Among students of NCVT courses, this figure varies between 30 to 32 per cent. It implies that about 70 percent students from even long-terms courses are not visiting the library regularly. Overall, library of VVTC seems to be not used by its students generously. Discussion with students highlighted following three reasons for the poor usage of library at VVTC. First, there were only limited number of text and reference books available in the library. Second, there was difficulty in accessibility of books by students because of the poor maintenance of the library. Third, since the centre emphasised more on practical classes, many students were less motivated and did not feel the need of reading books and solely depend on class notes of lectures delivered by instructors. In addition to the above information, only 24.5 percent of sample respondents revealed of buying books and other study materials.

3.6 Accommodation and Food

Since VVTC provides technical training with residential facilities free of costs, more than 90 per cent trainees preferred to stay in the hostel. Though there is a separate hostel for boys and girls, food is provided in a common mess at different timings. To assess facilities available in hostel, some specific questions pertaining to its bedding, food, drinking water etc., were asked to the sample respondents and their perception on the same is presented in Figure 3.7.

Figure 3.7

Respondent's view about their living in hostel (N=86)



Nearly 91 percent of sample respondents acknowledged the provision of providing bedding by the institute. However, 66.3 percent of them reported it was good (Figure 3.7). All students were of the view that sufficient food being served at the hostel mess and about 89.5 percent of them suggested that it was of their liking. About 96.5 percent students agreed to have safe drinking water in the hostel. However, many students had no idea about formation of mess management committee. Overall, nearly 79 percent of students expressed their satisfaction with hostel quality (Table 3.10).

3.7 Students' Opinion about VVTC

In order to understand students' opinion about VVTC, some subjective questions pertaining to its academic environment, adequacy of the course content, classroom atmosphere, laboratory instruments, library services, extra-curricular activities, quality of food, hostel facility, faculty member, quality of the training etc., were asked to the students. Their responses against these questions have been presented in Tables 3.10 and 3.11.

With regard to VVTC's academic environment particularly with adequacy of the course content, classroom atmosphere and availability of laboratory instruments are concerned, students seemed to have very high opinion. Nearly 81 to 90.5 per-cent of respondents stated them as 'good' and another 7 to 17 per-cent reported it to be 'excellent'. For library services, about 85 per cent of candidates stated satisfied despite few

shortcomings. In case of extra-curricular activities, about 75 per-cent of candidates seemed satisfied. Regarding food in the hostel, about 62 per-cent of candidates rated the quality as 'good'. Addressing the overall quality of hostel, 74.7 per cent rated 'good' and another 4.2 per cent had rated 'excellent'. In general, students seem to have some reservations against the latter four services provided by VVTC.

Table 3.10

Satisfaction level expressed by respondents about VVTC

Particular (N=95)	Distribution (%) of respondents by their perception					
	Poor	Fair	Average	Good	Excellent	Total
Academic environment	-	-	-	90.5	9.5	100
Adequacy of the course content	-	1.1	1.1	90.5	7.4	100
Classroom atmosphere	-	1.1	1.1	81.1	16.8	100
Laboratory instruments	-	-	-	86.3	13.7	100
Library services	3.2	6.3	5.3	80.0	5.3	100
Extra-curricular activities	2.1	9.5	12.6	71.6	4.2	100
Quality of food	-	2.1	35.8	62.1	-	100
Hostel quality	1.1	3.2	16.8	74.7	4.2	100

Table 3.11

Respondents' Perception about Faculty Members and the Training they get from the VVTC (N=102)

Particular	Distribution (%) of respondents by their perception					
	Poor	Fair	Average	Good	Excellent	Total
Behaviour of faculty	-	1.0	1.0	90.2	7.8	100
Accessibility to faculty	-	-	6.9	86.3	6.9	100
Faculty member's knowledge on the subject	-	1.0	9.8	79.4	9.8	100
Faculty member's ability to explain and illustrate the concepts	-	1.0	7.8	69.6	21.6	100
Quality of the training received	7.8	-	15.7	60.8	15.7	100

With regard to faculty member, data revealed that their accessibility, knowledge on the subject, and explanatory capacity was acknowledged and well accepted from about 90 percent of the

respondents. This indicates that students held high opinion about instructors. As far as quality of the training is concerned, 76.5 candidates expressed higher level of satisfaction. Overall, students seem to have a positive opinion about VVTC.

3.8 Conclusions

Using primary data collected from 102 respondents, this chapter analyses students' perception about VVTC with respect to its admission process, facilities available and quality of training. Based on the analysis carried out in the chapter, certain important observations are given below.

- About 64 per cent of respondents expressed that they came to know about the centre and its training modules through their friends, past and current students. Thus, the present and ex-students of VVTC seem to be playing an important role in providing information about the Centre and its activity to new entrants.
- About 99 per cent of respondents affirmed that there was clarity about the admission process which was clearly mentioned in institute's catalogue/brochure.
- Nearly 72 per cent of respondents acknowledged about the counselling services being provided during admission.
- About 83 per cent trainees reported of having no difficulties during the time of admission.
- Although friends had minor role in influencing the students during the selection of the course, data revealed that it was largely the perception of higher employment opportunity associated with a particular course which motivated the candidate in course/trade selection. However, only 56 per cent of sample respondents affirmed the appropriateness of training as per their educational qualification.
- About 88 percent of respondents informed that the centre had adequate number of teachers and they were taking classes regularly.
- 96 per cent of respondents were of the view that all the topics were covered as per syllabus.
- Around 80 per cent of respondents reported of having no difficulty

in understanding the lecture delivered by instructors.

- Only 20 per cent respondents reported of having problems in understanding either because of poor or one time explanation by the instructors.
- About 90 per cent of respondents revealed that they cleared their doubts with teachers in the class.
- Regarding the adequacy of equipment or infrastructure for practical classes, there was hardly any complain from respondents across short or long term courses.
- Irrespective of duration of the courses, more than 95 percent of respondents accepted the importance of practical classes in understanding the subject.
- Though 86.3 percent of respondents reported of having industrial tour during their training, only 36.3 percent of them were of the opinion that it was helpful in obtaining job.
- Industrial tour was perceived as not being helpful in procuring job mainly due to its brief/short (one day trip) and infrequent (mostly once for each course) visit.
- Students held a high opinion on VVTC's academic environment especially with regard to adequacy of the course content, classroom atmosphere and availability of laboratory instruments. However, they had some reservations with respect to its library services, extra-curricular activities, food quality and facilities given in hostel.
- Students had a very high opinion about instructors for their cooperative behaviour, accessibility, knowledge on the subject and capacity to explain.
- In general, students had a positive opinion regarding the quality of the training provided at VVTC.
- One of the critical problem and challenge faced by tribal students was the final examination' question paper which was generally in English medium. Many would not understand the question properly and end up either not answering even if they know it or end up with an incorrect answer or writing something irrelevant.

Chapter – IV

EMPLOYMENT, INCOME AND JOB SATISFACTION

Most of the respondents held high opinion about VTC, Vaghaldhara for its conducive academic environment particularly regarding course content, classroom atmosphere, teaching quality, availability of equipment for practical classes and faculty members. Trainees' views on its activities such as career counselling, industrial tour and attracting potential employers for campus selection were also remarkable. Overall, the 'passed out' students experienced higher level of satisfaction for the training they received from the VVTC. But the question is whether this training finally led them to employment. In other words, what is the rate of employment among trainees? Do they obtain job soon after completing the course? Whether the job they got was related to their training? What was the average earnings? Did the earnings met up their expectation? Do they enjoy a sense of job security? What was the contribution of trainees in the household's income? What was trainees' perception about impact of training on their livelihood? Based on the responses of 102 'passed out' students collected through a structured schedule, this chapter addresses the above questions.

4.1 Campus Selection

Nearly 88 per cent of respondents expressed that employers were visiting the institute for campus selection (Table 4.1). With respect to frequency of campus selection, 42.2 per cent of respondents were of the view that it was taking place regularly. Another 49 percent of respondents reported that the campus selection takes place either occasionally or rarely. About 8.8 per-cent of candidates stated that campus selection was not happening during their training period.

Data in Table 4.1 indicates that only 50 sample passed out students were selected on campus for various jobs. This shows that the rate of campus selection was only 49 per cent of which 33.3 per cent had joined and remaining 15.7 per cent of candidates didn't join to their respective jobs. Contrary to this, about 51 per cent of sample respondents were not selected on campus for any jobs. Moreover, 53 sample

respondents (52%) had reported to have obtained job soon after completing their skill development training, of which only 36 (67.9%) of them had been chosen through campus selection by employers. The foregoing discussion thus suggests that some passed out students seems to have obtained jobs after completing their training even though they were not picked up for any jobs through campus selection.

Table 4.1

Views of Respondents about Campus Selection

Particular	No. of respondents	Per cent
Respondents' views regarding employers visiting the institute for campus selection	90	88.2
Frequency of campus selection taking place		
Regularly	43	42.2
Occasionally	26	25.5
Rarely	24	23.5
Never	9	8.8
Respondents' views regarding campus selection for any job		
Selected and joined (a)	34	33.3
Selected but didn't join (b)	16	15.7
Rate of campus selection (a+b)	50	49.0
Obtaining job immediately after completing the training	53	52.0

Given the rate of campus selection and the extent to which jobs are being obtained by 'passed out' students after completing their courses, one can raise the following questions. What is the employment status of students who were not being chosen for any jobs through campus selection? What is the employment situation among students who did not get job soon after completing their course? What happened to students who were neither chosen through campus selection nor obtain a job through other sources soon after completing the course? Whether these students remained unemployed or got into some other jobs? All these questions have been analysed and presented in Table 4.2.

Table 4.2

Employment status of respondents who were neither picked by campus selection nor obtained any job soon after completing the course

Particular	No. of respondents by their employment status					
	Got a job and continuing	Worked for sometimes and left the job	Didn't go for a job	Didn't get any job	Selected for 'on job training'	Total
Not selected for any job through campus selection	30 (57.7%)	7 (13.5%)	3 (5.8%)	10 (19.2%)	25 (3.8%)	2 (100%)
Had no job soon after completing the course	26 (53.1%)	3 (6.1%)	5 (10.2%)	12 (24.5%)	34 (6.1%)	9 (100%)
Neither chosen by campus selection nor obtained a job soon after completing the course	17 (48.6%)	3 (8.6%)	3 (8.6%)	10 (28.6%)	23 (5.7%)	5 (100%)

Note: Figure in parentheses are in percentage term.

Of the 52 students who were not picked up for any job through campus selection, 57.7 per cent of them are having salaried job now (Table 4.2). Also, about 13.5 per cent students from such category worked for sometimes and left the job and another 5.8 per cent didn't opt for any job. Similarly, among those who had no job soon after completion of their training, about 53 per cent of them are having job at present. In other words, 25.5 percent of the sample respondents obtained jobs after few months of the completion of the course. Among the third category students, who were neither chosen through campus selection nor obtained job through other means after completing the course, 48.6 percent of them got job at latter stage. This shows the extent to which passed out students of VTC, Vaghaldhara are being absorbed in the job market irrespective of whether or not they were picked up through campus selection or obtain a job soon after completion of their training. This clearly indicates the quality of the training being provided at VTC,

Vaghaldhara to make its students employable, as well as the magnitude of efforts put by its employment cell for getting its students absorbed in the job market.

4.2 Employment Status

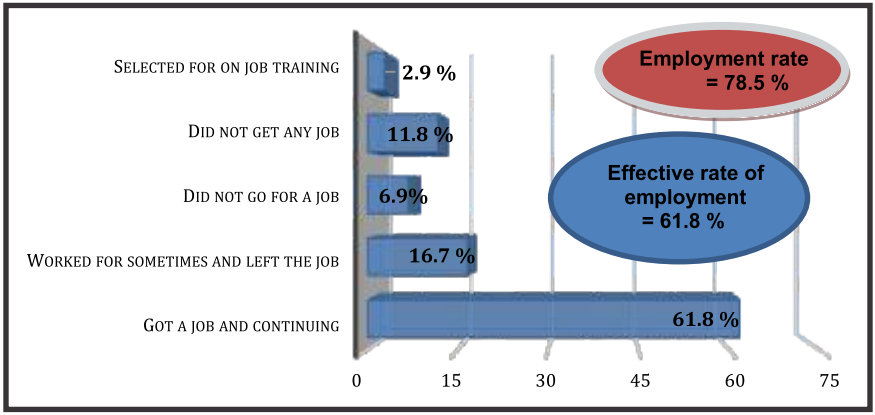
There were few passed out students who had worked for some time as an employee and left the job. There were also students, who didn't go for any job. There were few other passed out students for whom the job was not available to them and they remain unemployed. The tendency of not getting a job seemed to be higher among students who were neither chosen through campus selection nor obtained job through any other means after completion of their course. It is also noted that some students who were selected on campus had not joining to their jobs. A question that becomes pertinent is how to assess the rate of employment among passed out students of VTC, Vaghaldhara. In other words, what is the employment rate among passed out students of VTC, Vaghaldhara.

In the present context, a student who gets a job (full or part time) by virtue of his/her skill gained during the training at VTC, Vaghaldhara has been counted as an employee. Even if a student works for sometimes and leave the job, the case will be considered while calculating an employment rate irrespective of his/her present employment status. Thus, at this juncture an Employment Rate has been defined as the sum of current and past job holders as a proportion to total 'passed out' students. Whereas, an Effective rate of Employment has been defined as the volume of present job holders as a proportion to total passed out students. Given this definition, employment rate and effective rate of employment have been calculated and presented in Figure 4.1.

Of the 102 sample passed out students, about 61.8 per cent of them had obtained job and were continuing at the time of the interviews. Another 16.7 per cent of passed out students got selected, worked for some times and also left the job. By combining these two, VVTC was having an employment rate of 78.5 per cent. This is lower than the overall placement rate of 88.8 percent as estimated in Chapter-II. However, if we consider only the present job holders, then the employment rate will be 61.8 per cent. This shows the degree of effective rate of employment or employment retention among passed out students of VVTC.

Figure 4.1

Employment Status of sample 'Passed out' Students



Data in Figure 4.1 also show that 11.8 per cent of students did not get any job after completing their training. Also, another 6.9 percent of passed out students did not go for any job and about 16.7 percent of trainees left the job. These data raise several questions. What happened to these candidates? Why did they leave their job? Why some of them didn't opt for any job or get any job? More data on these aspects have been presented in Table 4.3.

Of the 17 candidates who had left the job, 13 (76.5%) of them attributed less salary as the primary reason of leaving their job while another four (23.5%) candidates cited job was not related to their training as a major reason for leaving the job (Table 4.3). Three (17.6%) candidates left the job since their salary was not hiked, whereas two (11.8%) candidates cited non-permanent position as the reason behind leaving the job. Other reasons cited for leaving the job include 'work place' was far away from home, illness, company being closed, higher studies, working under a contractor etc. In addition to the above, some females quit the jobs since they found it difficult to live independently in a rented house.

The primary reason cited by candidates who did not opt for any job was their desire and intent to start their own business. However, not being selected by employers was the main reason attributed for not getting a job (Table 4.3). Among the 36 candidates who had either left the job or didn't opt/get any job, about75 percent of them were unemployed and 22 percent had their own business.

Table 4.3

Employment status of respondents who left the job or didn't opt for/get a job

Particular	Reasons cited	Present employment status
Those who worked for sometimes and left the job (17)	➢ Salary was less (13) ➢ Job was not related to training (4) ➢ Salary was not hiked (3) ➢ Not made permanent (2) ➢ Work place was far away from home (2) ➢ Illness (1) ➢ Company was closed (1) ➢ Went for higher study (2) ➢ Being a girl, finding difficult to live alone in rented house (1) ➢ Since working under a contractor (1)	➢ Self-employed (3) ➢ Continuing higher study (1) ➢ Unemployed (13)
Did not go for a job (7)	● To have own business (5) ● Went for higher study (1) ● Did not get job as per training (1)	● Self-employed (5) ● Unemployed (2)
Did not get any job(12)	➢ Not selected by employers (9) ➢ Did not get trade related job (1) ➢ Did not join as the salary offered was very less (2)	➢ Unemployed (12)

Note: Figure in parentheses is no. of respondent. Reasons cited are not necessarily mutually exclusive in nature.

Another major problem encountered by respondents was shifting of job across industries from one place to another. Of the 80 job holders, about 24 (30%) workers had shifted their job once and 7 (8.7%) workers had shifted twice or more (Table 4.4). This shows that 38.7 percent workers had shifted their job prior to the current one. In about 15 cases, workers had left the job after having worked for more than a year. For 13 cases, workers had left the job after working for six to 12 months and in another 13 cases, workers had left their job within six months of starting their work. Among others, the major factors compelling workers to shift their jobs include less salary, no increment in salary, jobs having no relation with training and long working hours. For instance, in about 33 cases, workers attributed less remuneration and/or no increment in salary as the primary reason of changing their job, while in 8 cases, it was attributed to job not being related with training (Table 4.4). Long working hours and/or tough

task at work as reasons for shifting the job have been cited in 5 cases. Moreover, poor remuneration appears to be a major factor behind worker's decision for either leaving or moving into other job.

Table 4.4

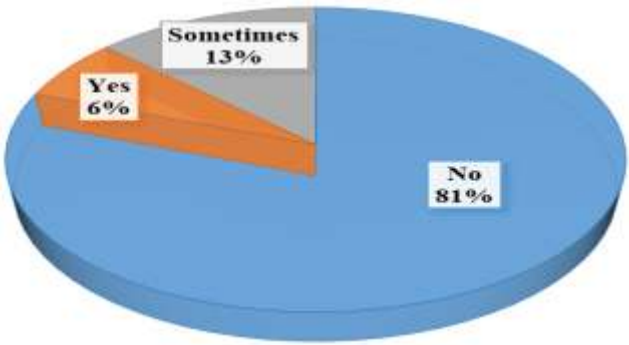
Job persuaded by respondents prior to the current one

No. of times job was shifted	Left the job after having worked for	Reasons for discontinuing the job	Present employment status
(A)	(B)	(C)	(D)
● Once (24)	● <3 months (8)	● Salary was less (26)	● Salaried job (21)
		● Salary was not hiked (7)	
● Twice (6)	● 3.01-6 months (5)	● Job was not related to training (8)	● Self-employed (3)
● More than twice (1)	● 6.01-12 months (13)	● Long working hours (3)	● Unemployed (6)
	● 12.01-24 months (11)	● Hard work (2)	
		● Work place was far away from home (2)	● Continuing higher study (1)
		● Not made permanent (2)	
		● Join for further study(2)	
		● Company was closed (1)	
	● >24 months (4)	● Manager was not in good terms (1)	
		● Salary was undeclared by the industrialist (1)	
		● Did not like the work place (1)	
		● Working under a contractor (1)	
		● Illness (3)	
		● Being a girl finding difficult to live alone in a rented house (1)	

Note: Figures in parenthesis in column A and D are number of respondents whereas in column B and C it is number of cases.

Figure 4.2

Distribution of respondents having standing offer while Shifting their job

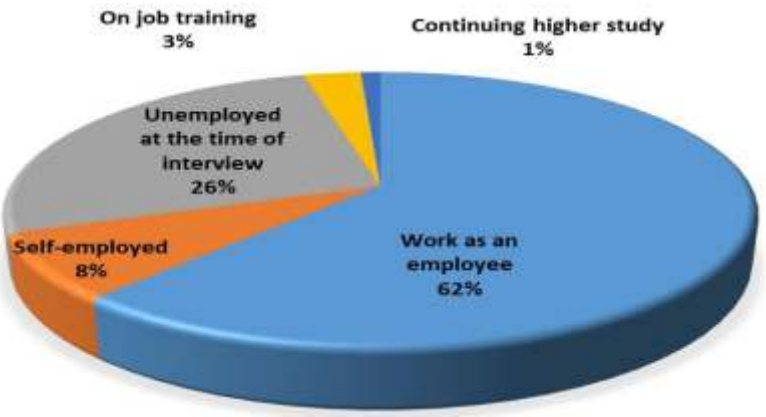


Note: This analysis covers to only those respondents who had shifted their jobs during last three years or after leaving the VTC, Vaghaldhara.

Notably, the workers who had moved from one job to another during the last three years or after leaving VTC, Vaghaldhara, about 81 per cent of them reported as having no standing-offer while shifting their job (Figure 4.2). Only 13 per cent of workers informed of having some offer sometimes while moving from one job to other. As most of the respondents leave their jobs without having any standing offer, sometimes they find it difficult to arrange a new job for themselves and remain unemployed. Thus, the insecure work environments and distorted job markets seem to be compelling these workers to try and move across jobs and industries whenever feasible and favourable in their perceptions.

Figure 4.3

Distribution of respondents by their present engagement



Note: 2.9 percent respondents who are employees in private enterprises work on daily wage basis.

Table 4.5

Distribution of Respondents by their Current Employer

Nature of employer	No. of respondents	Percent
Government agency	2	3.2
Private company	54	85.7
Private shop	3	4.8
Agent/middleman	1	1.6
Private institute	2	3.2
Private hospital	1	1.6
Total	63	100

Figure 4.3 provides data on present engagement of our sample respondents. Evidently, 62 per cent of our sample respondents were working as an employee in various private and government agencies at the time of the interview. Nearly 8 percent were having their own business (self-employed) and 26 percent were unemployed. Moreover, only 3.2 per cent of these workers were government employees and another 1.6 per cent were working under middleman (Table 4.5). It implies that about 95 per cent of them were employees in private enterprises. This shows the extent to which passed out students of VTC, Vaghaldhara get absorbed by various private agencies.

Overall, a close correspondence has been observed between a person being employed with his/her basic education, duration of the course, exposure to production unit through industrial tour, provision of campus selection, getting a job soon after completion of the training and earnings from the job. To measure the magnitude of each factor on the employment status, a multivariate logistic regression analysis has been carried out. The general model is a binary choice model involving estimation of the probability if "a person is employed or not" as a function of a vector of explanatory variables. If P is a probability of a 'passed out' student having a job, then

$$P = [1+e\ \{-\beta X\}]-1$$

Where 'β' is a vector of unknown coefficients and 'X' is a vector of covariates that affect the probability of a person being a job holder. The general logistic model can further be expressed as

$$\log_e \left(\frac{p_i}{1-p_i} \right) = \beta X = \sum_{j=0}^{k} b_j C_{ij}$$

The above express the log odds of a person being employed as a linear function of the explanatory variables. We can interpret the odds ratio [Expected (ß)] in terms of change in odds, i.e., if the value is greater than 1, it indicates that as the predictor increases, the odds of the outcome occurring increases. On the contrary, a value less than 1 indicates that as the predictor increases, the odds of the outcome occurring decreases. The estimated results are outlined in Table 4.6. Notably, except course duration and earning, other covariates reflect expected association with the dependent variable.

Table 4.6

Results of Logistic regression on employment status

Dependent Variable: whether the respondent is having a job (Yes=1, No=0)

Variables	Description	Expected sign	β coefficient	Expected (β)
Constant	-	-	-2.55* (.827)	0.08
Basic education	If s/he has studied higher secondary or above= 1, otherwise = 0	+ve	0.91**(.565)	2.48
Course duration	If the duration of the course is one year or more = 1, otherwise = 0	+ ve	-0.65 (.569)	0.52
Industrial tour	No. of industry visited	+ ve	1.53* (.578)	4.61
Selected on campus	If ever got selected by any employer on campus = 1, otherwise = 0	+ve	0.42 (.522)	1.52
Job	If the respondent had obtained a job soon after completion of the training = 1, otherwise = 0	+ ve	0.09(.531)	1.09
Earning	If the salary was less than that of expected = 1, otherwise = 0	-ve	1.67* (.507)	5.32

Note: -2 Log likelihood = 107.88, R2 = .24 (Cox & Snell), .33 (Nagelkerke), Model $\chi 2(6)$ = 27.82. Number of observations = 102, *indicates significant at 1% level, **indicates significant at 10% level, and figures in parentheses indicate standard error.

The above analysis reveals that there is a positive relationship between educational qualification and employment status. For instance, ceteris paribus, the probability of having a job among passed out students with higher secondary or above educational qualification is 2.48 times more compared to those having just secondary education or less. It implies that, other things remaining the same, industrialists seem to have preference for workers with higher secondary education against workers who had studied up to secondary level or less while offering employment. Though a negative relationship between employment status and duration

of the training has been observed, it was not statistically significant. However, this gives an indication of a higher prevalence of joblessness among passed out students having one or more years of skill development training compared to students having such training for four months. It is also observed that compared to short term courses (15.7%), a relatively higher proportion of candidates (18.8%) from long term courses are leaving the job due to less salary.

Evidently, an increase in the industrial tour by one time is likely to increase the 'passed out' student's probability of getting a job by 4.61 times. In other words, an increase in the frequency of industrial tour is likely to give more exposure to students and this, in turn, may lead to a higher rate of employment among them. Apparently, though campus selection and obtaining a job soon after completion of the training have shown a positive relation with employment status of passed out students, the coefficients are not significant. It implies that these two factors are not adding much to enhance employment among 'passed out' students.It is also observed that if the salary received is less than that of expected, the likelihood to remain in job increases by 5.32 times. In other words, if a trainee is ready to work at lower remuneration, there is consequently an enhanced possibility of getting employment. From this it is possible to infer that trainee who demands more salary is less likely to be absorbed in the job market.

4.3 Income of the Job Holders

Figure 4.4presents information on last month's remuneration received by the respondents from their current job. As per our data, as much as 21 per cent of workers had earned more than ten thousand rupees; 27 per cent had earned between Rs.8,001 to Rs.10,000; 47 per cent had earned between Rs.6,001 to Rs.8,000 and another 5 percent up to six thousand rupees last month. This shows that a higher proportion of employees from their current job earn between six to eight thousand rupees per month with a long term (12 to 24 months') training holders having a significantly higher share in this category (Table 4.7).Compared to candidates having long-term training, even a relatively higher proportion of candidates with short-term training are observed to have working at

22 Out of 53 trainees who had job soon after completion of the course, 26.4 percent of them had left their job. Similarly, of the 50 trainees who were selected on campus for job, nearly 32 percent of them didn't join.

Rs.8,001 to Rs.10,000 and above Rs.10,000 of monthly salary. It implies that longer duration vocational training appears to be less remunerative compared to short-term training.

Figure 4.4

Distribution of respondents by their last month's remuneration (N=63)

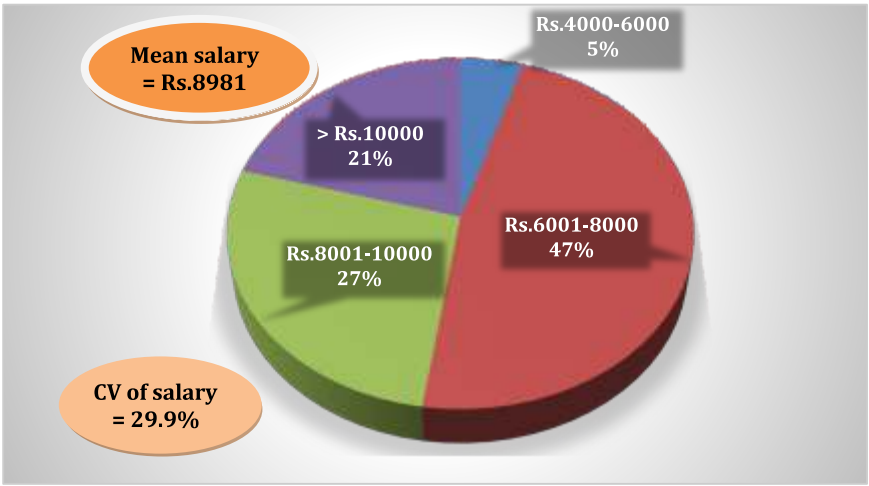


Table 4.7

Course duration–wise distribution of respondents by their last month's remuneration

Level of remuneration in last month (in Rs.)	Distribution (%) of respondents by course duration		
	Four/six Months (N=42)	One year (N=12)	Two years (N=9)
4000 – 6000	2 (4.8%)	1 (8.3%)	-
6001 – 8000	17 (40.5%)	7 (58.3%)	6 (66.7%)
8001 – 10000	13 (31.0%)	2 (16.7%)	2 (22.2%)
> 10000	10 (23.8%)	2 (16.7%)	1 (11.1%)
Average salary	9234	8458	8500
C.V. of the salary	(31.4%)	(27.7%)	(24.6%)

The mean salary of the month for these employees was Rs. 8,981 (Figure 4.4). However, this figure was observed to be the highest (Rs. 9,234) among short-term (four months) training holders followed by long-term (12 to 24 months) training holders as the mean salary of the latter

group employees was Rs.8,458 and Rs.8,500 respectively(Table 4.7). This shows that, on an average, candidates under MES pattern courses were well paid in the market compared to training holders from NCVT pattern courses. This may be attributed to; (i) less demand of students from the NCVT courses and (ii) non-availability of job as per training.

Figure 4.5 provides data on percent of employees who perceived their current job is not remunerative as per their expectations. Overall, 74.6 per cent employees were of the opinion that the amount of salary they received was much below their expectations. This view was pervasive among all candidates; as high as 100 per cent and as low as 64.3 per cent in case of those candidates who had undertaken skill development training for 24 months and four to six months respectively. As many as 91.7 per cent employees who had 12 months skill development training also stated that their earnings were meagre (Figure 4.5). Based on Figure 4.5, one can infer that the proportion of candidates not having salary as per their expectations was higher among those studied under NCVT system than that of candidates who had training under MES system. Moreover, acceptance of lower salary is largely attributed to labour market compulsions, absence of negotiating capacity on the part of the candidates due to financial needs back home and non- availability of job as per training received.

Figure 4.5

Extent to which respondents feel their current job is not remunerative as per expectation

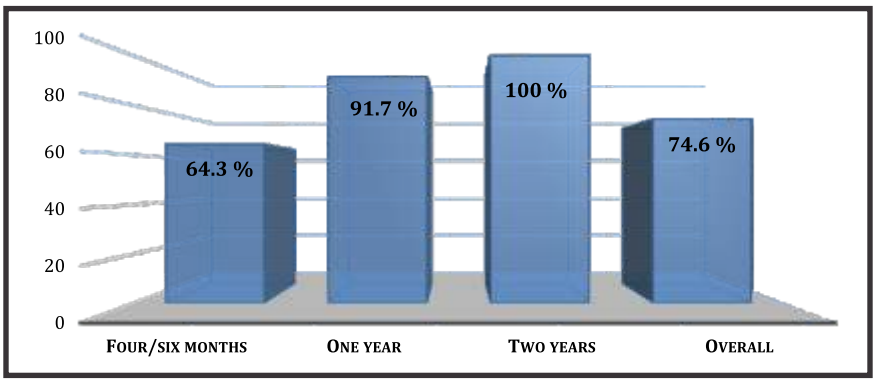
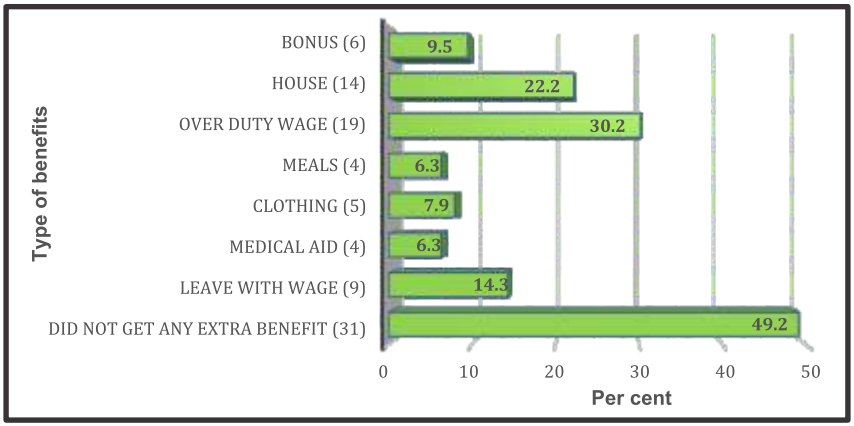


Figure 4.6

Job holders' views on additional benefits provided by employers (N = 63)



Note: Figures in parentheses are number of job holders.

It was also observed that about 30.2 percent of these employees had received some 'over duty' wages, about 22.2 per cent received rent-free accommodation, 6.3 per cent enjoyed meals while on job, and another 7.9 per cent received clothing at the time of Deepawali (Figure 4.6). Only 6.3 per cent employees were given some medical benefits.[23] As far as bonus and 'leave with pay' are concerned, about 9.5 percent and 14.3 percent employees had received such benefits respectively. However, about 49.2 per cent of job holders reported that they did not receive any such additional benefits from their employers.

4.4 Job Satisfaction

Table 4.8 provides data on respondents' view about their current job including its working hours, number of workdays in a week, salary determination, relevance of job to the training and sense of job security. As evident, about 65 per cent of respondents work for 8 hours per day and another 27 per cent of employees work for 12 hours per day round the clock. Only 7.9 per cent employees reported of working for 9 to 10 hours per day. When it comes to number of working days in a week, about 90.5

23 Medical benefit was not a part of the regular salary. This is basically some lump sum amount given to employees who was injured while working.

per cent employees reported of working six days in a week. Notably, 30.2 per cent employees used to commute from home to workplace. It shows that majority of the respondents had to stay at the workplace with their own arrangement or rent-free accommodation provided by their employers.

Table 4.8

Respondents' view about their job

Particular		No. of respondents	Per cent
Working hours per day			
Up to	8 hours	41	65.1
	9-10 hours	5	7.9
	11-12 hours	17	27.0
No. of working days in a week			
	4 days	1	1.6
	6 days	57	90.5
	7 days	5	7.9
Extent to which workers commute from home to work place		19	30.2
How salary/wage rate was decided?			
	Employer	57	90.5
	Contractor	4	6.3
	Office	2	3.2
Affirmed current job is not relevant to training		26	41.3
	NCVT pattern courses	10	47.6
	MES pattern courses	16	38.1
Sense of security in current job			
	Having sense of security	44	69.8
	Having no sense of security	9	14.3
	No idea	10	15.9

Note: All job holders including those working on daily wage basis received their salary/wages monthly and they employed full time.

It becomes clear from the data that in most of the private firms, industries, and enterprises, salary was primarily decided by the employers (Table 4.8). Some of our respondents were of the view that since workers were available at the same or lower salary for the same work, the owners always had an advantage over its employees while fixing the remuneration. Few of them also informed that there was hardly any substantive rise in their salary during last three/four years. It can be thus

inferred that the labour force located in a large informal sector invariably has a weak bargaining power. For a worker, this has implications on his/her remuneration and entitlements of benefits as well as the kind of work they do. For instance, nearly 41 percent of employees felt that their current jobs was not relevant to their training (Table 4.8). In terms of its prevalence, this view was as high as 47.6 percent and as low as 38.1 percent in case of those candidates who had undertaken skill development training under NCVT and MES system respectively. In other words, on average, 41 per cent of passed out students of VVTC appears to taken any job offered to them (which was not necessarily related to their training).

Though a significant proportion of employees (nearly 75%) felt that salary of their current job was not up to the expectation. About 70 percent of them revealed a sense of security in their current employment (Table 4.8).[24] It implies that as long as one is willing to work for less salary, there is no threat of discontinuation of their employment.

4.5 Contribution towards Household's Income

It is observed that 65 per cent of respondents had contributed money to home during the previous year (Figure 4.7). Entire self-employed and nearly 92 per cent of job holders had contributed towards household's income (Table 4.9). However, about eight per cent of employees had not given any money to their homes from their salary. As evident from the data, all self-employed respondents had contributed above Rs.5000 per month. Among job holders, this figure was 22.2 per cent. About 62 per cent of salaried people had contributed between Rs.2,501 to Rs.5,000 to their homes every month. On an average, salaried job holders had given 49 per cent of their income to their homes every month during the previous year. The coefficient of variation (CV) of money given at home among self-employed is quite less (25%) compared to salaried people (52.8%). This suggests that salaried people present a less uniform picture in terms of their contribution at home compared to self-employed. This variation can be attributed to differences in salary across jobs and cost of living at work place.

24 A job is defined as secured one if a worker does not lose the job in case of being absent from his/her work for one to ten days at a stretch.

Figure 4.7
Respondents' affirmation about the money given at home last year (2017-18)

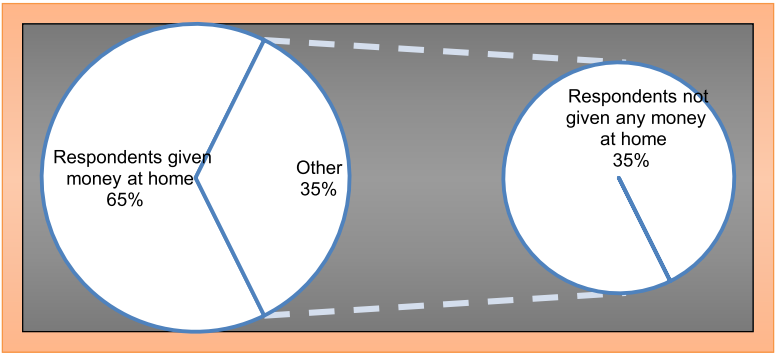


Table 4.9
Number of respondents contributed toward household income by their nature of engagement

Amount of money given (in Rs./Month)	No. of respondents		
	Self-employed	Salaried job	Overall
1 - 2500	-	5 (7.9)	5 (4.9)
2501 – 5000	-	39 (61.9)	39 (38.2)
Above 5000	8 (100)	14 (22.2)	22 (21.6)
Total	8 (100)	59 (92.1)	67 (65.7)
Average amount of money given per month*	10813 (25 %)	4400 (52.8 %)	5511 (60.7 %)

Note: Figure in parenthesis in row* is coefficient of variation and in other rows are percent of respondents.

In order to assess the contribution of respondents in household's income, sources-wise income (excluding respondent's own income) given to the household for the year 2017-18 were collected from the respondent. For analysis, these sources were categorised into agriculture, allied to agriculture, wages, business, services (salaried job) and others. Approximate annul income as reported by the respondents was noted for the above heads. Form this, monthly household income was estimated to assess respondent's share in it.[25]

25 Since some of the salaried people had put less than 12 months of service, it was not logical to compare their contribution with annual income of the household

Table 4.10

Average monthly income (in Rs.) of respondents' household by sources

Sources of income	Nature of employment of respondents			
	Self-employed	Job holders	Others	Overall
Agriculture	2135	2110	2570	2252
	(12.7)	(25.2)	(32.3)	(25.3)
Allied to agriculture	-	132	188	139
		(1.6)	(2.4)	(1.6)
Wages	1000	369	269	388
	(5.9)	(4.4)	(3.4)	(4.4)
Trade/business	2500	349	-	412
	(14.8)	(4.2)		(4.6)
Services (public/private)	-	944	4500	1951
		(11.3)	(56.7)	(21.9)
Others	417	62	417	198
	(2.5)	(0.7)	(5.2)	(2.2)
Contribution of the respondents	10813	4400	-	3566
	(64.1)	(52.6)		(40.0)
Total	16865	8367	7944	8906
	(100)	(100)	(100)	(100)

Note: Figures in parentheses are percentage share of respective sources from total household's income.

Not surprisingly, on an average, agriculture contributes about 25.3 percent of the total monthly household income (Table 4.10). Income generated through allied agricultural activities and wage works constituted only 1.6 and 4.4 percent of the total monthly household earnings respectively. The non-farm (business) activities contributed around 4.6 percent of the monthly household earnings. Other service holders in the family contributed 21.9 percent of total earnings in the household. Overall, these household derive 60 percent of their income from the above mentioned sources and the rest is being contributed by the respondent. Thus, on an average, a 'passed out' student from VVTC is found to contribute 40 per cent of the monthly household earnings. Among job holders and self-employed, this figure goes to as high as 52.6 and 64.1 percent respectively. This implies that the contribution of respondents emerged as a prominent source of income for their households back home.

Figure 4.8

Contribution of the respondents in household's income

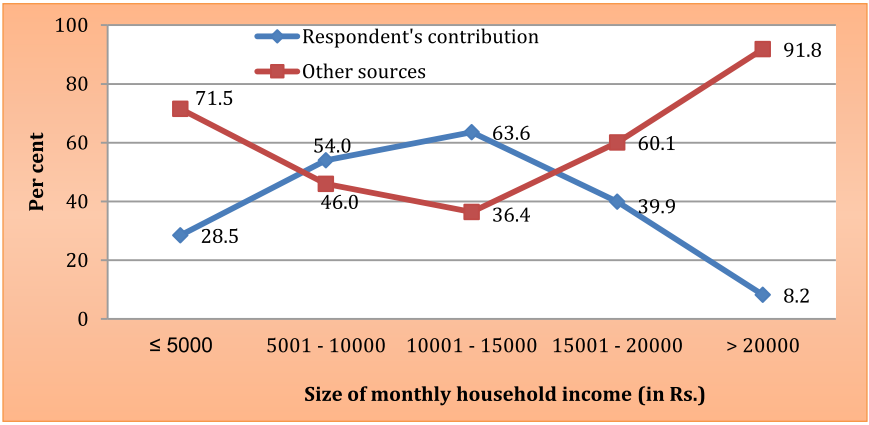


Figure 4.8 provides data on the contribution made by respondents with respect to size of monthly household income. Data indicates that households having up to Rs. 15,000 monthly incomes, the total income of these households has been increasing only through respondent's contribution. This suggests that, within this income limit, as the amount of contribution is increasing, its share to monthly household income also increases. However, the respondent's share in household's income was gradually declining among households having more than Rs.15,000 monthly income. Overall, the VVTC seems to be playing an important role in improving the livelihood of tribal families of Valsad and its adjacent districts.

4.6 Impact of Training

To understand impact of training on livelihood, this section analyses respondents' views on their skill improvement, enhanced possibility of getting employment, increased financial independence, improved quality of life and increased self-esteem. Evidently, about 55.9 per cent to 67.6 per cent of respondents expressed that the impact of training on their livelihood as moderate (Table 4.11). About 7 to 12 per cent of respondents affirmed that the training had significant impact of on their skill development, employment, financial independence, quality of life and self-esteem. In total, trainees seemed quite positive about the impact of vocational training on their livelihood. This was also visible from

the fact that 97 percent of the respondents positively recommended the skill development training carried out by VVTC to others (Figure 4.9).

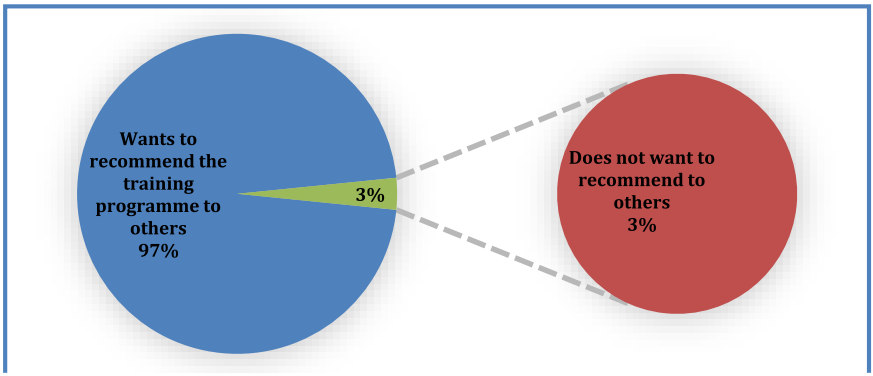
Table 4.11

Respondents' perception about impact of training course on their livelihood

Particular (N=102)	Distribution (%) of respondents by their perception				
	Not at all	To some extent	Moderate	To a great extent	Total
Skill improvement	-	30.4	57.8	11.8	100
Enhancement of chances of employment	-	21.6	67.6	10.8	100
Increased financial independence	7.8	26.5	55.9	9.8	100
Improved quality of life	1.0	30.4	61.8	6.9	100
Increased self-esteem	1.0	24.5	66.7	7.8	100

Figure 4.9

Respondents' view about recommendation of the training programme to others



4.7 Conclusions

Besides dealing with the impact of vocational training on employment, income and livelihood, this chapter has also focused on campus selection, employment status of trainees who quit the job, those who didn't opt for/get any job, shifting of job, availability of job related to training, sense

of job security and contribution of the trainees in household's income etc. Based on the analysis in this chapter, some important observations that can be listed are given below.

(1) Though 88 per cent of respondents expressed that employers visited the institute for campus selection, only 42.2 per cent of them stated that it was taking place regularly.

(2) Including campus selection, 52 per cent trainees reported of procuring job soon after completion of their training.

(3) Only 8 per cent of trainees were self-employed.

(4) The employment rate among passed out students of VVTC was 78.5 per cent. However, the effective rate of employment was estimated to be 61.8 per cent. These figures were significantly less, when compared with placement rate estimated in Chapter II.

(5) Moreover, 41 per cent of passed out students of VVTC seem to take up any job available (which was not necessarily related to their training). This view was higher among trainees under NCVT compared to MES system.

(6) Of the total job holders, 21.3 per cent had left their jobs and about 38.7 per cent of employees changed/shifted their job once or more prior to the current one.

(7) Among the employees who had moved from one job to another, 81 per cent of them had reported of having no standing offer at the time of shifting their job.

(8) Poor remuneration appears to be a major factor behind workers' decision on leaving or moving into other job.

(9) Most of the passed out students work in private enterprises and a majority of them earned between Rs.6,000 to Rs.10,000 per month.

(10) About half of the employees had not received any other benefits from employers except their salary.

(11) It is also observed that trainee who agreed for less salary was more likely to be absorbed in the job market.

(12) About 74.6 percent employees affirmed that the amount of salary

they get was much below than their expectations. Apparently, the proportion of respondents who were not having salary as per their expectations was higher among those studied under NCVT system than the candidates who had training under MES system.

(13) Acceptance of lower salary was largely attributed to labour market compulsions, absence of negotiating capacity on the part of the candidates due to financial needs back home and non-availability of job to suit and match the training received.

(14) Nearly 65 percent of respondents had given money to their homes last year.

(15) A significant proportion (62%) of salaried people had contributed Rs. 2,501 to Rs. 5,000 to their homes every month.

(16) Overall, a trainee from VVTC was found to contribute 40 per cent of the monthly household earnings. This figure goes as high as 52.6 percent and 64.1 percent among job holders and self-employed persons respectively. Thus, respondents' contribution assumes to be an important source of income at the household level.

Despite the feeling that job was irrelevant to the training and poor earnings, about 70 per cent of job holders revealed a sense of security in their current employment. Moreover, trainees appeared quite positive about the impact of vocational training on their skill development, employment, financial independence, quality of life and self-esteem.

Based on these findings, the study suggests the following. First, as the chances of obtaining job increases with educational qualification, VVTC should encourage to in-take students with higher secondary or above educational qualification irrespective of their interest in NCVT or MES courses. Second, since industrial tour is heightening employment, VVTC may consider to organise more of such programmes. Third, the institute should also revise its campus selection process and make it more effective to boost employment opportunities among trainees in surrounding industries.

Chapter – V

SUMMARY AND CONCLUSIONS

Since August 2010, the Vaghaldhara Vocational Training Centre, (VVTC) has been providing skill development training and employment assistance to scheduled tribe youths of Valsad and its adjacent districts to facilitate their absorption within the surrounding industries. Keeping in view the requirement of the local industries, VVTC offers skill training in 27 different courses in the broad area of information & communication technology, construction, electrical, refrigeration & air conditioning, fabrication, production & manufacturing and garment making. Moreover, these training are given under NCVT and MES system and the duration of the courses varies between four months to two years. Overall, the centre provides various employment-oriented skill development training to tribal youths free of cost along with residential facilities in co-operation with the Tribal Development Department, Government of Gujarat under public private partnership (PPP) mode. This skill development training to tribal youth is one of the points of Chief Minister's 10 points programme known as Van Bandhu Kalyan Yojna. It is within this context, this study was undertaken to assess VVTC's skill development training programme in terms of its impact on tribal youths with respect to their employment and income generation.

Initially, using secondary data an analysis was conducted towards understanding about enrolment, dropouts, successful completion of training and placement among passed out students. Later, the study was supported by the in-depth analysis of the primary data collected from the 102 sample respondents. Analysis include trainees' view on admission process, selection of trade, hostel facilities, regularity of classes, adequacy of instructors, completion of the course, teaching quality, availability of equipment for practical classes, access to library, industrial tour, career counselling, campus selection, employment and income. This chapter brings together the main findings and issues that emerge from the preceding chapters. Some of the salient findings that emerge from the analysis are presented below under different headings.

A. Enrolment

- About 4574 candidates joined VVTC to pursue the skill development training with an average enrolment of 508 students per annum.
- For MES and NCVT pattern courses, the rate of enrolment was 57.3 per cent and 91.2 per cent respectively. The low rate of enrolment in MES courses was attributed to higher frequency of offering such courses in a year.
- Of the total enrolment, female candidates were just 17.3 per cent. This shows that females were taking less interest for skill development training compared to their male counterpart.
- 99 per cent respondents affirmed that the admission process was being clearly mentioned in institute's brochure and about 83 per cent of trainees did not experience any difficulties during the time of admission.
- Though friends have some influence, the perception of higher employment opportunity associated with a course was playing as a major role in trade selection during r admission.

B. Teaching Quality

- 88 per cent of respondents suggested of having adequate number of teachers in the Centre and about 96 per cent of them affirmed of covering entire topics as per syllabus.
- Around 80 per cent of respondents reported of having no difficulty in understanding the lecture delivered by instructors.
- About 90 per cent of respondents informed that teachers clear their doubts in the class.
- More than 95 percent of trainees revealed that the practical classes were very much helpful in understanding the subject.
- Insofar as adequacy of equipment or infrastructure for practical classes are concerned, no negative remark was made by respondents.
- A high opinion was observed among students on VVTC's

academic environment, adequacy of the course content, classroom atmosphere, availability of laboratory instruments and instructors.

- Insofar as quality of the training is concerned, students appeared to have a positive opinion about VVTC.
- Overall, students were quite satisfied with the quality of the training provided at VVTC.

C. Completion of Training and Dropouts

- The rate of successful completion of training among students was 79.2 per cent. This rate was higher (83.3%) in short duration (4 months) courses when compared to long- term (12 to 24 months) courses (69.1%).
- The overall dropout rate was 10.6 per cent. This figure was 9.4 per cent and 13.8 per cent for short and long term courses respectively.
- The rate of "passed out" and "dropout" among students were observed to have declining and increasing respectively by duration of the courses.

D. Employment and Income

- The "placement rate" was 88.8 per cent. This shows that nine among every 10 'passed out' students were obtaining jobs after successful completion of their training at VVTC.
- Students form NCVT courses (long term courses) were enjoying a relatively higher placement when compared to student from MES (short term) courses.
- None of the sectors had experienced placement rate below 75 percent critical level. For the centre as a whole, in no financial year, this rate was less than 75 per cent threshold level.
- The placement rate among female trainees was relatively less (76.2%) compared to their male counterpart (91.4%).
- As far as primary data is concerned, the employment rate among passed out students was 78.5 per cent. The effective rate of employment was even more less (61.8%). This shows a

wide difference in employment rate when one estimated using primary and secondary data. In other words, the actual employment among trainees was significantly less than claimed.

- About 41 per cent of employees felt that the current job was not related to their training.
- Most of these trainees (about 75%) work in private enterprises for Rs. 6,000 to Rs. 10,000 salaries per month and about half of them do not get any other benefits except their salary.
- Despite the poor earnings, about 65 per cent of the respondents were contributing money to the household income.
- Nearly 62 per cent job holders contributed Rs.2,501 to Rs.5,000 to their home every month.
- Overall, a trainee from VVTC was contributing 40 per cent (Rs.3566) of the monthly household earnings.
- Despite the feeling of the job being irrelevant to their training and poor earnings, about 70 per cent of job holders revealed a sense of security in their current employment.
- Overall, trainees appeared to be quite positive about the impact of vocational training on their skill development, employment, financial independence, quality of life and self-esteem.

E. Grading

- Of the 162 private ITIs in Gujarat, VVTC holds 12th rank. Likewise, among the entire 310 private and government ITIs in the state, it occupies 43rd rank. Among entire graded 4811 private and government ITIs at all India level, VVTC occupies 276th rank, which comes within the best 6 percent such institutes in India.

F. Problems Encountered by Trainees

- Getting the final examination's question paper in English was

a major problem stated by most of the trainees. Because of this they found difficulties in understanding the question. They would either leave the question unanswered even if they were aware of the answer or end up writing something irrelevant to the question. Thus, it is critical that the question paper should be printed in both English and Gujarati.

- Not procuring job immediately after completing the training was one of the major problem among 'passed out' students. This problem has been cited by 48 per cent trainees. Poor campus selection was one of the important factors behind it. In some cases, even if students were selected through campus placement, they were reluctant to join the jobs.
- Another major problem encountered by trainees was quitting and/or shifting of job. For instance, out of total (80) job holders, 21.3 per cent candidates worked for some time and left their job and another 38.7 per cent had changed or shifted their job at least once prior to the current one. Poor remuneration appears to be a main factor behind such decisions.
- While quitting or changing from one job to another, none of them would have any standing-offer and often they would find it difficult to arrange a new job for themselves. The insecure work environments and distorted job markets seem to be compelling these workers to constantly try and move across jobs and industries whenever feasible and favourable to their situations and perceptions.
- A significant proportion of students were accepting any kind of job that comes to them first. This problem was more prominent among students who completed training in NCVT courses when compared to students from MES pattern courses.
- Another important problem noticed among job holders was a wide gap between actual and expected salary. This problem was reported by 74.6 per cent job holders. In terms of its

prevalence, this problem was more severe among long term (12 to 24 months) training holders compared to short term (4 months) training holders. It is also noted that trainee who accepted less salary was more likely to get absorbed in the informal job market.

- Acceptance of lower salaries was largely attributed to labour market compulsions, absence of negotiating capacity on the part of the candidates due to informal labour market arrangement and non-availability of work to suit and match the training. Hence, mere completion of skill development training by tribal youth, may not necessarily ensure them a reasonably well-paid job.

Where VVTC can intervene?

(1) Students were having some reservations regarding access to and utilisation of library services, extra-curricular activities, quality of food and facilities provided in the hostel. These issues are critical and should be carefully reviewed by the VVTC in the light of these findings.

(2) Since the chances of obtaining job seem to be increasing with educational qualification, VVTC should emphasis to enrol more students with higher secondary or above educational qualification irrespective of their interest in short or long-term courses.

(3) Since industrial tour seem observed to enhance the employment opportunities, the centre may consider of organising more of such programmes.

(4) Since campus selection was not converting into employment possibilities in great numbers, the institute may revise its campus selection process and make it more effective to boost employment opportunities among its trainees.

(5) As most of the companies would recruit through job fair, advertisement given in directory of industries and recruitment agencies, VVTC should make use of these system or agency for placement of 'passed out' students instead of solely depending on just campus selection done through employment officer/cell.

Given the fact that only limited companies visit the centre for campus selection, the above arrangement can intensify the placement drive and further boost the employment opportunities and also increase the average salary.

(6) VVTC should develop some mechanism to have feedback from the passed out students about their current job. For example, whether the trainees possess the professional skills required by the industry. With respect to this, the centre can assess whether the 'passed out' students have the necessary skill to do the job. It will also help towards gaining an understanding about difficulties faced by trainees across trades while on job.

(7) VVTC should enhance its collaboration and connection with the industry expert, CEOs/HR managers, and technicians to have interaction with students and share their experience or feedback. This may motivate the tribal youths to boost self-confidence and work ethics in them.

(8) It is argued that when a company or industry offer a job to the fresher, their knowledge is not up to the mark. The machine they operate in their practical classes and the machine being used in the industry would be altogether different. Hence, to boost self-confidence, VVTC may consider providing stipend, may be for a month or so while a student undergoes “on job training”. Nevertheless, this amount may be released after placing an experience certificate from the concerned company or industry. This practice may enhance the degree of employment retention rate.

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Appendix 1

Visitors' opinion about VVTC

Date of visit	Visitors' name and designation	Comment(s)
August 17, 2011	Mr. A.N. Bokshi CCA, Ministry of Tribal Affairs Government of India New Delhi	This is one of the best things can happen for the skill development of tribal students. This model may be replicated as a benchmark for other such institutes.
February 24, 2012	Mr. R.P. Gupta Dy. Commissioner Tribal Development Department Raipur	Express a deep feeling of surprise that a man has created a N.G.O. for last 50 years. The fruits are now coming and in years to come many beautiful fruits will come for an upliftment of S.T. & backward community.
January 7, 2013	Dr. Saumitra Chaudhari Honourable Member, Planning Commission Government of India, New Delhi	An excellent example as to how high quality skill development institute can be set up by a combination of government funds and highly motivated and dedicated public spirited people.
December 14, 2013	Jyoti K. Patel Joint Secretary Tribal Development Department, Gandhinagar	I am impressed by activities of this institute. Very good campus & facility.
February 6, 2014	Member of Board of Directors Tribal Development Corporation Government of Goa	We are very much impressed. The centre has maintained entire training unit very well. It has very good building and assets
January 17, 2015	D.K. Panmand & M.G. Gaikwad Joint Commissioners Tribal Development Department Nashik, Maharashtra	The institute is very helpful for tribal students to getting job. Working atmosphere of the institute is very impressive.
February 19, 2015	Shri Sushilesh Mohan Sahai Director Ministry of Tribal Affairs, New Delhi	The VVTC is running well with excellent infrastructure, committed trainers & happy trainees.
May 16, 2018	Smt. Avantika Singh, IAS Director Employment & Training, Gandhinagar	Visited labs and all classrooms. Quality of students and infrastructure outstanding.

Students Practicing in Electrical Lab.

Students in Refrigeration and Air Conditioning Mechanic Workshop

Trainees at Welding Workshop

Students in Plumbing Workshop

Trainer Demonstrating Plumbing Trade

Students Practicing in Fitter Workshop

Practical Training in Turner Workshop

Theoretical Training in Class Room

Library

Students Implementing Part-programming on CNC Machine

Students in a Theoretical Class

Computer Lab

Dress Making Trade

Students in Prayers


Boy's Hostel


Staff Quarters

Details of courses offered by VVTC

Vanbhandhu Kalyan Yojana

Sector	Name of the Course	Pattern	Course Duration
Information & communication technology	• Computer operator and programming assistant	NCVT	12 months
	• Computer hardware & network maintenance	NCVT	12 months
	• Computer operator	MES	4 months
	• Computer hardware assistant	MES	4 months
Construction	• Draughtsman civil	NCVT	24 months
	• Plumber	NCVT	12 months
	• Architectural assistant	NCVT	12 months
	• Surveyor	NCVT	12 months
	• Mason (building constructor)	NCVT	12 months
	• Civil site supervisor	MES	4 months
	• Plumber	MES	4 months
	• Architectural assistant	MES	4 months
	• Land surveyor	MES	4 months
	• Mason	MES	4 months
Electrical	• Electrician	NCVT	24 months
	• Electrical house wiring technician	MES	4 months
Refrigeration & air conditioning	• Refrigeration & air condition mechanic	NCVT	24 months
	• Refrigeration & air condition technician	MES	4 months
Fabrication	• Welder	NCVT	12 months
	• Welder technician	MES	4 months
	• TIG& MIG welder	MES	4 months
Production & manufacturing	• Turner	NCVT	24 months
	• Fitter	NCVT	24 months
	• CNC turning operator	MES	4 months
	• CNC machinist	MES	4 months
Garment making	• Dress making	NCVT	12 months
	• Industrial sewing machine operations	MES	4 months