

142

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Tribal Development Department

**AN EVALUATION OF VOCATIONAL
TRAINING CENTRES FOR SCHEDULED
TRIBES IN MAHARASHTRA**

**A report
submitted to the Ministry of Welfare,
Tribal Development, Research Division,
Government of India,
New Delhi**

By



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P R E F A C E

One of the prime objectives of the Tribal Research and Training Institute in the country is to conduct research on various aspects of tribal life and development. The Tribal Research and Training Institute, Pune, has thus far published over 200 research and evaluation reports. Most of these reports have highlighted the impact of various development schemes, which are being implemented for the tribals. Based on empirical findings, suggestions are given in this research report to develop remedial or corrective measures in regard to planning, implementation and follow-up of the schemes/programmes aimed at tribal welfare concerned. The State Government then acts on the given suggestions to formulate policies for improving the socio-economic conditions of tribals in the State.

During the year 1996-97, the Ministry of Welfare, Tribal Development Research Division, entrusted the project entitled, "An Evaluation of Vocational Training Centers for Scheduled Tribes in Maharashtra State" to this Institute with specific time bound schedule limit within a short span of 4 months. We would like to fully acknowledge the Ministry of Welfare, Tribal Development Research Division, for providing a necessary grant for the project. The present study was carried out in selected four T.S.P. districts viz. Thane, Gadchiroli, Raigad and Pune from which five I.T.I.Centers and a number of other V.T.Cs. were chosen.

The findings and suggestions reported in this research report will certainly help in formulating policies to strengthen VTCs, in tribal areas, so that the tribals seek for themselves the avenues of employment and self employment, with the guidance and monetary aid provided by the financial Institutions.

The data collection, analysis and writing of this report was assigned to Dr.Robin D.Tribhuwan, the Coordinator of the Project under my guidance. Dr.Tribhuwan was assisted by four research officers and eight investigators to collect and analyze data. His work was supervised by Shri D.M.Raskar, Deputy Director, IADP.

I would also like to acknowledge the timely help rendered by Computer Unit comprising of Shri S.R.Kute, Shri D.D.Gaikwad, Mrs. S.S.Bhutkar, Mrs. A.J.Gaikwad, Shri J.B.Avachat and Shri K.P.Kurde for typing the report and preparing the layout. Similarly, we acknowledge the contribution of 4 Research Officers and 8 Investigators hired from outside alongwith Shri.S.R.Shevkari and Shri.S.R.Salunke of TRTI who helped Dr.Tribhuwan in analysing the data and preparing relevant tables. I am sure that the findings and suggestions in this report will contribute in formulating policies in strengthening the VTCs, in tribal areas in a meaningful way.

Date: 6-7-96

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CONTENTS

PARTICULARS		Page Nos.
Preface		1
Contents		1a
Chapter One		2
A Profile of the Directorate of Vocational Education & Training, Government of Maharashtra.		
1.1	Factors of Social & Economic Changes in India : Some reflections	2
1.2	The Directorate of Vocational Education & Training	3
1.3	Organizational structure of Management of vocational education & training in Maharashtra State	5
1.4	Institutions and Schemes	8
1.5	Statement of the problem	30
1.6	Aims and objectives of the study	31
1.7	Significance of the study	32
Chapter Two		33
Research Methodology		
2.1	Setting of the study	33
2.2	Target population	33
2.3	Method of Data collection	34
2.4	Sampling procedures	37
2.5	Data processing & Analysis	37
2.6	Chapter Scheme	37
2.7	Limitations of the study	38
Chapter Three		39
A glance at the effectiveness of vocational education & training schemes in selected TSP districts of Maharashtra		
3.1	Status of vocational training centres in tribal Thane	44
3.2	Profile of district vocational training centres in Gadchiroli	48
3.3	Vocational training institutes & schemes in Raigad	49
3.4	A glance at Pune's Vocational training Institutes	49
3.5	Effectiveness of VTC's in tribal areas	49
Chapter Four		52
Status of Industrial Training Institutes in Tribal Maharashtra		
4.1	Introduction	52
4.2	Industrial Training Institutes in Maharashtra	52
4.3	Awareness of the significance of ITI's amongst the tribals	53
4.4	Socio-economic status of tribal trainees in ITI's	53
	a) Ethnic composition	53
	b) Educational status	53
	c) Land holding	57
	d) Annual income & occupation	58
4.5	Problems faced by tribal trainees	59
4.6	Selection of Trades by tribals	59
4.7	Problems faced by Instructors and Administrators of ITI's in TSP Areas	63
4.8	Follow-up of Apprenticeship & placement of tribal students	63
4.9	Impact of ITI's on the socio-economic life of the tribals	63
Chapter Five		65
Summary & Conclusions		
Suggestions		69
References		74
Appendices		75

Chapter One

**A profile of the Directorate of Vocational
Education & Training, Government of
Maharashtra**

CHAPTER ONE

A PROFILE OF THE DIRECTORATE OF VOCATIONAL EDUCATION AND TRAINING, GOVERNMENT OF MAHARASHTRA.

1.1 Factors of social and economic change in India : Some Reflections.

While Mahatma Gandhi was affectionately called "The father of Nation: Rajaram Mohan Roy was called the Father of Modern India. The impact of British imperialism, western social and political thought, science and technology, roused the Indian people, and leaders like Rajaram Mohan Roy, Gandhiji and Nehruji, Channelized this new energy to build up a modern India.

The liberation of women and the starting of secular education were the two great movements initiated by Raja Ram Mohan Roy which contributed to renaissance of India. Mahatma Gandhi, after a hundred years, not only reinforced these ideas, but fought for a more radical change - the removal of untouchability, a great blot in Indian caste, social system. Following the foot steps of Tata and Vishveshwaraya, Pandit Jawaharlal Nehru laid the foundations for technological progress by starting mammoth steel mills, fertilizer factories, gigantic power and irrigation projects and sinking of oil wells to get petroleum. He also started a chain of National Laboratories to apply scientific knowledge to solve technical problems in nation building.

The Indian constitution assured for all citizens, justice, liberty, equality of status and opportunity to all the Planning Commissions plans for, "The most effective and balanced utilisation of the countries resources". Hence since Independence social, economic, educational and technological development was the prime moto of Central and the respective State Governments.

Thus, one of the significant features of contemporary India is not only the tremendous social change that is taking place but also a deliberate attempt made by the State to change its social and economic structure. It must be realised that Indian society is not by any means unique in this regard. Practically, all the countries in the west as well as east have been going through tremendous social changes in the nineteenth and more particularly in the 20th century.

According to Kuppuswamy, B. (1972 : 1-120) twelve major factors have played an important role in changing the social and economic scenario of the country. These factors of social and economic change are:-

- 1) Demographic Factor
- 2) The Economic Factor
- 3) The Cultural Factor
- 4) Planning as a Factor in Social Change

- 5) Legislation as a factor of social change
- 6) Technological Development as a Factor
- 7) Changes in the status of women
- 8) Urbanisation, modernisation affecting social mobility
- 9) Changing position of labour
- 10) Educational expansion
- 11) The expansion of Mass Media
- 12) Changes in Indian traditional values.

Social change has occurred in India because of the above and many other factors. However, the speed of change and development has been different for different sections of the Indian population. Some sections of Indian society were very fast in adapting to the pace of social and economic change, while some communities could not, cope up, or adapt to the processes of social change. Well, these are several factors and reasons which portray as to why these communities could not cope up with these processes of change.

One of the many efforts of both Central and State Governments was to promote industries so as to develop Indian technology and get into National and International trade and commerce. To achieve this, a number of industries both small and large were set-up since Independence. The next of concurrent step was to build up skilled and technical man power to work in these industries. Hence the need for vocational and technical education arose. In the year 1948 the Department of Technical Education was established, to professionally educate and train Indian youth as skilled workers, supervisors and technicians.

Before getting to the focal point and the research problem of the study, which basically aims to unravel the impact of vocational education on the social and economic life of the tribals in Maharashtra, let us take a glance at the functions, infrastructure and schemes implemented by the Directorate of Vocational Education, Government of Maharashtra.

1.2 The Directorate of Vocational Education and Training

Direction and Administration

The Department of Technical Education was established in 1948 to bring various activities pertaining to technical education at all levels, under one roofs. This Department was made responsible to administer and control various activities pertaining to :-

- i) Engineering colleges
- ii) Technological institutions
- iii) Polytechnics
- iv) Industrial Training Institutes
- v) Industrial schools
- vi) Technical schools
- vii) Government Industrial Workshops &
- viii) Other certificate courses, connected with vocational training.

In addition to this, the responsibility of post graduate courses and research was also shouldered by this Department. Since the last four decades the activities of various programmes under the Directorate of Technical Education have been increased tremendously. In order to meet the skilled man power requirement, the training activities have increased by way of starting new Government as well as Non-Government institutes in the state of Maharashtra. To have a smooth functioning of these activities, the Directorate of Technical Education is bifurcated in two separate Directorates namely:-

- i) The Directorate of Technical Education and;
- ii) The Directorate of Vocational Education and Training

The administrative responsibility in respect of craftsman training scheme (Industrial Training Institutes), Government Industrial Workshops, Vocational Industrialization of Education at 12th std stage, Technical Education at secondary level, certificate and allied vocational courses are entrusted with the Directorate of Vocational Education and training. Whereas the responsibility of higher technical education and research is bestowed upon the Directorate of Technical Education.

In the year 1984, the State Government set up a Directorate of Vocational Education and Training to organise and coordinate the Technical education activities at all levels in the State. The activities of the Directorate of vocational education and training cover the following fields:-

- i) Technical courses at secondary level.
- ii) Vocational courses at 12th std stage.
- iii) Certificate courses in engineering & non-engineering.
- iv) Craftsman courses.
- v) Apprenticeship courses under the Apprentices Act, 1961.
- vi) Government Technical High Schools centers-cum-Industrial Schools.
- vii) Part time classes for Industrial workers.
- viii) Advanced vocational training system
- ix) Vocational education project under the World Bank Unit.

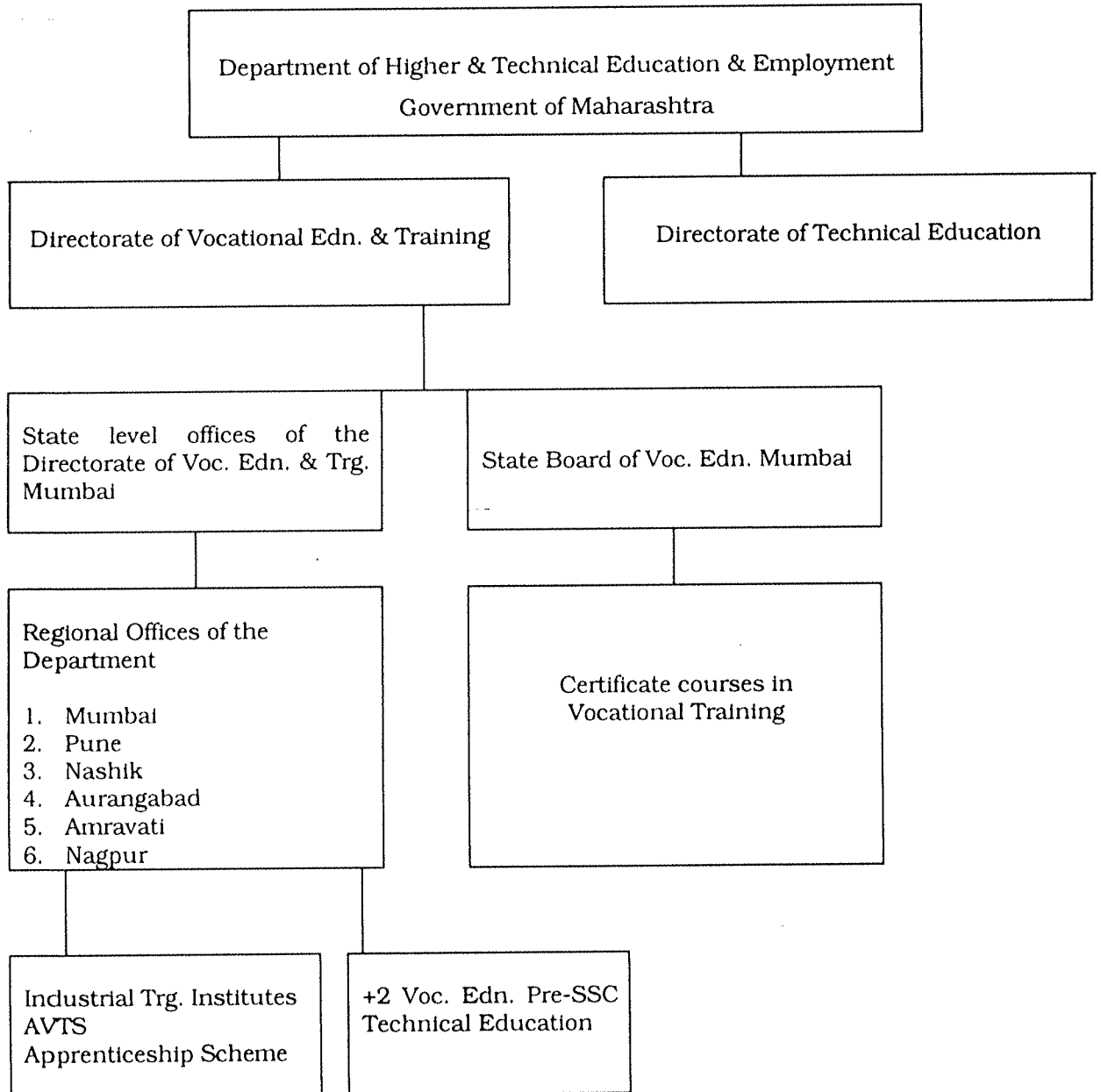
The Directorate of Vocational Education and Training also advises the Government in all the matters pertaining to technical education including the management, control and administration of technical schools/centers, Industrial Training Institutes, Vocational Training Schools, Industrial Schools Craft and other institutes, including starting new institutes and courses according to the requirements of various fields in private and public sectors. It is the Director of Vocation of Education and Training, Mumbai, who advises the Government of Maharashtra State in all the above listed matters.

1.3 Organisational structure of Management of Vocational education and training in Maharashtra State.

The organisational structure of Management of Vocational Education and Training in the State of Maharashtra is given in following charts 1.1 to 1.2.

Flow chart 1.1

Organisational structure of Management of Vocational Education and Training Institutes Maharashtra State



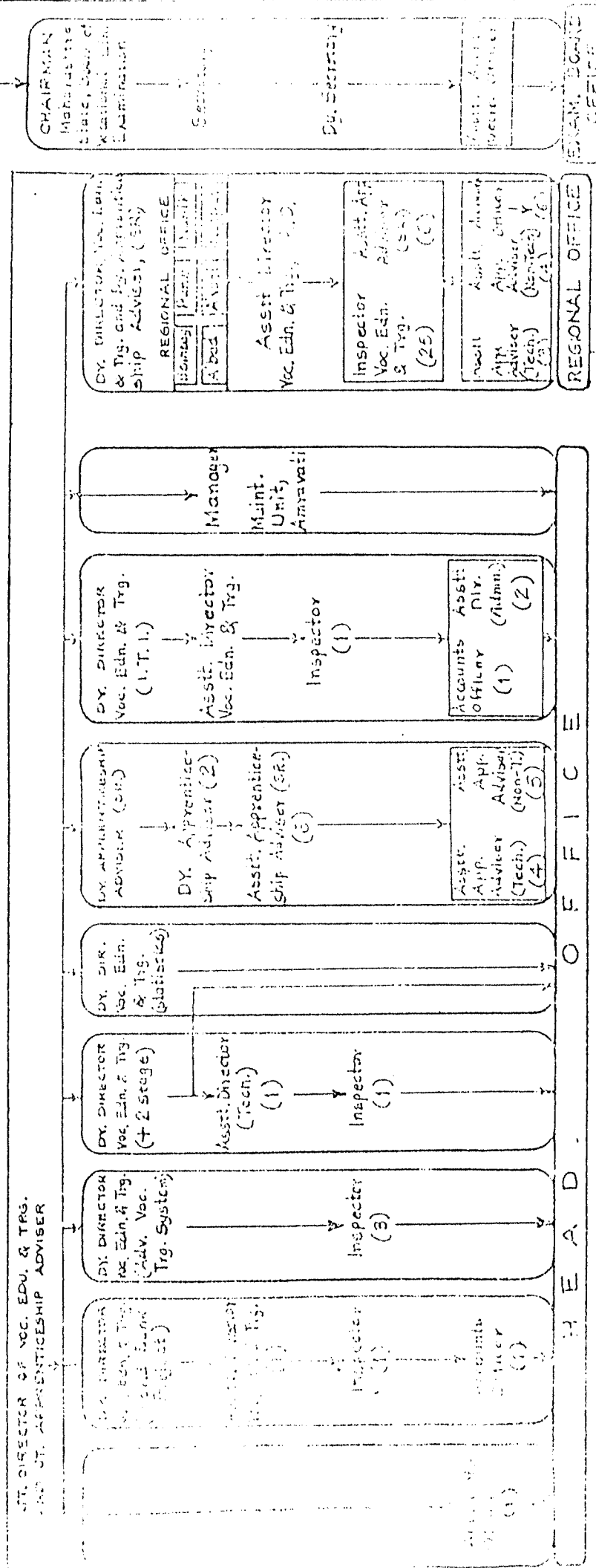
FLOW CHART 1.2

DIRECTORATE OF VOCATIONAL EDUCATION & TRAINING, M. S. Bombay.

ORGANISATIONAL CHART

YEAR 1955-56

DIRECTOR OF VOCATIONAL EDUCATION & TRAINING AND STATE APPRENTICESHIP ADVISER



- Head Master Institutions having Certificate Courses (17) (255)
- Head Master Govt. Tech. High School (120) (240)
- Head Master Voc. Education at + 2 stage (56) (317) (51) (102)
- Principal (Part Time) Advance Voc. Trg. System (8)
- Principal (Part Time) B.T. & R.I.C. (48) (54)
- Principal (Part Time) Evening Classes for Industrial Workers (50-60) (H.S.)
- Principal Industrial Trg. Institute (17) (14) (25)
- District Voc. Education Officer (30)

Department of Higher and Technical Education and Employment Government of Maharashtra.

As per flow charts 1.1 and 1.2 the offices of Directorate of Vocational Education and Training could be grouped into following categories namely:-

1) The Head Office - Which is situated in Mumbai and is responsible for coordinating and administration of all the six major activities namely craftsman training scheme, Apprenticeship Scheme, Advance Vocational Training Scheme, the Vocational Courses and 12 level schemes, pre-S.S.C. technical education and certificate courses, under the Direction and guidance of the Director. The Director is assisted by Jt. Director, and six Deputy Directors and a couple of Assistant Directors, and other Class I and Class II Officers, including the Accounts Officers as well.

2) The Regional Offices - To coordinate and supervise the activities of the Directorate courses of certificate level, approved by the Board. The functions of the Board of Vocational Examinations are as under:-

i) To lay down the syllabi for various vocational courses and conduct of examinations in such courses and award certificates on behalf of Government to the successful candidates.

ii) To prescribe text books, reference books, audio visual aids etc. to prepare and approve the list of equipments for the course prescribed by it, to lay down the educational qualifications and experience for the teachers to be appointed to teach various subjects.

iii) To make various recommendations in the above matter, and appoint board of studies whenever necessary and a sub committee if needed to assist the Board in its functions.

iv) The Maharashtra State Board of Vocational Examinations is entirely the State Government organisation and has full time Gazetted Officers as Chairman and Secretary.

5. The maintenance Units

Finally, there are the maintenance unit managers posted at Amravati and Panvel respectively in the State. The rational behind creating these posts is that, there are number of machines in the various Industrial Training Institutes in the State. These machines are handled daily by the trainees and hence their maintenance is essential. The maintenance unit basically functions to monitor and check the machinery in ITIs. of the State. The Master Craftsman from the Maintenance Unit, visit various institutes in the State and suggest how to maintain these machines for their longer life.

The main functions of these units are :-

i) To repair the machines which can not be repaired at the institute level.

ii) To increase the life of machines by re-conditioning and repairs.

iii) To manufacture the spare parts of the machines and stock them for the replacmenets of the out of order parts.

iv) Finally, to visit the ITIs for inspection of various machines and to give suitable education and guidance to the head of the institutes so as to increase the life of machines.

1.4 Institutions and schemes

The Directorate of Vocational Education and Training implements six major schemes, through various Government and non Government institutions. The profile of these schemes and the institutions implementing them is briefly discussed in this section of the Chapter. Out of the many programmes of the Directorate six major schemes of the Department are:-

- i) The craftsman training scheme
- ii) The Apprenticeship Training Scheme
- iii) The Advance Vocational Training scheme
- iv) Vocational courses and +2 stage scheme
- v) Certificate courses

I) Craftsman Training scheme

The craftsman training scheme was introduced by Government to promote the steady flow of skilled workers in different trades for the industries, to raise industrial production quantitatively and qualitatively by systematic training, to enhance employment opportunities etc. The day-to-day administration of industrial training scheme is looked after by the State Governments, Union Territory administration. The National Council for Vocational Training as an Advisory Body was set up in 1956 and Council has been entrusted with the responsibilities of prescribing the standard and curriculum for craftsman training conducting All India Trade Test and awarding National Trade Certificates.

a) Industrial Training Institutes

In Maharashtra there are 180 Government Industrial Training Institutes and 260 non-Government (Private) functioning upto academic year 1994-95. The total intake capacity of Government I.T.Is. is 47,408 and private 21,268 in the academic 1994-95. The training in 39 engineering trades is being imparted through various Industrial Training Institutes. The list of engineering and non engineering trades is as shown in Table 1.3

Table 1.3
List of Engineering and Non-engineering trades

Sr. No	Name of the Trade	Duration of the Course	Entry Qualification
1.	Wireless Operator	2 Years	12th Standard passed
2	Draftsman (Mech)	do	10th Std. passed
3	Draftsman (Civil)	do	do
4	Surveyor	do	do
5	Fitter	do	do
6	Turner	do	do
7	Machinist (Grinder)	do	do
8	Ref.& Air-Conditioning	do	do
9	Instrument Mechanic	do	do
10	Tool and Die Maker	do	do
11	Millwright Maint.Mech	do	do
12	Watchmaker	do	do
13	Electrician	do	do
14	Electroplater	do	do
15	Mech.Radio & T.V.	do	do
16	Electronics Mechanic	do	do
17	Instrument Mechanic	do	do
18	Attendant Operator	do	do
19	Maint.Mech.Chemical Plant	do	do
20	Plastic Mould Maker	do	do
21	Rubber Technician (SCVT)	do	do
22	Pattern Maker	do	do
23	Wireman	do	do
24	Mech.Motor Vehicle	do	do
25	Mech.Agricultural Mech	do	do
26	Painter	do	do
27	Data Preparation & Comp.S/W	do	do
28	Forger & Heat Treater	do	do
29	Sheet Metal Worker	do	do
30	Plastic Processing Operator	do	do

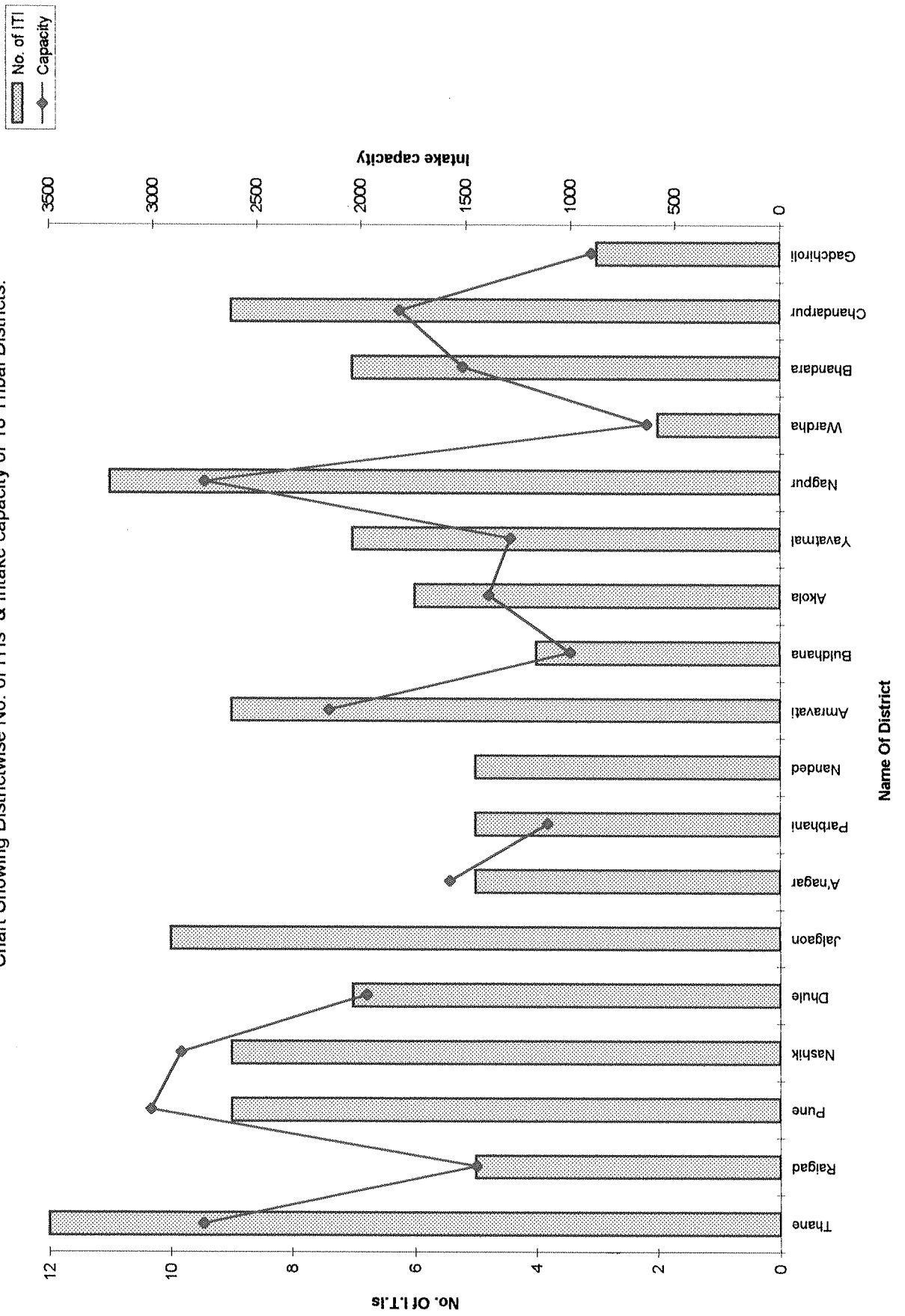
Sr. No	Name of the Trade	Duration of the Course	Entry Qualification
31	Pump.Mech	do	do
32	Carpenter	do	do
33	Mech.Diesel	do	do
34	Mech.Tractor	do	do
35	Moulder	do	do
36	Welder	do	do
37	Plumber	do	do
38	Mason	do	do
39	Stenography (Marathi)	do	do
40	Letter Press Machine	do	do
41	Hand Compositor	do	do
42	Dress Making	do	do
43	Knitting with Machine	do	do
44	Preservation of Fruits & Vegetables	do	do
45	Bleaching, Dying and Calico Printing	do	do
46	Secretarial practice	do	do
47	Hair and Skin Care	do	do
48	Photo Type Setting and Desk Top Publishing	do	do
49	Bakery & Confectionery	do	do
50	Stenography (English)	do	do
51	Book Binding	do	do
52	Cutting and Tailoring	do	do
53	Embroidery and Fancy Work	do	do
54	Leather Foot Wear	do	do
55	Leather Goods Making	do	do
56	Stenography (Marathi)	do	do

In Maharashtra State the Industrial Training Institutes have been established in every district place and the programme of establishing I.T.Is. in each taluka place has been undertaken from the year 1995-96 and will be completed in the year 2002 A.D. However, the latest information (1995-96) as furnished by the Directorate of Vocational Education and Training about I.T.is. in different districts of the State is given in table 1.4

Table 1.4
Districtwise location of I.T.Is. in Maharashtra

Sr. No.	District	No. of ITIs at tahsil places	No. of ITIs for girls	No. of ITIs for tribals	Total ITIs	Intake capacity
1	Mumbai	5	01	-	6	2460
2	Thane	5	1	6	12	2760
3	Raigad	4	-	1	5	1456
4	Ratnagiri	2	1	-	3	952
5	Sindhudurg	3	-	-	3	424
6	Pune	7	1	1	9	3012
7	Satara	3	-	-	3	2192
8	Solapur	5	1	-	6	1708
9	Sangli	5	-	-	5	1428
10	Kolhapur	4	-	-	4	1868
11	Nashik	3	1	5	9	2868
12	Dhule	1	-	6	7	1976
13	Jalgaon	9	1	-	10	-
14	Ahmednagar	4	-	1	5	1584
15	Aurangabad	3	1	-	4	1388
16	Jalna	5	-	-	5	740
17	Parbhani	5	-	-	5	1112
18	Nanded	4	-	1	5	
19	Beed	4	1	-	5	1024
20	Osmanabad	4	-	-	4	900
21	Latur	5	1	-	6	1576
22	Amravati	6	1	2	9	2156
23	Buldhana	4	-	-	4	1004
24	Akola	5	1	-	6	1396
25	Yavat-mal	6	-	1	7	1292
26	Nagpur	9	1	1	11	2752
27	Wardha	2	-	-	2	636
28	Bhan-dara	4	1	2	7	1520
29	Chandrapur	5	1	3	9	1820
30	Gad-chiroli	-	-	3	3	900
Total		132	15	33	180	4773

Chart Showing Districtwise No. of ITIs & Intake capacity of 18 Tribal Districts.



b) Admission and Reservation Criteria

Admissions are given to candidates in various trade courses for which different types of education at qualification are prescribed for some of the courses, the minimum educational qualification is S.S.C. failed, while for some others it is SSC and HSC passed. There are two types of Government ITIs.

1) General ITIs in which there is 7% reservation for Scheduled Tribes for Scheduled Tribe candidate. The reservation of seats for admission based on tribe/caste identity for admissions in ITIs are made as under.

Table 1.5

Caste and tribe identity and admission and reservation criteria in general I.I.Ts.

Sr.No.	Caste/tribe identify	Reservation
1	Scheduled castes and Navbudhas	13%
2	Scheduled Tribes	7%
3	V.Js.	3%
4	N.Ts.	2.5%
5	N.Ts. (Dhangar and similar castes)	3.5%
6	N.Ts. (Vanjaris and similar castes)	2%
7	Other Backward Classes	119%

In case of Dhule, Nashik and Thane districts the reservation for STs in general ITIs is 22% while for Chandrapur, Yavatmal and Raigad districts it is 15%, 14% and 9% respectively.

ii) ITIs exclusively for tribals

In order to imbibe technical and industrial skills among the tribal youth so as to upgrade their economic status, Government of Maharashtra has made special provision of 75% reservation of seats for STs in tribal ITIs. This is done to encourage tribal youth to come forward for Industrial and Technical training. Out of the total 180 Government ITIs, 33 ITIs have been started for tribals alone in TSP areas.

The ITIs at Mul and Rajura tahils in Chandrapur and Gadchiroli districts have been established from August 1989, under a special action programme declared for the fast development of the selected areas of the above districts. Government has accorded a sanction to the following rules for effecting the admission as regards to these two Industrial Training Institutes.

i) There will be a 100% reservation of seats for the tribal candidates at ITI Rajura, out of which 75% seats will be reserved for 3 years for the candidates from the selected areas declared under the special action programme for Chandrapur district. However, only in the event of non-availability of tribal students than such seats will be filled in by admitting the local candidates.

ii) 50% seats at the ITI Mul, will be reserved for 3 years for the ST candidates from the selected areas declared under the Special Action programme.

The training in Industrial Training Institutes is provided by charging a tuition fee of Rs. 15/- p.m. from August 1988 Session. However, E.B.C. concession is made applicable in respect of this tuition fee and the candidate's admitted are given free stationary and clothing during the course, 50% candidates (including candidates from the reserved category) are provided with a stipend of Rs. 40 per month.

The ST and SC candidates who are awarded with Rs. 40/- get additional Rs.20/- per month from the Social Welfare Department. Thus all ST and SC candidates in ITIS get a stipend amount of Rs.60/- per month. Besides this, free hostel facilities are provided to STs, SCs and OBCs admitted in ITIs. However not all ITIs have hostel facilities, especially in tribal areas.

c) Production oriented training schemes

This scheme has been introduced in 47 Govt. ITIs to help the trainees get acquainted with the type of work they would be required to reared. Under this scheme a provision is made to distribute half of the profit between the trainees and the instructions and rest half is to be utilised for the development of ITI. This scheme has certainly helped the trainees to get more practical knowledge as well as financial assistance.

d) Entrepreneurship Training Programme

This scheme is introduced with subjects which will guide the trained youths to start their own industries, other than searching for employment. The courses with a duration of 6 months to 1 year have been started at the ITIs of Panvel, Kolhapur, Nasik, Amravati, Latur and Parbhani. Under this scheme, the trainees are guided to get jobs from industries complete the same with the utilisation of their machinery. The trainees are also trained by experts from the concerned field as to how to prepare these projects, maintain accounts etc. The trained youths are showing a positive response to this scheme.

II) Apprenticeship Training Scheme

The Apprenticeship Training Scheme is implemented from Jan.1963 as per the Apprenticeship Training Act 1961. This Scheme envisages training of skilled workers with a view of meeting the need of skilled workers required by various industries. The Government of India have notified industries and occupations which are covered under this Act and certain

skilled groups combined together formed designated trades. At present there are 132 trades in various disciplines such as Engineering, Textiles, Catering, Printing, Electronics, Chemicals etc.

After the completion of training in Government as well as private I.T.Is. the candidates are taken as Apprentices for a period of one year or two years by the industries in prescribed proportion to the skilled category of workers. Since the apprentices have to work with the workers, they get acquainted with actual work in the industry. During the course of training they are paid stipend at the rate of Rs. 460/- p.m. R.560/- p.m. and Rs. 700/- p.m. from first to four year respectively.

After completion of apprenticeship training, the trade test is conducted by the National Council for Vocational Training and the certifications are awarded to the successful candidates. The implementation of this scheme at the state level is carried out by the Director of Vocational Education and Training who is also the State Apprenticeship Adviser. Under this scheme, 3580 industries are in purview and 29,000 seats are located and 20,000 apprentices are engaged in 2100 establishment.

III) Advance Vocational Training System

The demand for sophisticated and specialised skills has been increasing in manifold consequent to accelerating industrialization in the country in the last two decades since the Technology is changing fast, the teaching techniques and training methods need personnel possessing high degree of skills in special and critical areas. The industrial Development to a large extent depends upon the availability of such high skilled Craftsmen in specialised areas. The essential base at the Craftsman level which can be gainfully developed to an appropriate skill level with the required suitable training is available in ITIs. In order, therefore, to meet the increasing demand of highly skilled Craftsman, Government of India has launched the project of Advanced Vocational Training system in collaboration with World Bank. This is one of the most prestigious projects representing a systematic approach towards completion of comprehensive and integrated pattern of training for the industry. Complementing the present craftsman and Apprenticeship Training Schemes.

The Advance Vocational Training System thus aims at providing appropriate training through a new work of Modernized Vocational Training Institutes to stimulate and sustain the accelerated development of special and critical skills. Under this scheme the training in advanced skills is given to the existing workers of the industry to update their knowledge functionally as well as academically. These courses are of short duration i.e. four weeks to twelve weeks depending on the need and skill needs of the industry.

The scheme envisages actual involvement of the persons of the industry and the syllabi of the courses are formulated in consultation with the persons in the industries looking to their need. This scheme has been introduced by Government of India at 16 selected Institutes in the country in 1978-79. One such a Center has been functioning in the State at Industrial Training, Aundh-Pune since 1978-79 where 9 courses such as -

- 1) Indian Standard and Reading of Engineering Drawing
- 2) Machine Tool Maintenance (Mechanical)
- 3) Machine Tool Maintenance (Electrical)
- 4) Introduction to Engg. Technology
- 5) Plastic Mould Making
- 6) Meterology & Engg. Inspection
- 7) Hydraulics and Pematics
- 8) Printing Technology

These courses have been introduced. This Centre is declared as one of the best centres in the whole country as far as its performance is concerned.

Since this scheme has been received well in the industry, it has been introduced in 7 more Industrial Training Institutes at Ambernath, Nasik, Kolhapur, Nagpur, Amravati, Aurangabad and Nanded. Every candidate attending the Advance Training is awarded Certificate of Participation after completing the course.

Objectives of Advanced Vocational Training System (AVTS)

i) To upgrade and update the skills of craftsmen technicians from industry by organising full time courses.

ii) To organise special short term courses in specialised areas of skills on specific request from the industries.

Scope for training under the system

These training courses are organised in selected areas like textl. and Die making, Indian Standards and Reading of Engineering Drawing, Mechanical and Electrical Maintenance Industries have been closely associated . Formulation of the syllabus of AVTS courses. Project advisory bodies with adequate representation from industry Government and UNDP/ILO have been formed for each institute to guide the implementation of the training programme. Hence, a trainee who participates in the AVTS programme certainly is able to revise and update his knowledge of whatever course he opts for.

In Maharashtra there are 8 Govt. AVTS centres out of which Aundh Center in Pune is the best in the country. Table No. 1.7 gives the different types of training courses conducted by AVTS Aundh Center and intake capacity of each course.

Table 1.7

Types of courses of AVTs duration & intake capacity -
Aundh Centre, Pune.

Sr. No.	Name of the course	Intake Weeks cap.		Courses per annum
01-A	Pneumatics	10	3	4
B	Hydraulics	10	3	3
C	Hydraulics & Pneumatics	10	6	2
D	Hydraulics & Pneumatics combine for Engineers & Maintenance Supervisors	10	2	3
E	Introduction to Fluid power systems (Reserved for Tailor-made programme courses) sponsored candidates.	12	4	4
02 A	Induction to Engineering Technology (contains material science, manufacturing processes, measurement awing.drawing.)	12	4	4
B	Measuring Technology	12	2	6
C	Fundamentals of Destructive Testing of metals	06	1	2
D	BIAS (ISI) code for Engineering drawing	12	1	2
E	Introduction to Manufacturing processes	06	2	4
03 A	Indian Standard & Reading of Awing. Drawing.	12	4	10
04 A	Metrology & Awing. Inspection.	10	6	3
B	Engging Inspection	10	3	3
C	Metrology	10	3	2
D	Calibration (Precision Measuring Instruments)	08	2	2
05	Machine Tool Maintenance (Electrical)			
A	Electrical Maintenance	12	4	3
B	Control circuit	12	4	3
C	Rewinding (AC Motors)	12	4	2

D	Basic Electronics	12	4	2
E	Maintenance & Repair of House Hold Electrical Appliances (only for ladies)	12	4	2
06	Machine Tool Maintenance (Mechanical)			
A	Testing of Machine Tools	12	3	5
B	Repairing and Overhauling of m/c. Tools.	12	3	5
C	Assembly Techniques of Machine Tools	12	2	5
6-	D Preventive Maintenance of Machine Tools	12	2	4
7-	A Plastic Processing Technology	10	3	8
B	Injection Molding Technique	10	2	5
C	Extrusion and Blow Molding Technique	10	2	3
8 -	Printing Technology			
A	Offset Machine Operator	12	6	2
B	Offset Plate Making	04	6	2
C	Process Camera Operator	04	8	2
9 -	Tool & Die-making	12	5	4
B	Jig Boring	04	3	4
C	Tool Maker's Microscope	04	0	4
Total		324	-	117

IV VOCATIONAL EDUCATION PROGRAMME AT +2 LEVEL -

In Maharashtra on the recommendation of Education Commission it was decided to introduce the component of Vocational Education for the 11th and 12th Std. Studies at +2 level. Accordingly from 1978-79 the facilities to take one of the Vocational subject as optional subject at 11th & 12th std. studies were introduced. There are total 24 Vocational subject out of which candidates are in a position to choose one of the subject and study it as Optional subjects out for a period of 2 yrs and give examination in the said subject which comprises of 200 marks. The list of 24 vocational subjects is attached.

The Govt. of India in 1986 announced the revised National Policy on Education which aimed at diverting the students from Higher Education and prepare the Students for self/Wage-employment by giving them required Vocational skills. In one of the Vocational field during the

period of 2 yrs. i.e. 11th & 12th. These Vocational Courses are also propagated with a view to meet the demand of the industries/Organization in the field of modern Technologies. In the present set-up of Vocational Education Programme facilities have been created for imparting training to the students in as many as Vocational subject fields (see table 1.6 and 1.7)

The teaching Scheme of these Courses comprises two languages, General Foundation Course (Comprising Development of Enterprenurship, Rural Development & Environment) and 3 papers (Theory as well as Practical) of particular Vocational subject. As this Programme gives thrust on preparing the students from the Self-employment point of view the importance is also given to the training of teachers engaged for imparting instructions to the Vocational students.

As the students passing Higher Secondary Exam. with Vocational subject are belonging to the age group of below 18 yrs. provisions have also been made to give one yr. Apprenticeship Training to the Vocational passouts in the Industries/Organization in their particular field.

As at present the Vocational Education Programme is being implemented in the state through following type of Course :

(A) Bifocal Type of Vocational Education.

(B) Competencies Based Vocational Courses.

Under the Programme at 'A' above, about 18,000 students are taking education in 370 Instts.

Under the Vocational Programme at 'B' above 1141 Instt. have been permitted to run the courses and present no. of sanctioned Section is 3480 and intake capacity is 69600 students. However, the Programme is actually Operational in 966 Instts. and 85577 students are taking education in 30 Vocational subjects fields.

Table No. 1.8

Vocationalisation of Education at +2 stage vocational course (bifocal) introduced at +2 stage in Maharashtra

I)	Technical Group	Subjects
1)	Electrical Maintenance	Science Stream- Physics, Chemistry, Mathematics group.
2)	Mechanical Maintenance	Science Stream- Physics, Chemistry, Mathematics group.
3)	Scooter & Motor-cycle Servicing	Open for all (Arts, Science & Commerce Stream)
4)	General Civil Engineering	Science Stream- Physics, Chemistry, Mathematics group.
5)	Electronics	Science Stream- Physics, Chemistry, Mathematics group.
6)	Chemical Plant Operation	Science Stream- Physics, Chemistry, Mathematics group.
7)	Computer Science	Science Stream- Physics, Chemistry, Mathematics group.

II) Commerce Group		Subjects
8)	Banking	Open for all (Arts, Science & Commerce Stream)
9)	Insurance	
10)	Marketing & Salesmanship	
11)	Small Industries & Self Employment.	
12)	Elementary Industrial Management.	
13)	Office Management	
III) Agriculture Group		Subjects
14)	Animal Science & Dairying	Only for Science Stream, Physics, Chemistry, Biology group.
15)	Farm Mechanics	Only for Science Stream Physics, Chemistry & Biology or Mathematics Group.
16)	Crop Science	
17)	Horticulture	
VI) Catering & Food Technology Group -		
18)	Cookery	Open for all Arts, Science & Commerce Streams.
19)	Bakery & Confectionery	
20)	Food Preservation	
VI) Fisheries Group		
21)	Fish Processing Technology	Open for all Arts, Science & Commerce Streams.
22)	Fresh Water Fish Culture.	
VII) Para Medical Group -		
23)	Multipurpose Health Worker	Open for all Arts, Science and Commerce Streams.
24)	Elementary Lab. Technology.	

Table No.1.9

Vocationalisation of Education at +2 stage.

List of Vocational Courses Introduced under the Centrally Sponsored Scheme 1988-89.

I) Technical Group

1. Electronic Technology
2. Maintenance & Repairs of Electric Domestic Appliances.
3. Building Maintenance
4. Mechanical Technology.
5. Auto Engineering Technician

II) Business & Commerce Group

6. Purchasing & Storekeeping
7. Marketing & Salesmanship
8. Accountancy & Auditing

III) Agriculture Group -

9. Horticulture Group.
10. Crop Science

IV) Paramedical Group

11. X-ray Technician
12. Creche & Pre-School Management
13. Ophthalmic Technician
14. Medical Laboratory Technician

V) Fisheries Group -

15. Fish Processing Technology.
 16. Inland Fisheries
 17. Institutional House Keeping
 18. Bakery & Confectionery
 19. Cookery
 20. Tourism & Travel Techniques.
-

- Note :
- 1) Sn. 2,3,6,7,8,10,11,12,13,14,15,16,17 & 20 are covered under the Apprentices Act 1961.
 - 2) The question of inclusion of courses at Sr.No.1,4,5,9,18 & 19 under the Apprentices Act 1961, is under consideration of the Central Government.

Table NO. 1.10

**Vocationalisation of Education at +2 stage -Additional Vocational Courses Introduced
under the Centrally Sponsored Scheme from 1992-93 in Maharashtra State.**

I) Agriculture Group

1. Dairy Technology.
2. Plant Protection
3. Poultry Production
4. Seed Production Technology
5. Sericulture
6. Agricultural Chemicals.

II) Commerce Group -

7. Office Management
8. Banking
9. Insurance

III) Engineering Technology

10. Repairs, Mend & Rewinding of Electrical Motor.
-

Note : 1) Courses at Sr.No.1 to 9 are Covered under the Apprentice Act, 1961 (Amended)
2) The question of inclusion of Courses at Sr.No.10 under the Apprentice Act, 1961,
is under consideration of the Central Government.

V. Technical Schools -

The Technical subjects are taught from standard VIII in addition to the academic subjects and the students are prepared for the S.S.C. Examination. There are two types of Technical High School viz. fullfledged Technical High schools. And Technical High school Centers. In fullfledged Technical High Schools, the academic as well as the Technical subjects are taught, where as in Technical High School Centers, only the technical subjects are taught. There are 6 fullfledged Government Technical High Schools and 110 Govt. Technical High School Centers established in the State. As the investment is heavy on equipments and workshop of Technical High School. It is essential to provide instructions in Technical subjects. The Technical High School Centers have been established by Government in the selected places by providing workshop and equipments etc. The students studying in Private Secondary Schools situated in the vicinity of the centre and opting for the Technical subjects are sent for Training in Technical subjects to these centers, for one or two days in a week. The

students study the academic subjects in their parent schools. Besides this, 3 Technical High Schools are run by the Zilla Parishads. In all 120 Technical High School Centers, the facilities of Technical Education are available for 50,505 students in the state. A student can offer Engineering Drawing and any subject out of 11 subjects under the Workshop Technology, viz. Carpentry, Fitting, Wireman, Turning, Plumbing, Welding, Molding, Textile Technology, Blacksmith, Building Construction and Rural Technology. A theoretical and practical training is given to the students in these subjects.

Aims and objectives of Technical High Schools :

- 1) Self discovery by the pupil of his own ability and aptitude, making him more alert and active.
- 2) Knowledge of Industry, its methods of production and effects on everyday's social and economic life.
- 3) Satisfaction through self expression by creating worthwhile articles.
- 4) Appreciation of good design and good workmanship in any manufactured products.
- 5) Ability to use tools, material and processes, enabling him to be the handyman in the house and to carry on the leisure pursuits.
- 6) Knowledge in selection, purchase, use and care of manufactured articles both for use in the house and in occupational life.
- 7) Ability to make Sketches and drawings for Construction purposes and to read Technical illustrations in books and journals.
- 8) Basic Knowledge in the use of tools, machines, materials and processes to carry on educational and professional work on scientific or technological levels.
- 9) Development of a sense of responsibilities and confidence to carry out the work done or with co-operation of others.
- 10) Development of safety consciousness by proper work habits not only in the school but also outside and in the home.

The students, passing S.S.C. examination from technical high schools, are eligible to the following concessions :-

Admission :-

- a) Eligible for admission to Std.XI science course, 40 percent seats are reserved for admission to Std.XI science (vocational technical group)
- b) Students passing S.S.C. exams with technical subjects obtaining more than 45% marks up 25% seats are reserved including, seats reserved for backward class students for admission in I.T.I.'s.
- c) A student completing the required syllabus of technical subjects upto S.S.C. is eligible to appear for the certificate examinations in selected trades conducted by the Board of Vocational Examinations, Maharashtra State, Bombay. If the student is successful in his exams he get a certificate which is useful for him either in employment or self employment.

Employment prospects -

These students are eligible to the entrance into the service in the same manner as the S.S.C. passed students are and can get preference for appointment to the posts for which knowledge and skill in a particular vocation is considered desirable.

In order to motivate the trainees to go in for self-employment or employment, after completion of Higher Secondary Education and thus to divert them from University Education to +2 stage. The vocationalisation of Education at +2 stage has been introduced as an educational programme, adopted at the national level and is useful for providing trained & skilled manpower to the Industries. Table 1.11 shows districtwise number of technical High schools and centers in Maharashtra.

Table No. 1.11

Districtwise No. of Technical Schools/Centers in Maharashtra.

S.No.	District	No. of Institutions upto 1994.
1.	Greater Bombay	2
2.	Bombay Suburban	3
3.	Thane	5
4.	Raigad	4
5.	Ratnagiri	3
6.	Sindhudurg	3
7.	Nashik	4
8.	Dhule	4
9.	Jalgaon	5
10.	Ahmednagar	5
11.	Pune	3
12.	Satara	3
13.	Sangli	1
14.	Solapur	2
15.	Kolhapur	2
16.	Aurangabad	6
17.	Jalna	2
18.	Parbhani	6
19.	Beed	5
20.	Nanded	5
21.	Osmanabad	3
22.	Latur	2
23.	Buldhana	4
24.	Akola	6
25.	Amravati	6
26.	Yavatmal	5
27.	Wardha	4
28.	Nagpur	6
29.	Bhandara	4
30.	Chandrapur	4
31.	Gadchiroli	3
Total :		120

VI) CERTIFICATE COURSES

Various short term Vocational Courses are taught through Industrial Training Institutes and Apprenticeship Training Schemes. All these Courses are at central Govt. But because of increase in industries at small medium and big level, the requirement of labour has also increased. To meet the requirement of labour, various Vocational Courses were required to be started at different levels. Some of these Courses are based on minimum skill competency. These Courses are very useful for the student who cannot be able to complete their Secondary & Higher Secondary Education and also useful from the employment point of view. There are 81 short term and minimum skill competency Courses in Maharashtra State. These Courses are of the period from 6 months to 2 years and mainly taught in Non Govt. institutes. Some of the Govt. Instts. has also started these Courses. The Organization, Control and the examination is conducted by the Board of Vocational examination, Maharashtra State. Formerly these exam were used to be conducted by the Board of Technical Examinations.

There are 2075 Private and 17 Govt. institutes i.e. in all 2092 institutes are imparting this education. Nearly 85571 trainees are trained per year from these institutes. The Students can get the employment & Self employment after successful completion of these courses. Table No. 1.6 gives a list of 81 certificate courses approved by the Maharashtra State, Board of Vocational Examinations, Bombay.

Table 1.12
List of courses approved by the Maharashtra State Board of
Vocational Examinations, Bombay.

S.No.	Name of the Course	Admission Qualification	Course Duration
1.	Licentiate in Electronics & Radio Servicing (LERS)	S.S.C.pass	1 year
2.	Licentiate in Advanced Electronic and Video Servicing (LAEVS)	L.E.R.S.pass	1 year
3.	Computer Operation	S.S.C.pass	6 months
4.	Licentiate in Computer Hardware Maintenance (LCHM)	LERS pass	1 year
5.	Advance Electronics & P.C. Maintenance (LCHM)	LERS pass	1 year
6.	T.V.maintenance	Above course pass	6 months (part-time 1 year)

S.No.	Name of the Course	Admission Qualification	Course Duration
7.	Building Construction Supervisor	S.S.C. pass	1 year
8.	Tracer	VII pass	1 year
9.	Architectural Draughtsman	S.S.C.pass	1 year
10.	Lathe Machine Operator	VIII pass	1 year
11.	Electronics Assembly	Upto S.S.C.	6 months (Part-time 1 year)
12.	Welding & Jointing	VIII pass	6 months
13.	Two wheeler Mechanic	S.S.C.pass	1 year
14.	Welder	IV pass	1 year
15.	Foremanship supervisor	S.S.C.pass	1 year
16.	Electrical Wireman	IXth pass	1 year
17.	Electric pump & motor repairing	IX pass	6 months
18.	Motor Armature & Winding	IX pass	6 months
19.	Draughtsman in Electrical Engineering	S.S.C.pass	1 year
20.	Air Conditioning & Refrigeration	S.S.C. pass	6 months
21.	Cabinet Furniture Making	S.S.C.pass	1 year
22.	Fabricator	S.S.C.pass	1 year
23.	Diesel Mechanic	8th pass	1 year
24.	Wireman (deaf & dumb) Adult	IVth pass	1 year
25.	Carpentry (Deaf & Dumb)	IVth pass	2 years
26.	Fitter (Deaf & Dumb)	IVth pass	
27.	Carpentry (practical)	VIIth pass	6 months
28.	Carpentry	VIIIth pass	1 year
29.	Wireman	VIIIth pass	1 year
30.	Clock & Watch repairing	Upto S.S.C.	6 months
31.	Tailoring & cutting (Theory & practical)	VIIth pass	1 year

S.No.	Name of the Course	Admission Qualification	Course Duration
32.	Embroidery & Fancy work	VIIth pass	1 year
33.	Tailoring & cutting (practical)	IVth pass	1 year
34.	Fitter	VIIIth pass	1 year
35.	Embroidery & Fancy work (practical)	VIII pass	1 year
36.	Advance course in Tailoring and cutting	VII pass	1 year
37.	C.C. for teachers in Tailoring	S.S.C. pass + CCTC pass	1 year
38.	C.C. for teachers in Tailoring & Embroidery	S.S.C. pass + CCTC pass	1 year
39.	C.C. for teachers in paper work card Board and Book Binding)	VII pass	1 year
40.	C.C. in paper work card board and book binding)	S.S.C. pass	1 year
41.	C.C. for teachers in card board work & book binding.	S.S.C. pass	1 year
42.	Craftsmanship course in bakery.	S.S.C. pass	1 year
43.	Food and Beverage service	S.S.C. pass	1 year
44.	Craftsmanship course in cammong & food preservation.	S.S.C. pass	1 year
45.	Food and Beverage Service	S.S.C. pass	6 months
46.	Craftsmanship in Hotel Reception and Book keeping	S.S.C. pass	6 months
47.	Food Service Management	S.S.C. pass	6 months
48.	Wet processing of Manmade Textile	S.S.C. pass	1 year
49.	Textile Testing & Quality Control.	S.S.C. pass	1 year
50.	Weaving of Man-made Fibre Fabrics	S.S.C. pass	1 year

S.No.	Name of the Course	Admission Qualification	Course Duration
51.	Fibre science & Technology	S.S.C.pass	1 year
52.	Knitting Technology of Man-made Textiles.	S.S.C.pass	1 year
53.	Textile Apprentice in Weaving	S.S.C.pass	2 years
54.	Textile Apprentice in spinning	S.S.C.pass	2 years
55.	Textile Apprenticeship in weaving (part-time)	S.S.C.pass	2 years
56.	Higher Standard weaving supervisor	S.S.C.pass	2 years
57.	Weaving Mechanic	IX pass	1 year
58.	Autoloom Tackler	IX pass	1 year
59.	Hand & Powerloom Weaving	VII pass	1 year
60.	Weaving (full-time)	VIII pass	1 year
61.	Handloom Weaving	VI pass	1 year
62.	Dying and Finishing of wool	D.Sc. pass	1 year
63.	Cotton weaving	VIII pass	1 year
64.	Cotton spinning & weaving	VIII pass	1 year
65.	Handloom weaving (practical)	literate	6 months
66.	Cotton weaving & powerloom	VII pass	1 year
67.	Practical weaving	VII pass	6 months
68.	Composing, printing & binding	VIII pass	1 year
69.	Hand composing	Below S.S.C.	1 year
70.	C.C.for letter press machine	Below S.S.C.	1 year
71.	Composing	VIII pass	1 year
72.	Basic photography	S.S.C. pass	1 year
73.	Photography, platemaking, offset printing,	Upto S.S.C.	1 year
74.	Artisan's footwear manufacturer	VIII pass	2 years
75.	Artisans leather goods manufacturers	VIII pass	2 years

S.No.	Name of the Course	Admission Qualification	Course Duration
76.	Foot wear and leather goods parts stitching by Machine operator	VIII pass	6 months
77.	Artisan's Miscl.Rexine gods Manufacturer	S.S.C.pass	2 years
78.	Pan Boiling	S.S.C.pass	1 1/2 year
79.	Beauty culture	S.S.C.pass	1 year
80.	Home science	S.S.C.pass	1 year
81.	Commercial painting	VIIIth pass	6 months

For every district there is a office of the "District Vocational Education & Training Officer", whose office is mostly in the premises of I.T.Is. , Polytechnic colleges or Technical Schools. The D.V.O. Co-ordinates all the Certificate course activities in the district and maintains a record of their progress. Besides this he also checks activities and schemes related to vocational training in the district, to fulfill the goals set by the Directorate of Vocational Education and Training. He implements the major schemes of the Directorate.

Well, so much so about the infrastructure, schemes & functioning of the Directorate of Vocational Education and Training. At this juncture, questions need to be given thought too, on which the research problem of this study revolves. These are :

- i) "As to what extent are the scheduled tribes (youth) are benefitted by the schemes implemented by the Directorate of Vocational Education Training ?"
- ii) What problems do the scheduled tribals face before getting admission, during the period of training and after they complete the training ?
- iii) How do the instructors, principals, foremen and other staff of vacation training centers perceive vocational education training imparted to tribal students ?
- iv) What problems do the vocational training institutions face while carrying out the implementation programmes ?
- v) Finally, what remedial measures can be taken to improve the system of vocational education and training so that the tribals are benefitted to that extent that these courses provide them employment and self employment ?

1.5 Statement of the problem

Next to Africa, India has got the largest tribal population in the world. There are 314 scheduled tribes in India, out of which 74 have been categorized as primitive tribes. According to 1991 census the total population of tribals in India is 6.78 crores, which amounts to 8.01% to the total population of the country.

In Maharashtra State there are 47 tribal communities, out of which 3 communities namely the Katkaris, Madia Gonds and Kolams are categorized as primitive tribal groups. The total tribal population in Maharashtra is 73.18 lakhs, which amounts to 9.27% of the total population in the State.

It is a wellknown fact that tribals in Maharashtra and other States of India, have been in living in social and geographical isolation, since times immemorial. Therefore, this section of Indian society has really not been able to cope up with social, economic, educational & technological changes occurring in the country. As mentioned earlier, in order to bring the tribals on par with the main stream a number of schemes have implemented by various Departments of Central and State Government.

One such Department is the Directorate of Vocational Education and Training, which implements schemes for general as well backward communities. However, this Department has made special provisions for attracting the tribal students to take vocational training right from IVth grade upto XIIth grade, by offering stipend, free education facilities, scholarship, 7% admission in general I.T.Is. and 75% admission in tribal I.T.Is. and so on.

The rationale behind making so many provisions, is that they serve as incentives for the tribals to attract them to for vocational training is to pass on professional technical and vocational knowledge so that they can find employment and self employment for themselves. For once they are economically sound it would be easy for them to accelerate the rate of their educational, social and mental progress as well.

Despite of so many provisions made for the tribals in vocational and technical training why is it that there very few skilled tribal technicians and engineers workers in leading industries ? What is the response of tribals to these schemes ? Are they aware of the vocational training centers, the schemes that are implemented by these centers and their significance ? Are the tribal trainees satisfied with the stipend, hostel, dinning, technical teaching, recreational and other facilities provided by the V.T.C's ? Do the tribals who complete courses from the V.T.C's get adequate jobs ? Are they able to start their own business? Do the trades for which they take admission fetch them self-employment within their own villages and/or tahsils ? How do the teachers and instructors interact and behave with the tribal trainees ? Are the problems of tribal girls and boys same ? What is the dropout rate of tribal trainees and the reasons thereof ? These and many other research questions have been probed in detail in this evaluation study.

For studies by Jain Navinchandra and Tribhuwan Robin (1996), Mital Kanak (1986), Lingaih (1988), and Kabra Govind Das (1987) have pointed out that there are more non-tribal skilled and permanent workers in industries situated in tribal areas than that of the tribals. Tribal workers are mostly labourers on daily wage basis. The question then arises if vocational and technical training is imparted to the tribal students why very few tribals are employed in private and government sectors ? There is certainly an urgent need to create awareness of vocational training in tribal areas, encourage the tribals to take it up and at the same time make financial provisions to support their employment and self-employment ventures, by providing adequate guidance and training too. Keeping view the above background of the research problem this evaluation study aimed to probe into following aspects of vocational training centers in selected tribal districts of Maharashtra.

1.6 Aims and objectives of the study -

- 1) To study the functioning of the Directorate of Vocational Education & Training, Government of Maharashtra, with reference to :
 - a) Its administrative infrastructure right from the State Government Head Quarters, the Directorate, till the grass root level.
 - b) To unravel the various schemes and programmes implemented by this Directorate.

- 2) To assess the impact of the various vocational education and training schemes on the socio-economic life of the tribals.

- 3) To evaluate the performance of Industrial training Institutes in tribal areas with reference to :
 - a) efforts made by I.T.I's to create awareness among tribals about significance of industrial training.
 - b) to understand the socio-economic profile of the tribal trainees & the problems faced by them, before getting admission, during the training period and after completing training.
 - c) to assess the problems faced by instructors, staff and the principals of I.T.Is. in tribal areas.
 - d) to evaluate the performance I.T.Is. in tribal areas with reference to hostel, dinning, technical, production unit and other facilities.
 - e) Finally to study the efforts made by I.T.Is. to follow-up employment and self employment placement of the tribal youth.

- 4) To expose the role of District vocational Training Officer, I.T.D.Ps. , Voluntary Organization, Education Department and D.R.D.A. in promotion of employment oriented vocational training for the tribals.

1.7 Significance of the study -

It is a wellknown fact that the economic life of the tribals is dependent on forest and agriculture. However, due to rapid depletion of forest and the introduction of new forest policies the tribals have been bestowed upon with number of restrictions, as regards to using the forest wealth. Secondly due to increase in population, the agricultural land which is meager gets divided among brothers/relatives which certainly deprives the tribals of getting a meager amount of food-grains for other large families. Thirdly, the exploitation of money lenders in grabbing tribal land on hire basis, deprives the tribal right to cultivate over their own land. Fourthly, the trend of grabbing tribal land illegally by builders and gangsters, especially here big cities have certainly shattered the hopes of the tribals. Hence majority of them are small scale cultivators-cum-daily wage labourers.

Taking a note of these facts government has made several provisions to upgrade the socio-economic status of the tribals. Vocational and technical education is one such programme which is being implemented with a view to convert unskilled tribals into skilled and professional workers so as to meet the demand of industries. To achieve this goal large amount of money is poured in. Therefore, it becomes very necessary to assess to role of vocational training institutes in tribal areas, their status, functioning programmes on the socio-economic life of the tribals.

This evaluation study has not only made an attempt to assess the functioning of V.T.C.'s in tribal areas, the problems faced by tribal trainees, their parents administration, foremen, instructors, wardens, but has paved a way to provide a number of suggestions to form appropriate policies to strengthen the vocational training programmes for the Scheduled Tribes in Maharashtra and even in other States as well. The State Government will be able to take remedial and corrective steps so as to strengthen the programmes implemented by the V.T.C.'s at grass root level and also plan new appropriate programmes which would help the tribals help themselves.

* * *

Chapter Two

Research Methodology

CHAPTER TWO

RESEARCH METHODOLOGY

2.1 Setting of the study -

The present study was conducted in four districts namely Thane, Gadchiroli, Raigad and Pune respectively. Table 2.1 presents a centre picture of I.T.I.'s selected for the study.

Table 2.1

I.T.I. Centres selected for the study

S.No.	District	I.T.I.Centres.
1.	Thane	i) Wangaon ii) Jawhar
2.	Gadchiroli	iii) Gadchiroli
3.	Raigad	iv) Panvel
4.	Pune	v) Aundh
Total	4	5

At least five villages/hamlets were visited around I.T.I.Centres by the research team to explore the awareness among tribals, about the significance of vocational training. Besides the village a few schools were also visited to find out awareness among the students about V.T.C.'s including I.T.I.'s. Aundh I.T.I. in Pune was deliberately selected to compare it with the tribal I.T.I.'s in Gadchiroli, Thane and Raigad.

2.2 Target Population -

The study was carried out among 12 tribal communities in all the four districts. These tribal groups are :

1. Malhar Kolis
2. Warlis
3. Dhodias
4. Dublas
5. Bhils
6. Katkaris

7. Thakars
8. Koknas
9. Mahadeo Koli
10. Gonds
11. Halbas
12. Pardhans

From the above tribal communities I.T.I. trainees who were undergoing training as well as those who completed training were interviewed. Secondly parents of the trainees were also interviewed. These caste groups included :

1. Mahars
2. Mangs
3. Bhois
4. Kolathis
5. Dhangars
6. Chambhars
7. Gondhalis
8. Vanjaris
9. Beldaris
10. Wadaris

These students were interviewed to get a comparative view about the effectiveness of V.T.C.'s and the problems faced by the trainees studying in these institutes. Also, to find out as to what extent the socio-economic problems of these backward caste communities resemble or differ to that of the tribals. The instructors, administrators, trustees of voluntary organizations of course belonged middle and upper castes, with a few exceptions of backward castes and tribes.

2.3 Method of Data collection -

Both qualitative and quantitative methods of data collection were used to collect relevant data for the present study. Besides using traditional anthropological tools and techniques such as indepth interviews, focussed group discussions and interviews, observation both participant and non-participant, to gather qualitative data, five schedules were designed to collect data from (i) tribal trainees who are undergoing training, (ii) tribal trainees who have completed I.T.I., (iii) parents of the trainees, (iv) Instructors and, (v) the principals/managers. Table 2.2 gives details of the number of above mentioned respondents to gather relevant data.

Table 2.2
Categorywise Respondents Interviewed

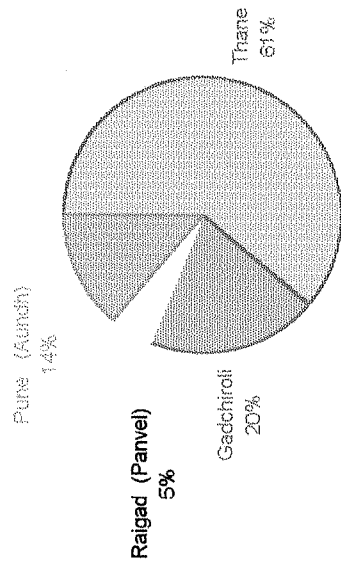
S.No.	Category of Respondents	No.Interviewed
1.	Trainees undergoing I.T.I. training	209
2.	Trainees who completed I.T.I.	50
3.	Instructors of I.T.I.	50
4.	Principals/Managers	05
5.	Parents of Tribal trainees	50
6.	Hostel Superintendents	03
7.	I.T.D.P. officials	10
8.	Trustees of voluntary organizations.	10
9.	Villages in Tribal hamlets	150
10.	Administration like D.V.O's, Deputy Directors, Employment & Education Officers, Head Office officials etc.	21
11.	Trainees of I.T.I. belonging to SC/VJNT/ OBC communities	63
	Total	621

Thus, nearly 621 respondents were interviewed of different categories who were associated with providing relevant information about the research problem selected. Data was collected using Rapid Assessment procedures (RAP) Approach, with the help of 4 research officers and 8 investigators, under the co-ordinatorship of Dr.Robin D. Tribhuwan. Table 2.3 gives the tribewise and centrewise tribal trainees of I.T.I.

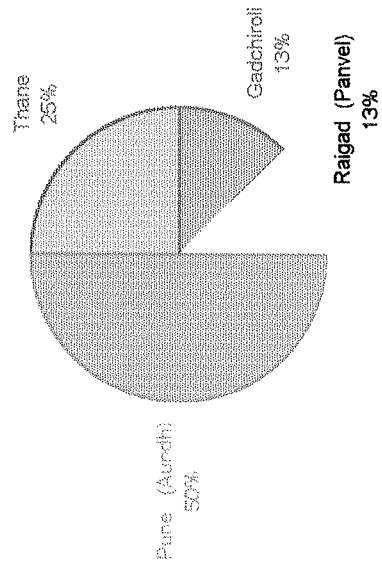
Table No. 2.3
Tribe and ITIwise respondents undergoing training

Sr No.	Tribe category	Thane						Gadchiroli		Raigad -Panvel		Pune -Aundh		Total	
		Wangaon		Jawhar		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
		Male	Female	Male	Female										
1	2	3	4	5	6	7	8	9	10	11	12	13	14		
1	Malhar Koli	21	1	5	-	-	-	-	-	-	-	27	1		
2	Warli	20	1	10	-	-	-	-	-	-	-	30	1		
3	Dhodia	3	-	-	-	-	-	-	-	-	-	3	-		
4	Dubla	1	-	-	-	-	-	-	-	-	-	1	-		
5	Bhil	1	1	-	-	-	-	2	-	-	-	4	-		
6	Katkari	2	1	-	-	-	-	2	-	-	-	5	-		
7	Thakar	25	-	-	-	-	-	1	-	1	-	27	-		
8	Kokna	-	22	-	-	-	-	-	-	10	02	32	02		
9	Mahadev Koli	-	11	-	-	-	-	5	1	17	2	33	3		
10	Gond	-	-	-	-	26	1	-	-	-	-	26	1		
11	Halba	-	-	-	-	11	-	-	-	-	-	11	-		
12	Pardhan	-	-	-	-	-	-	3	-	-	-	3	-		
	Total	73	2	50	-	40	1	10	1	28	4	201	8		

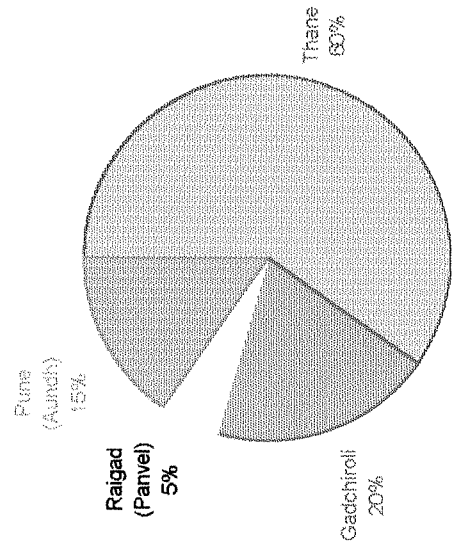
Male S.T. Respondents in selected ITIs.



Female S.T. Respondents in selected ITIs.



Total S.T. respondents in selected ITIs.



2.4 Sampling procedures

Both random & non-random (purposive) sampling procedures were used to select the respondents. To cite an example on tribal trainees who were already studying, were selected using sequential list method to get maximum sample, so as to enrich the data. Thus, from the total number of 156 tribal trainees from Wangaon I.T.I. 75 were selected by taking 48 percent of the total sample. In Jawhar out of the total 85 tribal trainees 50 were selected for the interview thereby taking a percentage of 58 of the sample selected. On the similar lines categories of all the major respondents selected were above 45% of the total sample in the institutes visited.

In case of parents and the trainees who completes their I.T.I. and were residing in their village, the sample ranged from 10-20% depending on the availability of parents and trainees and trainees who completed I.T.I.

Thus selection of the sample was base purely on unbiased and situational and operational basis.

2.5 Data processing & Analysis -

Analysis and processing of the quantative and qualitative data was analyzed both manually and using computer softwares. While processing qualitatively data, efforts were made to analyze the research problem from an helistic angle. For example co-relation of socio-economic status of trainee with his ability to buy stationary and take care of his food expenses in the hostel etc. Relevant tables, histograms, pie-diagrams and graphs were prepared to present the data diagramatically and graphically.

2.6 Chapter scheme -

This report has been presented in five chapters, the gist of each chapter is as follows :

- a) Chapter one** - The first chapter entitled "profile of the Directorate of Vocational Education and Training, Govt. of Maharashtra, throws light on the various schemes implemented by the Directorate in Maharashtra, Infrastructure & functioning of the Directorate including location of various V.T.Cs. in the State.
- b) Chapter Two** - The second chapter deals with the methodology used to collect, process, analyze and interpret both qualitative and quantative data.
- c) Chapter Three** - The third chapter points out the efectiveness of V.T.Cs. in selected T.S.P. districts.
- d) Chapter Four** - The fourth chapter entitled status of I.T.Is. in tribal Maharashtra, highlights a comprehensive account of tribal I.T.I in terms of facilities, education, problems faced by administrators, instructors and trainees including their parents and other limitations of I.T.Is.

e) **Chapter Five** - Finally the last chapter very briefly portrays a summary of the study and gives it conclusions. This chapter also provides a plan to strengthen V.T.Cs. and more precisely the I.T.Is.

2.7 Limitations of the study -

One of the major limitations of the study was short time allotted by the Ministry of Welfare (T.D.D.) of 4 months. Despite this limitation a great deal of data was collected, except in areas such as status of tribals in companies as workers, apprentice trainee, managers, technicians and also the impact of industrial jobs of their socio-economic life, as followed up by ITI's.

Chapter Three

**A glance at the effectiveness of vocational
education & training schemes in selected TSP
districts of Maharashtra**

CHAPTER THREE
A GLANCE AT THE EFFECTIVENESS OF
VOCATIONAL EDUCATION & TRAINING SCHEMES
IN SELECTED TSP DISTRICTS OF MAHARASHTRA.

Given the background of the profile of the Directorate of Vocational Education and Training, Government of Maharashtra, the next step of the research was to take a glance at some of major schemes of the Directorate and assess its effectiveness in selected T.S.P. districts of Maharashtra. It would be appropriate to point out at this juncture that the Industrial Training Institutes have been discussed in detail and more extensively in chapter four. In this chapter other schemes of the department have been assessed at the grass root level and more precisely in tribal areas as the focus of this study as so.

3.1 Status of Vocational Training Centres in Tribal Thane :

The district of Thane depicts an unique ethnic composition of two extremities. On one hand it has a very advance section of urban society, where as on the other hand there are the poor tribals who live in inaccessible, mountainous and hilly areas. Out of the 13 tahsils in the district tribal population is predominantly found in 7-8 tahsils. This section of the chapter deals with the different types of vocational education institutes prevalent in Thane and their effectiveness, as far as upgrading the socio-economic status of tribals is concerned.

A) Status of Bifocal + 2 vocational education programme in Tribals of Thane :

In Maharashtra, the education commission under the Chairmanship of prof. S.D.Kothari noted that only 50% of the students passing the Higher Secondary Examination were able to get admission in Universities/Territory level of education, it noted that those students who could not get admission in the universities did not possess any life skills or training to do something worthwhile into the world of employment. Hence, the education policy advocated vocationalization of Higher Secondary level. The action plan on new Education policy completed diversification of education by introducing vocationalization to promote entrepreneurship and employment by providing skill oriented, vocational education in lieu of aimless general education to the manpower need for growing sectors of economy.

Vocationalization of technical or skill oriented education has therefore been adopted by the Directorate of Vocational Education & Training as its major programme. Well, since this project deals with vocational centres from Scheduled Tribes, an assessment of all the six major schemes of the Directorate was made in Thane, Raigad and Gadchiroli districts so as to understand the effect of these schemes on the socio-economic life of the tribals.

To start, with lets take a glance at Thane district to see the status and effectiveness of the major vocational education schemes and more precisely with respect to tribal areas of Thane district. Table 3.1 shows number of Bifocal + 2 vocational institutes (both Govt./Pvt.) and their intake capacity as of 1995-96.

Table No. 3.1
Bifocal + 2 vocational Institutes in Thane

S.No.	Tahsils	Government	Private	Total	Government	Private	Total
1.	Thane	01	03	04	75	175	250
2.	Vasai	-	02	02	-	050	050
3.	Palghar	-	-	-	-	-	-
4.	Dahanu	-	-	-	-	-	-
5.	Talasari	-	-	-	-	-	-
6.	Jawhar	-	-	-	-	-	-
7.	Mokhada	-	-	-	-	-	-
8.	Wada	-	-	-	-	-	-
9.	Bhivandi	-	01	01	-	50	50
10.	Shahapur	-	-	-	-	-	-
11.	Murbad	-	-	-	-	-	-
12.	Kalyan	-	02	02	-	100	100
13.	Ulhasnagar	01	-	01	75	-	75
	Total	2	8	10	150	375	525

From table 3.1 it is very clear that the Bifocal + 2 scheme is not at all being implemented in tribal tahsils such as Dahanu, Talasari, Jawhar, Mokhada, Wada, Shahapur and even Murbad. Both Government and non Government institutes running the Bifocal + 2 scheme are absent in T.S.P. tahsils of Thane district.

Secondly, the above table also highlights that out of the only ten institutes in the entire district only two institutes are managed by government with an intake admission capacity of 150 candidates only. Where as the eight non Government institutes have an intake capacity of admitting 375 candidates (who for sure may not be triabls) Thus, in all the total 10 Bifocal + 2 vocational institutes have a capacity of admitting only 525 candidates.

This is a clear indication that the Bifocal + 2 scheme has either not received a good response from the students nor it has not been popularized properly. Thus, adequate measures should be taken to first popularize this scheme in urban Thane and then implement it in tribal Thane, by understanding where or not it is really a felt necessity of tribal students.

B) Status of Technical high schools scheme in Tribals of Thane :

Technical high schools have been introduced with a view to upgrade the interest of a student who passes VIIIth grade in technical or skill oriented subject. It is for those students who do not want to opt for academic education after VIIIth. Such students can take up more specialized training after Xth.

Out of the total 13 tahsils of Thane district seven tahsils fall under T.S.P. areas. Out of the 7 tribal tahsils there are 3 technical high schools out of which only 1 is run by government while the rest 2 are run by private organization. Thus, out of the total 22 technical high schools only 3 are situated under the tribal blocks.

Table No.3.2
Status of Technical Highschools in Thane district

Sr No	Tahsil	Government	Private	Total	Government	Private	Total
1.	Thane	01	05	06	150	295	445
2.	Vasai	01	04	05	170	235	405
3.	Palghar	-	01	01	-	55	55
4.	Dahanu	-	01	01	-	100	100
5.	Talasari	01	-	01	60	-	60
6.	Jawhar	-	-	-	-	-	-
7.	Mokhada	-	-	-	-	-	-
8.	Wada	-	-	-	-	-	-
9.	Bhivandi	-	02	02	-	200	200
10.	Shahapur	-	-	-	-	-	-
11.	Murbad	01	-	01	60	-	60
12.	Kalyan	-	03	03	-	265	265
13.	Ulhasnagar	01	01	02	180	60	240
	Total	05	17	22	620	1210	1830

As regards to the trades taught in government technical high schools in tribal belts, it is observed that only four major trades such as Turner, Fitter, Wireman and Carpentry are taught to the students. Where as in non government technical high school extra trades such as Molders, Electricians etc. trades are taught besides the above mentioned four. Secondly the intake capacity of admitting students seems to be more in non government technical high schools than government technical high schools.

C) Institutes conducting Certificate Courses in Tribal Thane :

The Maharashtra Board of Vocational Examinations, Government of Maharashtra, Mumbai has approved over 81 certificate courses with a duration ranging from 6 months to 2 years, with minimum educational qualification of IVth grade upto graduation. These courses are conducted by both Government and non-government organization. The status of certificate course co-ordinating organization in Thane is as given in table 3.3.

Table No.3.3

Organizations co-ordinating certificate vocational courses in Thane District.

S.No.	Tahsil	No.of institutes	No. of Cer. Courses offered with repeatations	No. of classes	Intake capacity
1.	Thane	37	19	56	1890
2.	Vasai	13	10	17	525
3.	Palghar	16	09	24	665
4.	Dahanu	03 (T)	07	07	145
5.	Talasari	01 (T)	01	01	25
6.	Jawhar	02 (T)	03	04	95
7.	Mokhada	- (T)	-	-	-
8.	Wada	05 (T)	05	09	290
9.	Shahapur	06 (T)	02	08	340
10.	Murbad	01 (T)	01	01	50
11.	Bhivandi	14	08	23	860
12.	Kalyan	29	05	11	1450
13.	Ulhasnagar	15	09	22	484
	Total	143	79	183	6819

(T) indicates tribal tahsils Sources : D.V.O's office, Thane

Thus, from table No. 3.3 it is very clear that there are 142 institutes conducting 79 courses of which nearly 183 classes are held, with an intake capacity of 6819 students. However, it is disheartening to note that only 18 institutes out of the total 142 are running certificate courses in tribal areas, conducting 19 courses and 30 classes, with an intake capacity of only 945 students. This trend exists because most voluntary organization charge fees from the trainees, and tribals being economically very poor can't afford to pay the same, hence these voluntary organization prefer to have certificate courses for non tribals and in

urban areas. if this is true, the question then arises who should impart vocational training to the poor tribals ?

D) Status of I.T.I's in Tribal Thane :

As regards to the Industrial Training Institutes in Thane district, there are 20 I.T.I's out of which 12 are run by Government and 8 are private. Out of the total 12 Government I.T.I's in the district only 5 are there in the tribal tahsils. Where as out of the total, privately managed 8 I.T.I's only 1 I.T.I. as there in the tribal areas. This is a clear indication that voluntary agencies are reluctant to establish I.T.I's in tribal Thane. Hence, it becomes necessary to establish more I.T.I's in tribal belt, for which appropriate planning in necessary, before setting up I.T.I's in tribal areas. Table No.3.4 presents the status of I.T.I's in Thane district.

Table No.3.4
Industrial Training Institutes in Thane

S.No.	Tahsil	Government	Private	Total	Government	Private	Total
1.	Thane	3	2	5	592	192	784
2.	Vasai	1	1	2	104	56	160
3.	Palghar	1	2	3	96	208	304
4.	Dahanu	1	1	2	364	120	484
5.	Talasari	-	-	-	-	-	-
6.	Jawhar	1	-	1	152	-	152
7.	Mokhada	-	-	-	-	-	-
8.	Wada	1	-	1	92	-	92
9.	Bhivandi	-	2	2	-	264	264
10.	Shahapur	1	-	1	92	-	92
11.	Murbad	1	-	1	92	-	92
12.	Kalyan	1	-	1	92	-	92
13.	Ulharnagar	1	-	1	1028	-	1028
	Total	12	8	20	2704	780	3544

E) Advance vocational training scheme (AVTS)in Tribal Thane :

As mentioned earlier, in Maharashtra the AVTS scheme is implemented only at 8 centres. These are in Pune, Ambarnath, Amaravati, Nagpur, Nashik, Kolhapur, Nanded & Aurangabad. In Thane this scheme is not implemented at all.

F) Apprenticeship Training Scheme :

As regards to the Apprenticeship Training scheme it was observed that I.T.I.'s which are located in urban areas have access to companies and hence are more advantageous in getting access to industrial management for recruiting I.T.I. students for apprenticeship. I.T.I.'s in Jawhar and Wangaon which are in tribal areas ask their students to get apprenticeship forms from Ambernath and Kalyan, which certainly becomes very difficult a task for the tribals. Hence a number of students are deprived of apprenticeship facility.

3.2 Profile of District Vocational Training Centres in Gadchiroli:

The office of the D.V.O. in Gadchiroli is situated within the premises of I.T.I. complex. However, the charge of the D.V.O.'s office is with the Principal, I.T.I. As compared to Thane and Raigad there are less number of vocational training institutes in Gadchiroli district. Given below is the profile of Government technical high schools in Gadchiroli.

A) Government Technical High Schools :

In all there are only three Government technical high schools in Gadchiroli, they are of course in the tribal areas. The intake capacity of these technical highschools is 200 (performance budget 1995-96, Directorate of V.T.) while there are no non-aided technical schools in Gadchiroli district.

B) Industrial Training Institutes in Gadchiroli :

According to the latest information provided by the Directorate of Vocational Education and Training, Government of Maharashtra, Mumbai, there are only 3 Government I.T.I.'s in Gadchiroli district, situated at Gadchiroli, Allapalli, and Desaiganj. The intake of Gadchiroli I.T.I. is 420, while Allapalli it 268 and Desaiganj it is 233 respectively. Thus the total intake capacity of enrollment of students in there 3 I.T.I.'s is 900. The status and functioning of Gadchiroli I.T.I. which has been extensively researched upon will be discussed in the next chapter.

C) + 2 Vocational Courses in Gadchiroli :

It is surprising to note that only one + 2 Bifocal vocational aided non-government centre exists in Gadchiroli, with an intake capacity of 25 students only (performance budget 1995-96 : 38) Where as centrally sponsored aid non-government, + 2 vocational institutes number upto 14 in Gadchiroli district, with an intake capacity of 840. Table 3.5 gives details about the technical groupwise enrollment of students (1993-94) of aided non-government institutes.

Table No.3.5

Technical groupwise enrollment of students for Centrally Sponsored + 2 courses for aided institutes as on 1993-94 in Gadchiroli

S.No.	Technical group	Students on roll
1.	Technical group	140
2.	Commerce group	189
3.	Agriculture group	72
4.	Food technology	40
5.	Fishery group	-
6.	Para Medical group	-
	Total	442

Source : Performance budget 1995-96 , page 37.

Thus although the intake capacity of enrolling students for centrally sponsored + 2 vocational courses is 840, from table 3.5 it is evident, that only 441 students were enrolled for the same, with no response for the fishery and para medical group.

Here, again it could be seen that according to the statement showing intake capacity, students on roll, of the government institutes vocational subjects under centrally sponsored and bifocal + 2 level scheme, (page 21 & 24) of the performance budget, there are no government institutes of + 2 level in Gadchiroli. In privately managed non-government + 2 institutes the tribals are reluctant to take admission as the fees are quiet high.

D) The Advance Vocational Training Scheme (AVTS) :

There is no AVTS Centre in Gadchiroli district and hence the question of presenting its statistics in Gadchiroli does not arise.

E) Certificate courses in Gadchiroli :

There very few organization co-ordinating certificate courses in Gadchiroli district. However it has been observed that in the interior tribal village hardly one or two organizations are implementing this scheme. One of the common most course taught to both tribal and non tribal women is "Certificate course in Tailoring and cutting". Our team did visit two voluntary

organizations conducting their course. The case studies of these two voluntary organizations are as follows.:

Case study No. 1

a) **Name of the organization -**
"The Nalanda Shikshan Sanstha"

b) **Person Interviewed -**
Dr.Nalanda Deshpande - Chairman

c) **Background of the organization -**

The Nalanda Mahila Shikshan Sanstha, situated in Gadchiroli was established in the year 1992 under the society's registration Act 1860. The aim of the organization is basically to educate & empower women. The founder member & Chairperson of the organization, Dr. Nalanda Deshpande who is currently the Corporator (1996) took keen interest in developing the same.

To mention a few activities of the organization. They are :

- i) Women's Co-operative which includes 140 women out of which 10 are tribal.
- ii) There is chalk making unit run by this co-operative.
- iii) There is a tailoring & cutting certificate course run by the organization.
- iv) A weekly news paper "Gadchiroli Malula" for women is published by the organization.

D) The Tailoring & Cutting course :

Since the focus of the case study was to unravel the functioning and effectiveness of the above said programme, we restricted our probing to only this programme so as to understand the impact of this programme on the economic life of the tribal women.

The certificate course in Tailoring & Cutting was introduced in 1993-94. Table 3.6 gives year and wise enrollment of tribal and non tribal women in the C.C.T.C. course.

Table No. 3.6
Yearwise enrollment of Tribal & Non Tribal women

S.No.	Academic year	Non-tribal women enrolled	Tribal women enrolled	Total
1.	1993-94	23	02	25
2.	1994-95	23	02	25
3.	1995-96	19	06	25
	Total	65	10	75

The criteria for selecting women for the C.C.T.C. course is they should have a minimum educational qualification of 4th grade upto non-matric. The students are bring the equipment and material for the class. Fees are not taken from the beneficiaries.

Analysis :

The C.C.T.C. course definitely helps the women to take care of stitching the clothes of youngsters of the family at least, if they are not able to start any business. A few women, mostly non-tribal purchase sewing machines and are able to earn 20-25 as per day by stitching blouses and other clothes. It is however, seen from table 3.6 that there is a very poor response to this course from tribal women.

Case study No. 2 :

a) Name of the organization -

"Priyanka Bahudeshiya Mahila Mandal"

b) Person Interviewed -

Mrs. Nikhare - Chairman

c) Background of the organization -

"The Priyanka Bahudeshiya Mahila Mandal," was established in the year 1989, by Mr. Nikhare, who is currently (1996) the vice-president of Zilla Parishad, Gadchiroli. He rather helped his wife to form this organization.

This organization has only two programmes namely :

- i) A high school in Kanheri
- ii) The C.C.T.C. course

d) The C.C.T.C. class -

The C.C.T.C. course was introduced by this organization in the year 1992, since then every year 25 girls/women get enrolled for the C.C.T.C. course out of which six are tribals while the other 19 are non-tribals. This organization also gets grant from the education Department, Z.P. Gadchiroli, which takes care of the salary of the instructor. The instructor is paid Rs. 300/- per month. Out of the total 25 students who get enrolled for the course 16-17 women only pass the exam. Examination is held in I.T.I. premises.

This organization makes efforts to create awareness about the course SC as to attract women. Efforts are however not done to follow-up the self employment progress of the trainees. It is however true that even if the trainee does not start a small scale business, she is able to tackle her family stitching problems and save some expenses.

e) Analysis -

Both the case studies reveal that there are less tribal women opting for the C.C.T.C. course, that the organization are run by people who are in politics, that the Z.P. benefit of education department stipend is taken by both the organization and finally the training is beneficial to the women in their homes as well as for small scale business.

Given this background, it could be concluded that there are very few institutes implementing the major schemes of the department of Vocational Education & Training. There is a need to create awareness among the tribals about the significance of vocational and technical training for their employment and self employment.

3.3 Vocational Training Institutes & schemes in Raigad district -

A) Technical schools in Raigad

The district of Raigad has 4 government technical high schools with an intake capacity of 670 pupils, where as non-government technical institutes are 3 having an intake capacity of 170 in VIIIth std. It is however, interesting to note that one of the technical schools in Raigad, located in Pen is a "three in one" institute in which admission is granted to students for technical high school, for Industrial Training (I.T.I.) & Polytechnic. for all three institutes are under one roof on one campus.

(performance budget 1995-96 : 14)

B) Government Institutes at + 2 stage (Bifocal) in Raigad -

As per the performance budget report (1995-96 : 18) there is only one + 2 Bifocal government institute in Raigad, having an intake capacity of 75 trainees, where as the Aided non-government institutes are 5, having an intake capacity of 100 trainees. As regards to the centrally sponsored + 2 vocational institutes there are 2 government and 10 non government but aid institutes having an intake capacity of 120 and 600 respectively.

C) Industrial Training Institution in Raigad -

The latest statistics provided by the Directorate of vocational Education & Training as given in table 3.7 gives tahsilwise location of I.T.I's in Raigad.

**Table No. 3.7
Tahsilwise location of I.T.I's in Raigad district**

S.No.	Tahsil	Government	Private	Total
1.	Panvel	1	-	1
2.	Pen	1	-	1
3.	Uran	1	-	1
4.	Mahad	1	-	1
5.	Namo Thane	1	-	1
Total		5	-	5

D) Advance Vocational Training scheme (AVTS) -

There is no AVTS scheme being implemented in Raigad district.

E) Certificate courses -

In Raigad district, although there are no Government institutes conducting certificate courses for the tribals, there are however a number of voluntary organizations who have taken interest in promoting and propagating vocational training to the tribals so as to provide them employment and self employment opportunities.

The Academy of Development science (A.D.S.) in Kashale village of Karjat tahsil is one very good example of voluntary agencies in this field. A.D.S. has trained about 40 tribals to make cane and bamboo furniture. These tribals have also been given certificates for the same. Today, these tribal boys and men have become professional artists. They would receive 5 to 10 Rs. a day once upon a time, but now their daily wages fluctuate from Rs. 50 to 200 per day.

Besides imparting training in cane and bamboo furniture technology, the tribals have been trained in the food craft unit and also a workshop in the A.D.S. campus. This effort has certainly been useful to the tribals who work in A.D.S. Some of the trades taught in the workshop are carpentry, grinding, fitter, welding etc. in which tribals who are working there have become experts. Thus, far A.D.S. has been able to train over 500 tribals in vocational training.

3.4 A Glance at Pune's vocational training institutes -

Although pune district was not in the sample, it has been selected to compare and contrast the functioning and effectiveness of Industrial Training Institutes and other V.T.C's in tribal areas with that of a city area. Especially with regards to I.T.I., Aundh is considered to have number one I.T.I. in Maharashtra and hence it was selected to analyze the difference in functioning and effectiveness. However, the focus of this research study has been on Pune's Aundh I.T.I. alone.

To take a glance at the major six vocational education programmes in Pune district let us take a glance at table 3.8, which shows tahsilwise number of institutes implementing the major schemes of vocational education and training.

3.5 Effectiveness of the V.T.C's in tribal areas -

This chapter has basically highlighted the prevalence of V.T.C's in selected T.S.P. districts based on the primary and secondary data some of the observations are as follows :

- 1) As compared to urban areas there are very few V.T.C's in tribal areas.

- 2) Schemes such as + 2 level vocational education, both bifocal and centrally sponsored schemes, alongwith A.V.T.S.Certificate courses and apprentice schemes have received very poor response from the tribals because of two reasons.
- i) Adequate publicity of the significance of this schemes is not made.
 - ii) Tribals are not much aware of these schemes, except the trainees of I.T.I. who are aware of only apprenticeship scheme.
- 3) Guidance and counselling to tribal trainees who opt for I.T.I. trades, in selecting a particular trade for his employment or self employment carrier is almost absent.
- 4) Voluntary organizations tend to admit more non-tribals in the certificate course classes run by them, than the tribals. Secondly most certificate courses are run in urban areas or tahsil places, but very few voluntary organizations go to the interior tribal areas.
- 5) As regards to the fees taken by voluntary organizations, they are too high for the tribals to pay and hence enrollment of tribal men, women and youth for courses like computer training etc. is almost absent.
- 6) Vocational training centres in tribal areas do not emphasize much on creating awareness in schools, villages so as to educate the tribals to take up V.T.C's.
- 7) Most tribal trainees face problems of finance, after completing I.T.I., + 2 or even technical high schools to start small scale business or even go to a city and settle down for a company job.
- 8) Enrollment of tribal girls for all the schemes of V.T.C's. is very poor. On an average in tribal I.T.I's there are hardly 2 to 4 girl trainees. This is because of following reasons.
- i) No girls hostel facilities in I.T.I's.
 - ii) No dining facilities in I.T.I's.
 - iii) One has to pay Rs.20/- as hostel fees per month.
 - iv) A trainee has to cook his/her own food which requires a minimum of Rs. 400 - 500 per month.
 - v) Lot of time goes in cooking food.
 - vi) Most important of all, is early age of marriage of girls among the tribal societies. Secondly being girls they have to shoulder a number of household responsibilities.

Table 3.8
Tahsilwise number of Institutes conducting vocational training in Pune District

Sr No	Tahsil	+2 Bifocal		Centrally Sponsored +2		Industrial Training Institute		Technical High Schools		Certificate Course Institutes		Apprentice ship Firms		Evening Classes for industrial workers		AVTS		Total
		Govt	Pvt.	Govt	Pvt.	Govt	Pvt.	Govt	Pvt.	Govt	Pvt.	Govt	Pvt.	Govt	Pvt.	Govt	Pvt.	
1	Pune	03	20	01	27	02	08	01	07	-	65	-	437	02	04	01	10	588
2	Haveli	-	03	-	19	01	05	-	06	-	30	-	-	02	02	-	02	120
3	Khed	-	-	-	02	-	-	01	-	-	02	-	-	-	-	-	01	04
4	Ambegaon	-	-	-	03	01	-	-	02	-	01	-	-	-	-	-	-	06
5	Junnar	-	01	-	06	01	04	-	-	-	-	-	-	-	-	-	-	17
6	Shirur	-	02	-	10	-	02	-	04	-	03	-	02	-	-	-	-	18
7	Daund	-	-	-	04	-	02	-	-	-	03	-	-	-	-	-	-	09
8	Indapur	-	-	-	03	01	02	-	03	-	05	-	-	-	-	-	01	15
9	Baramati	-	02	-	06	01	02	-	04	-	04	-	-	-	-	-	01	18
10	Purandar	-	62	-	03	-	02	01	03	-	05	-	-	-	-	-	01	15
11	Bhor	-	02	-	05	01	-	-	02	-	04	-	-	-	-	-	01	15
12	Velhe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Mulshi	-	-	-	02	-	02	-	-	-	-	-	-	-	-	-	-	02
14	Maval	-	-	-	03	01	01	-	-	-	07	-	-	-	-	-	-	13
	Total	03	33	01	93	09	29	03	34	-	131	-	435	04	06	01	20	823

Chapter Four

Status of Industrial Training Institutes in Tribal Maharashtra

CHAPTER FOUR

STATUS OF INDUSTRIAL TRAINING INSTITUTES IN TRIBAL MAHARASHTRA

4.1 Introduction -

The State of Maharashtra ranks fourth in the country after Madhya Pradesh, Orissa & Bihar, as far as total tribal population strength in the State is concerned. There are 47 Scheduled Tribes in Maharashtra, out of 3 tribes viz. the Katkaris, Kolams and Madia Gonds are considered to be primitive. The total tribal population in the State is 73.18 lakhs, which amounts to 9.27% to the total population of the State. Nearly 48% of the tribal population lives in the T.S.P. areas, whereas 52% lives in (Outside Tribal Sub-Plan Area) O.T.S.P. Before getting into status of I.T.I.'s in selected T.S.P. districts of Maharashtra, let us take a quick glance at the number of I.T.I. in Maharashtra State.

4.2 Industrial Training Institutes in Maharashtra -

I.T.I.'s in Maharashtra have been discussed in Chapter one giving details about their districtwise number in the State, for both government and private I.T.I.'s, their intake capacity, the engineering and non-engineering courses taught etc. This chapter however presents a close-up view of the functioning of I.T.I.'s and their impact on the socio-economic life of the tribals. Four I.T.I.s. located in tribal areas of Gadchiroli, Thane and Raigad were selected for the study. One extra urban I.T.I. was selected to get a comparative of tribal and urban I.T.I.s.

As per the table number 1.4, in chapter one, there are 180 government I.T.I.s. distributed in 30 districts of Maharashtra. Out of this 180 I.T.I.s., 33 are situated in tribal areas, while 15 are exclusively for girls.

In Thane district there are 12 I.T.I.s. out of which 6 are located in tribal areas and there is one exclusively for girls. In Raigad the total number is 5 out of which one is in the tribal area while the other 4 are in tahsil places. Whereas in Gadchiroli there are only 3 I.T.I.s. and all the 3 are in the tribal areas. This study focussed its attention on evaluating 4 I.T.I.s. located in tribal areas and one in urban area.

This chapter deals with centrewise status of I.T.I.s. taking into account the following aspects :

- 1) Location of the centres, administrative profile, enrollment status, facilities such as dinning, hostel, electricity, workshops, machineries, equipments, health facilities, counselling and guidance provided, drinking water etc.

- 2) Profile of the trainees and problems faced by them before getting admission, while taking the training and after completing the training. The socio-economic status of the trainees.
- 3) Problems of the Instructors.
Including selecting criteria, problems faced by them, their behaviour with students, their concern to upgrade the knowledge of the tribals their interest in teaching etc.
- 4) Follow-up Regarding Employment and self employment.
- 5) Impact of the schemes on the socio-economic life of the tribals.

4.3 Awareness of the significance of I.T.Is. amongst the tribals.

Before getting into details of the above mentioned points let us first understand as to whether or not the tribals are aware about I.T.Is. and their significance. For this reason, nearly 150 tribals of villages and hamlets around the I.T.Is. were interviewed to find out whether they were aware of the significance of I.T.Is. The 209 trainees themselves were asked where did they first get to know about I.T.I. and from whom.

It was however surprising to note that out of the 150 lay villagers interviewed 130 were not aware of what I.T.I. is ? What goes on there ? and what trades are taught there ? Only 20 knew that there is an I.T.I. in their tahsil. These 20 respondents were either in Government Service or educated. However, the I.T.I. tribal trainees were well informed about I.T.Is. They first came to know about I.T.I. from the following sources.

1. The teachers in the school.
2. Relatives living in tahsil or district places.
3. Father, brother or uncle working in Government organization.
4. The tribal students themselves knowing about I.T.I.
5. The village Head (Sarpanch)
6. The Gramsevak (village level worker)

4.4 Socio-economic status of Tribal Trainees in I.T.Is.

a) Ethnic composition of Tribal Trainees -

Nearly 209 tribal trainees undergoing training in five I.T.I. centres, namely Wangaon (75), Jawhar (50) in Thane district, Gadchiroli (41); Panvel (11), in Raigad district ; and Aundh (32) in Pune district were interviewed. These 209 tribal trainees belonged to 12 tribal communities. Table number 4.1 depicts tribe and I.T.I.wise ethnic composition of respondents interviewed.

Table No. 4.1
Tribe and ITIwise respondents undergoing training

Sr No.	Tribe category	Thane						Gadchiroli		Raigad -Panvel		Pune -Aundh		Total	
		Wangaon		Jawhar		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
		Male	Female	Male	Female										
1	2	3	4	5	6	7	8	9	10	11	12	13	14		
1	Malhar Koli	21	1	5	-	-	-	-	-	-	-	27	1		
2	Warli	20	1	10	-	-	-	-	-	-	-	30	1		
3	Dhodia	3	-	-	-	-	-	-	-	-	-	3	-		
4	Dubla	1	-	-	-	-	-	-	-	-	-	1	-		
5	Bhil	1	1	-	-	-	-	2	-	-	-	4	-		
6	Katkari	2	1	-	-	-	-	2	-	-	-	5	-		
7	Thakar	25	-	-	-	-	-	1	-	1	-	27	-		
8	Kokna	-	22	-	-	-	-	-	-	10	02	32	02		
9	Mahadev Koli	-	11	-	-	-	-	5	1	17	2	33	3		
10	Gond	-	-	-	-	26	1	-	-	-	-	26	1		
11	Halba	-	-	-	-	11	-	-	-	-	-	11	-		
12	Pardhan	-	-	-	-	-	-	3	-	-	-	3	-		
	Total	73	2	50	-	40	1	10	1	28	4	201	8		

b) Educational status of Tribal Trainees -

It was observed the maximum tribal students who are admitted in I.T.I. are S.S.C. fail, whereas very few of them are either XIth and or XIIth pass. Table 4.2 shows centrewise students admitted after standard nine.

Table No. 4.2
ITI centrewise educational status of the tribal trainees

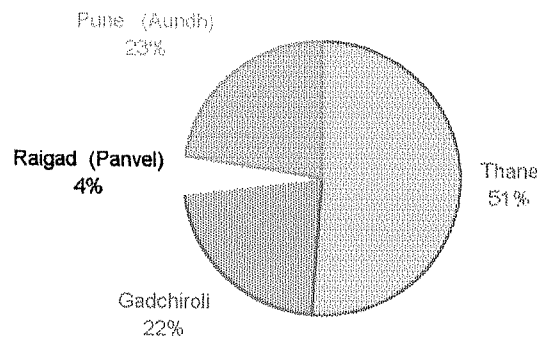
Sr. No	Std	THANE				GADCHIROLI		RAIGAD		PUNE		TOTAL	
		Wangaon		Jawhar		P	F	Panvel		Aundh		P	F
		P	F	P	F			P	F	P	F		
1.	IX	-	-	-	-	-	-	-	-	-	-	-	-
2.	X	41	26	21	23	18	11	3	3	26	-	109	63
3.	XI	-	-	-	-	01	-	-	-	-	-	01	-
4.	XII	7	1	1	5	10	-	3	2	5	1	26	09
5.	Graduate	-	-	-	-	01	-	-	-	-	-	01	-
Total		48	27	22	28	30	11	06	05	31	01	137	72

Table 4.2 clearly indicates that out of the total 172 who appeared for Xth grade exams, 63 failed in Xth exam while 109 passed. Secondly out of the total 209 tribal trainees interviewed only 35 appeared for XIIth grade examination out of which 26 passed, while 9 failed XIIth exam. It was however noted that a graduate also joined I.T.I. Thus from the table 4.2 it is clear that maximum tribals join I.T.I. after completing or even failing in Xth grade. Table No. 4.3 gives a clear picture of tribewise students admitted by Stds. in selected I.T.I. centres.

Table No.4.3
Tribewise students admitted by Standards in selected I.T.I. Centres.

Sr. No.	Name of tribe	Thane District				Gadchiroli				Raigad			Pune					
		Wangaon		Jawhar		X Std	XI Std	XII Std	Grad uate	Total	X Std	XII Std	Total	X Std	XII Std	Total		
		X Std	XII Std	Total	X Std												XII Std	Total
1.	Malhar Koli	21	1	22	6	-	6	-	-	-	-	-	-	-	-	-		
2.	Warli	14	7	21	7	3	10	-	-	-	-	-	-	-	-	-		
3.	Dhodia	3	-	3	-	-	-	-	-	-	-	-	-	-	-	-		
4.	Dubla	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-		
5.	Bhil	1	-	1	-	-	-	-	-	-	-	2	-	-	-	-		
6.	Katkari	2	-	2	1	-	1	-	-	-	-	2	1	1	2	-		
7.	Thakar	25	-	25	-	-	-	-	-	-	-	1	1	1	1	1		
8.	Kokna	-	-	-	22	-	22	-	-	-	-	-	-	12	-	12		
9.	Mahadeo Koli	-	-	-	8	3	11	-	-	-	-	3	3	6	6	19		
10.	Gond	-	-	-	-	-	-	20	1	6	27	-	-	-	-	-		
11.	Halba	-	-	-	-	-	-	6	1	11	11	-	-	-	-	-		
12.	Pardhan	-	-	-	-	-	-	3	-	3	3	-	-	-	-	-		
	Total	67	8	75	44	6	50	29	1	10	41	1	6	5	11.	26	6	32

Districtwise No. of S.T. Trainees Who Passed



Districtwise No. of S.T. Trainees Who Failed

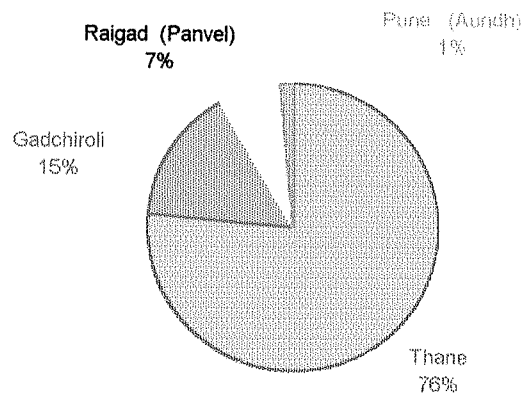


Table No. 4.4 (A)
Tribewise LandHolding by Type

Sr. No	Name of the tribe	Total Tribal Trainees	Rangewise Total family land Holding (in acres)				
			Landless	Upto 1 acre	0.01 to 3 acre	3.01 to 5 acre	5 & above
1.	Malhar Kolis	22	09				
2.	Warlis	21	06	02	11	02	-
3.	Dhodias	03	03	-	-	-	-
4.	Dublas	01	-	-	-	01	-
5.	Bhils	01	01	-	-	-	-
6.	Katkaris	05	01	01	01	01	-
7.	Thakars	25	07	08	3	03	01
8.	Koknas	34	03	02	09	10	10
9.	Mahadeo Kolis	36	21	-	06	06	03
10.	Gonds	27	10	01	04	04	03
11.	Halbas	11	05	-	05	01	-
12.	Pardhans	03	02	-	-	-	01
Total		209	67	15	49	28	21

c) Land Holding -

Table 4.4 gives details about the land holding status of tribal trainees family. According to table 4.4 33% of them were landless, 8% of them had land upto one acre : 28% had land upto 3 acres: 14% had between 3-5 acres : whereas the rest 17% had land above 5 acres.

Table No. 4.4 (B)
Tribewise distribution of households by range of landholdings.

Sr. No	Name of the tribe	Total no. of households	Landholding by range				
			upto 1 acre	1.01 acre to 3 acres	3.01 acres to 5 acres	5.01 & above acres	Landless
1.	Malhar Kolis	28	2	12	-	3	11
2.	Warlis	31	2	11	2	4	12
3.	Dhodias	3	-	-	-	-	3
4.	Dublas	1	-	-	1	-	-
5.	Bhils	3	-	1	1	-	1
6.	Katkaris	5	1	2	1	-	1
7.	Thakars	27	9	7	3	1	7
8.	Koknas	34	2	9	10	10	3
9.	Mahadeo Kolis	36	-	6	6	3	21
10.	Gonds	27	1	9	4	3	10
11.	Halbas	11	-	5	1	-	5
12.	Pardhans	3	-	-	-	1	2
Total		209 (100%)	17 (8%)	62 (30%)	29 (14%)	25 (12%)	76 (36%)

Table No. 4.4 (C)
Tribewise distribution of tribal families by income range.

Sr. No	Name of the tribe	Total no. of surveyed households	Income range			
			upto Rs.11000	Rs.11000 to 20000	Rs.20000 to 30000	Rs.30000 and above
1.	Malhar Kolis	28	26	2	-	-
2.	Warlis	31	31	-	-	-
3.	Dhodias	3	2	1	-	-
4.	Dublas	1	-	1	-	-
5.	Bhils	3	2	1	-	-
6.	Katkaris	5	5	-	-	-
7.	Thakars	27	26	1	-	-
8.	Koknas	34	34	-	-	-
9.	Mahadeo Kolis	36	20	7	5	4
10.	Gonds	27	21	5	1	-
11.	Halbas	11	10	-	1	-
12.	Pardhans	3	2	1	-	-
Total		209 (100%)	179 (86%)	19 (9%)	7 (3%)	4 (2%)

Table NO. 4.4(D)
Centrewise distribution of Tribal households by Occupation

Sr. No	Occupation	THANE		GADCHIROLI	RAIGAD Panvel	PUNE Aundh	TOTAL	% age
		Wangaon	Jawhar					
1	Farming	47	38	24	3	16	128	61
2	Service	6	2	8	4	13	33	16
3	Labourers	21	10	9	1	3	44	21
4	Trade/ Business	1	-	-	3	-	4	2

d) Annual Income and occupation -

More 86% of the tribal trainees interviewed were found have an annual income of Rs.11,000/- per annum. This meant that over 96% of the tribal trainees studied could be categorized under the B.P.L. (Below the poverty line) category. (see Table 4.4 (C)). It would be appropriate to quote a Bench Mark Survey study conducted by the Tribal Research & Training Institute, Pune in 1981, which stated that over 95% of the tribals in Maharashtra were below the poverty line. The then annual income criteria was however 6,400 rupees p.a. However, yet another Bench Mark Survey carried by Tribal Research and Training Institute, Pune in 1992, with selected T.S.P. districts and tahsils with selected T.S.P. districts and tahsils shows nearly 93% of the tribals studied were below the poverty line.

Our study also revealed that maximum number of tribals are either small scale farmers or agriculture and non-agriculture daily wage Labourers. In fact both agriculture work as well and wage earning has become a must for the tribals (see table 4.4 (D)) Tribals depend on the rains for cultivation, hence the question of cultivating two crops a year does not arise.

Production for consumption and not for distribution, is the major feature of tribal agriculture economy. A few tribals are however working in government and private sectors.

4.5 Problems faced by tribal trainees -

Indepth interviews and focussed group discussions with tribal trainees revealed that they face problems at three levels. These levels are :

- i) problems faced by the tribal trainees before getting admission.
- ii) problems and difficulties during the training period.
- iii) problems and difficulties faced after completing I.T.I./V.T.C. courses.

Table 4.5 gives stagewise problems faced by the tribal trainees in I.T.Is. situated in the tribal areas of Maharashtra.

Table 4.5
Statewise problems faced by Tribal Trainees in I.T.I. situated in T.S.P.Areas.

Sr.No	Problem State	Types of problems faced.
1.	Problems before admission	a) Borrowing money on interest to bear the expenses such as buying suitcase/box, clothes, slippers, bed and other necessities including stationary
		b) Non availability of xerox facilities in tribal areas, for submitting true copies of certificates.
		c) Difficulties in procuring caste certificates.
		d) Lack of guidance & counselling in selecting appropriate trade.
2.	Problems faced during Training period	a) Difficulty in grasping subject matter.
		b) Inadequate technical facilities, machinery & equipments etc. in the workshops.
		c) Absence of study halls in hostels
		d) No dinning facilities, hence the tribals have to spend 3-4 hrs in cooking. This disturbs their study curriculum
		e) No proper library facilities.
		f) No educational term to industries or voluntary organizations having VTCs
		g) No hostel facilities for girls
		h) Less practical work.
		i) Problem of pocket money & also financial difficulties faced as a result of extra money spend on food, stationary., hostel fees etc.
3.	Problems faced after I.T.I	a) the struggle for getting into apprenticeship
		b) No guidance to start small scale business
		c) I.T.I. does not take the responsibility of placement of trainees as it is his/her own look out.
		d) shifting to a city for job means payment of deposit and rent for a house, food and other charges which is beyond the economic limits of a tribal.

4.6 Selection of Trades by Tribals -

Out of the 56 engineering and non-engineering trades it was observed that maximum number of tribal students opt for trades like electricians, wireman, carpenter, welder, diesel

mechanic, motor mechanic, fitter, turner etc. Table 4.6, 4.7, 48 and 4.9 depict the trade and centrewise enrollment of tribal students from 1992-1995 (i.e. for three academic years)

Table 4.6
Tradewise enrollment of Tribal students in Jawhar ITI (Thane)

Sr. No.	Trade	Yearwise enrollment							
		1992-93		1993-94		1994-95		Total	
		Male	Female	Male	Female	Male	Female	Male	Female
1.	Electrician	12	-	12	-	8	-	32	-
2.	Dra.Mechanic	04	-	04	-	-	-	08	-
3.	Fitter	12	-	12	-	1	-	25	-
4.	Motor Mechanic	13	-	13	-	13	-	39	-
5.	Wireman	14	-	14	-	14	-	42	-
6.	Diesel Mechanic	13	-	15	-	08	-	36	-
7.	Welder	08	-	11	-	04	-	23	-
8.	Masson	03	-	06	-	02	-	11	-
Total		79	-	87	-	50	-	216	-

Table 4.7
Tradewise enrollment of Tribal students in Panvel ITI (Raigad) from 1992-95

Sr. No.	Trade	Yearwise enrollment							
		1992-93		1993-94		1994-95		Total	
		Male	Female	Male	Female	Male	Female	Male	Female
1.	Welder	-	-	02	-	-	-	02	-
2.	Moulder	-	-	-	-	-	-	-	-
3.	Masson	-	-	-	-	01	-	01	-
4.	P.P.O.	-	-	-	-	-	-	-	-
5.	L.P.M.M.	-	-	-	-	-	-	-	-
6.	H.C.P.R.	-	-	-	-	01	-	01	-
7.	Steno(Eng)	-	-	-	-	-	-	-	-
8.	D'Mechanic	-	-	-	-	-	-	-	-
9.	Instru.Mech.	-	-	-	-	-	-	-	-
10.	Instru Mech. Chemical plant	01	-	-	-	-	-	01	-
11.	D'man Civil	01	-	01	-	-	-	02	-
12.	Fitter	02	-	01	-	01	-	04	-
13.	Turner	01	-	-	-	-	-	01	-
14.	Machinist	04	-	01	-	-	-	05	-
15.	Machinist grinder	-	-	-	-	-	-	-	-
16.	Electrician	01	-	02	-	02	-	05	-
17.	Wireman	-	-	-	-	-	-	-	-
18.	Motor Veh.Mechanic	-	-	-	-	-	-	-	-
19.	Painter	-	-	-	-	-	-	-	-
20.	Mechanic R&TV	-	-	-	-	-	-	-	-
21.	Mech.Mill.Maint.	-	-	-	-	-	-	-	-
22.	Electronics	-	-	-	-	-	-	-	-
Total		11	-	07	-	05	-	23	-

Table 4.8
Tradewise enrollment of Tribal students in Panvel ITI (Raigad) from 1992-95

Sr. No.	Trade	Yearwise enrollment							
		1992-93		1993-94		1994-95		Total	
		Male	Female	Male	Female	Male	Female	Male	Female
1.	Welder	19	-	08	27	-	-	55	-
2.	Masson	02	-	-	-	03	-	05	-
3.	D'man, Mech. Civil	-	-	01	-	-	-	01	-
4.	Fitter	05	-	02	-	02	-	09	-
5.	Turner	02	-	-	-	-	-	02	-
6.	Machinist	01	-	01	-	02	-	04	-
7.	Electrician	13	-	10	-	09	-	32	-
8.	Wireman	12	-	11	-	15	-	38	-
9.	Motor Veh. Mechanic	11	-	11	-	15	-	37	-
10.	Mechanic R&TV	13	-	06	-	03	-	22	-
11.	Electronics	16	-	10	-	04	-	30	-
12.	Refri. & AC	02	-	-	-	04	-	06	-
13.	Carpenter	02	-	01	-	02	-	05	-
14.	Sheet metal worker	-	-	-	-	-	-	-	-
15.	Tractor Mech.	09	-	07	-	14	-	30	-
Total		107	-	68	-	100	-	275	-

Table 4.9
Tradewise enrollment of Tribal students in Wadgaon ITI from 1992-95

Sr. No.	Trade	Yearwise enrollment							
		1992-93		1993-94		1994-95		Total	
		Male	Female	Male	Female	Male	Female	Male	Female
1.	Welder	17	-	18	-	16	-	51	-
2.	Masson	-	-	02	-	04	-	06	-
3.	D'man, Mech.	09	-	09	-	04	-	22	-
4.	Fitter	16	-	22	-	22	-	60	-
5.	Turner	10	-	13	-	13	-	36	-
6.	Machinist	-	-	-	-	06	01	06	01
7.	Electrician	20	-	23	-	23	-	66	-
8.	Wireman	23	-	23	-	23	-	69	-
9.	Motor Veh. Mechanic	22	-	24	-	21	-	67	-
10.	Refri. & AC	12	-	20	-	18	-	50	-
11.	Carpenter	23	-	17	-	21	-	61	-
12.	Deesel Mach.	21	-	25	-	21	-	67	-
13.	Mechanic R&TV	05	01	05	-	05	01	15	02
14.	Electronics	03	01	03	-	05	-	11	01
Total		181	02	204	-	203	02	587	04

From the tables 4.6, 4.7, 4.8 and 4.9 it is clear that I.T.Is. in remote areas such as Jawhar despite of establishment over a period of 10 years or so still offer only 8 courses, wherein Wangaon, Gadchiroli and Panvel there are 14, 15 and 22 courses respectively out of the 56 trades sanctioned by the Directorate of Vocational Education and Training. Secondly

courses like electronics, Radio and T.V., Machinists etc. have received very poor response from the tribals, as they find it difficult to understand group.

Many a time a tribal trainee is refused admission for a particular trade which he prefers, hence he opts for another one. This is however true with 35% of the tribal students who take admission. There are some who feel that they should have gone for a another trade after a period 6-8 months of studying in I.T.I. Table 4.10 gives details about the choice of trade by tribals. Most tribals however, get whatever trade they want.

Table No. 4.10
Students Trade choice by centre

Sr. No.	Name of the trade	Thane		Gadchiroli	Raigad - Panvel	Pune - Aundh
		Wangaon	Jawhar			
1.	Welder	10	7	3	1	-
2.	Masson	-	5	-	-	-
3.	Fitter	12	-	2	-	3
4.	Turner	10	-	-	-	4
5.	Electrician	5	7	6	5	1
6.	Wireman	4	4	9	2	2
7.	Motor Veh.Mechanic	10	15	5	-	2
8.	Refri.& AC	1	-	-	-	-
9.	Carpenter	12	-	3	-	1
10.	Deesel Mach.	1	12	1	-	3
11.	Mechanic R&TV	4	-	4	-	-
12.	Electronics	4	-	7	1	-
13.	Tracer	1	-	-	-	3
14.	Draftsman Mech.	1	-	1	-	3
15.	Machinist	-	-	1	-	-
16.	Steno	-	-	-	1	1
17.	Instru.Mecha.	-	-	-	-	2
18.	Painter	-	-	-	1	1
19.	L.P.M.M.	-	-	-	-	1
20.	Surveyer	-	-	-	-	1
21.	Job Inspector	-	-	-	-	1
22.	Boiler Attend.	-	-	-	-	1
23.	Grinder	-	-	-	-	2
24.	Tailoring &Cutting	-	-	-	-	1
Total		75	50	41	11	32

4.7 Problems faced by Instructors and Administrators of I.T.Is. in T.S.P.Areas.

Some one has rightly pointed out "if a service deliverer is happy and satisfied with the incentives given to him by the firm for which he works for, he delivers quality services" With regards to Instructors and administrators working for I.T.Is. in remote tribal areas face a number of problems. These problems are highlighted in table 4.11

**Table 4.11
Problems faced by I.T.I. Instructors & Administrators in Tribal Areas.**

Sr.No	Problem State	Types of problems faced.
1.	Personal & Familial problems.	a) Staying away from children or spouses, in remote villages.
		b) Lack of civic amenities & other facilities such as education, communication, health, market, shopping etc.
		c) Lack of recreational facilities.
		d) Lack of adequate dining & residential facilities
2.	Official problems	a) Postings in tribal areas are considered to be punishment postings.
		b) Lack of proper technical facilities such as working machines, vehicles, engines, equipments etc. including the fuel (petrol and diesel to start the same.
		c) Lack of proper libraries to update their own knowledge.
		d) Lack of funds to take students for educational tours etc.
3.	Problems faced from tribals.	a) Tribal students find it difficult to grasp, hence teachers have to spent more time on basics of the trade initially.
		b) Drop-out rate of tribals is very high, hence they leave I.T.I.
		c) Absentism during Mauha flower season, tendu leaves, marriage season, festivals etc. compulsory & hence teachers have to put in extra efforts.

4.8 Follow-up of Apprenticeship and placement of Tribal students -

As regards to this, it was observed that efforts are made by the I.T.Is. to send tribal students for apprenticeship, however, with regards to placement of tribals for jobs in companies and public sectors the trainees are themselves held responsible. I.T.I's do not take much initiatives with regards to placement. This major aspect which is linked with the impact of I.T.I. training or training in other vocation courses is very much linked with upgrading the socio-economic status of the tribals, needs to be strengthened.

4.9 Impact of I.T.Is' on the socio-economic life of the tribals -

The study has revealed that hardly 2% of the tribal students who pass out from I.T.I. are able to start their own business. The figure of 2% is however derived from the 50 tribal trainees interviewed who had completed I.T.I., nearly 63% of them do not get jobs in companies or even privately owned workshops, hence they either get married or take up household and agricultural responsibilities. However, 14% of them were found to be doing apprenticeship 6% working in small workshops and 15% however got temporary and permanent jobs in Government Public Sectors and private limited companies.

One of the major difficulties faced by the tribal students, who wish to start self employment ventures face the problem of getting loan and also the right kind of a guidance to run their business. Lead banks, D.R.D.As., I.T.D.Ps., Voluntary agencies and other finding agencies must take initiative to support these tribals.

These tribals who get jobs in companies have certainly progressed socio-economically for flow of income is regular. However, it was observed that those who get jobs in companies have a steady income, tend to drink liquor regularly in the evening. Thus, over 39% of such cases were traced. This means there is need for alcoholism campaigns and a need to develop anti-alcohol education programmes.

To conclude, it would be appropriate to point out that unless necessary steps are taken to provide employment to the tribals in those 7% vacant posts both in public and private sectors it would be very difficult to say that these programmes are really helping all the tribal trainees to upgrade their socio-economic status. Secondly, unless necessary steps are taken to provide finance and training in management of small firms the tribal will not able to create self employment for themselves.

Chapter Five

Summary & Conclusions

CHAPTER FIVE

SUMMARY & CONCLUSIONS

Since independence, one of the objectives of the Central & State Governments has been to promote industrialization, with improved technology so as to strengthen the economy of the country. While industries rapidly grew in and around the metropolitan cities need for skilled man power grew the concur. This created a need for establishment of Industrial Training Institutes. As time passed the I.T.I's also expanded.

In the State of Maharashtra, as on today there are 180 I.T.I's out of which only 33 I.T.I's are situated in tribal areas and 15 have been specially established for girls. Thus, there are I.T.I's in tribal areas as well as cities/towns. The research problems of this study are listed as under :-

- i) What is the status of I.T.I's in terms of location, teaching staff, administration, finance, hostel, dinning, workshop and other facilities ?
- ii) What is the impact of industrial training on the socio economic life of the tribal trainees ? To what extent the tribal trainees are able to fetch employment and self employment after completing ITI ?
- iii) What difficulties are faced by both instructors working in tribal I.T.I's as well as the tribals who undergo training ?

These and several other research problems have been dealt with in this research study. Besides I.T.I's, the research team also assessed the impact of other vocational training centres in the tribal areas. To obtain qualitative and quantitative data, anthropological tools and techniques along with rapid assessment procedures were used. Nearly, 621 respondents of various categories were interviewed to acquire relevant data. Based on the primary and secondary data, some of the conclusions drawn, are as follows :

- i) Out of the six major schemes, namely the craftsman training scheme, in which industrial training is also included, the advance vocational training system scheme, the apprenticeship scheme, the + 2 level vocational scheme both bifocal and centrally sponsored, the certificate courses and the pre-S.S.C. technical education, only I.T.I's, a few certificate courses, and a few technical high schools have received some response from the tribals.
- ii) Enrollment of tribal girls in I.T.I's, pre-S.S.C. technical education is very poor. Infact in tribal I.T.I's studied , on an average there are only 1-4 tribal girls in the entire I.T.I. The situation is very similar in technical high schools. In Wangaon I.T.I. there were only 2 tribal girls, in Gadchiroli only 1, in Jawhar I.T.I. no tribal girl, in Panvel also the situation was same. However in Pune I.T.I. there were quite a few tribal girls.
- iii) As regards to the awareness of I.T.I's is concerned, 90% of the parents were not aware of I.T.I's significance, it was through their sons/daughters (trainees) that they came to know

about the same. The tribal trainees, infact 80% of them, come to know about I.T.I. in their schools, through their teachers. This meant, that schools can be a very good medium of creating awareness among students about making vocational and technical education as their carrier.

iv) Some of the problems faced by tribal trainees before getting admission in I.T.I's are as follows :

a) Financial problems, i.e. borrowing loan to buy boxes, suitcases, clothes and other necessary items including stationary.

b) Lack of xerox facilities in their respective villages and small towns.

c) Lack of counselling and guidance in choosing a trade and understanding its significance and demand in employment and self employment.

v) Problems faced during the training

Some of the major problems faced during the training period as expressed by both tribal and as well other backward caste students are the same. These are :

1. Lack of adequate equipments and machinery as per the batch number requirement.

2. Less practical work.

3. No tradewise educational tours to industries or technical firms and voluntary agencies, so as to acquire real practical knowledge.

4. The tendency of teachers locking equipment in cupboards, with the fear that they may be broken or dismantled.

5. Lack of hostel facilities for girls.

6. Absence of free or subsidized dinning facilities in I.T.I. premises.

7. Lack of cleanliness in hostels, bathrooms and toilets due to carelessness of the sweepers appointed.

8. The difficulty of grasping subjects like Maths, Geometry, Algebra etc. in the class.

9. Lack of initiative by the management to start production units, which would fetch the trainees some money.

10. In some tribal I.T.I's, for one day's absence of a tribal trainee certain amount is deducted from the stipend. Tribal students are used to go to their native villages for festivals and other occasions, hence forgo their stipend.

11. In some tribal I.T.I's like Jawhar and Wangaon the management does not take initiative to get apprenticeship forms from Ambernath and Thane I.T.I's so as to send the students for apprenticeship. Those ones interested go to Ambernath and Thane and get for themselves these forms.

12. In Gadchiroli I.T.I. one of the problems faced by the students is of buying stationary, as practical journals and stationary, including certain equipment are available only in Nagpur and Chandrapur which requires an extra hundred rupees for travelling to and fro.

13. Those students who come from Ashram schools to I.T.I.'s expressed that they were used to free hostel accommodation, food and other services. "Now, suddenly we have to cook our own food, pay Rs.20/- as hostel fees, buy our own soap, tooth paste, boxes etc. which certainly becomes a burden."

14. Tribal students living in the I.T.I. hostels spend on an average Rs. 200-500 per month for buying ration and other food stuff. Moreover, on an average nearly 3-4 hours are spend in cooking food, which deprives them of their study time.

15. Libraries are hardly used by tribal students in I.T.I.'s situated in tribal areas. Reading news paper, magazines etc. is a taboo for students and not for teachers and principals.

16. There are no medical check up of tribal and non-tribal trainees in I.T.I. hostels. In case of serious illness a trainee has to go home or is sent to the P.H.C.

17. Very low quality of cloth used for dresses given to tribals.

vi) Problems faced by Instructors -

1. Lack of housing, market, recreational, schooling and other facilities in tribal areas.
2. Most of them consider their posting in tribal areas as punishment postings.
3. They feel tribal students find it very hard to grasp technical theoretical knowledge.
4. For courses like motor and diesel mechanic, fuel is required for demonstrations. Many a time it is either not available. This shatters the purpose of demonstration. Hence vehicles like jeeps, tractors, remain idle in workshops.

5. In I.T.I.'s like Gadchiroli, Jawhar and even Wangaon the tendency of instructors going on leave is quite common. Second and fourth Saturdays are of course rightfully utilized. including half or full Monday following the second and fourth Sundays. For which preparation to leave the I.T.I. campus starts either on Thursday evening or Friday morning.

6. A few dedicated teachers mentioned, that there is no audit system to check on the performance of the teachers and foremen. They said the student should give a feed back, and an external unit comprising of technical and non-technical personnel should evaluate the performance of instructors and management.

vii) Enrollment rate of tribal students in all the tribal I.T.I.'s studies is not as per the expected norms of enrolling 75% and 7% students. For example, in Panvel ITI intake capacity of tribals is 7% of 900, but in 1994-95 only tribals were admitted.

viii) Some of the major reasons for high degree of dropouts are as follows :

1. Early age at marriage.
2. Attraction for college life.
3. The need to take up household and agriculture responsibilities at home.
4. Lack of interest in continuing I.T.I. education.
5. Lack of proper food, hostel, technical, health & other facilities.

6. Poor and low economic status of the tribal student, because of which find it extremely difficult to get money for stationary, hostel fees, clothes, food, pocket money etc.
7. Lack of employment guarantee after completion of I.T.I.
- ix) There is a tendency of absentism of tribal students during festival, marriage, mauha flower and tendu leaves collection season. In Gadchiroli for that matter, tribals get Rs. 125/- for a bundle of 100 tendu leaves, which are bought by the Tribal Development Corporation. Hence most tribal trainees are attracted there. They earn enough money with other family members at the cost of absentism.
- x) The stipends of Rs.500/- & Rs.400/- given by TRYSEM & ITDP's to tribal youth for 6 months to 1 year's vocational training is a better economic incentive than Rs. 40/- or 60/- given in I.T.I's This factor has also hindered admissions of tribals in ITIs.
- xi) It has been observed that tribal students who complete I.T.I's, get jobs in tahsil and district places, find it very difficult to get accommodation facilities, within their economic capacity.
- xii) As regards to the socio-economic status of the tribal trainees it was observed that over 86% of the trainees were below the poverty line i.e. those whose family earning were less than 11,000 Rs. per annum. Secondly 36% of the tribal trainees interviewed were landless, 8% had land upto 1 acre; 30% had land upto 3 acres, 14% had land between 3-5 acres, whereas 12% had land above 5 acres. Thirdly, it was observed that 37% of the tribal trainees who joined I.T.I. were Xth std. fail. Fourthly, their ability in grasping theory was not upto the expected mark because of difficulties understanding the subjects. Thus, by and large it could be concluded the socio-economic of the trainees, especially those from the hamlets of interior regions is very poor.
- xiii) Yet another conclusion about tribal groups opting for I.T.I's is that the socially and economically better off tribal groups such as the Mahadeo Kolis, Koknas, Warlis, Thakars etc. avail of the I.T.I. facilities, than the poverty stricken tribal groups such as the Katkaris, Dhor Kolis , Gonds, Marias etc.
- xiv) Out of the total 56 courses of I.T.I's it was observed that tribals opt for following courses because they are easy to understand.
- | | |
|-------------------|--------------------|
| 1. Carpenter | 6. Wireman |
| 2. Fitter | 7. Electrician |
| 3. Motor mechanic | 8. Diesel mechanic |
| 4. Welding | 9. Mason |
| 5. Turner | 10. Electronics |
- xv) Tribal girls prefer to opt for courses like electronics and tailoring.
- xvi) Voluntary organization running certificate courses run these programmes mostly in urban areas, considering factors such as i) less scope for the course in tribal areas, ii) the

inability of tribals to pay fees, iii) Residential problems faced by their staff, iv) geographical inaccessibility of the tribal areas.

xvii) Counselling and guidance services in tribal V.T.C's are very poor.

xix) No research survey's are taken or even focussed group discussion or dialogues with tribal people are held before establishing an I.T.I. or any other V.T.C's to avoid problems such as dropout rate, ignorance of tribals about the significance of I.T.I's, poor admission etc.

xx) Although some efforts are made to send tribal trainees for apprenticeship no follow-up is made for their placements in companies and government services.

xxi) ITDPs running vocational training programmes mostly shift the responsibility to voluntary organisations, without taking a day to day's stock.

xxii) Vocational Training Centres in the remotal tribal areas are not so much developed as compared to those VTC's which are near town/tahsil headquarters or in the cities.

SUGGESTIONS

Given the magnitude and depth of the problems and bottlenecks in V.T.C's including I.T.I's, as discussed in this research study, to develop corrective measures of the present vocational education and training system for V.T.C's in tribal areas, given below are some suggestion, which may be considered.

1) Awareness :

There is a need for creating, awareness among tribals about the significance of V.T.C's in developing one's career. Schools and + 2 level schools are best mediums to propagate the significance of V.T.C's. It is also necessary that the management of V.T.C's alongwith voluntary organization take initiative in developing education packages for the publicity of I.T.I's.

2) Post of a Counsellor :

A separate post of a counsellor who is a graduate in social sciences, and a person who has been given a training of three months atleast of the functioning of the Directorate of Vocational Education and Training and has a sound knowledge of financial institutes and Rural Development agencies, must be recruited not only in I.T.I's, but in technical high schools, the District Vocational Training Officer's office, and allied V.T.C. centres so as to develop awareness packages, provide the right kind of guidance to the tribal as well as non tribal trainees to choose right trades, understand and solve their problems, liason with industries, help the students in getting apprenticeship and placement, provide guidance in areas such as how interviews are conducted etc.

He or she should however be made accountable for problems such as dropouts, low admissions, awareness etc. He should be set a target.

3) Educational & Technical Audit system :

In the western countries the services of the instructors, teachers and professors is renewed every year, based on the assessment and feed back given by the students and expert comments of the inspection team. It is very necessary to evaluate the performance and behavior of the instructors and foremen by the students. Each year a feed back from students should be taken by external agencies comprising of technical experts from industries educationalists and other social scientists. Besides, this the inspection team should also take a 'stock of the educational technical and other facilities at the V.T.C's especially in tribal areas.

4) Incentives to Instructors/staff in tribal areas :

It is a well known fact that postings in tribal areas are considered to be punishment postings. Hence instructors by and large loose interest, because of lack of facilities such as markets, health, recreation, education etc. Principals, instructors and staff of V.T.C's in rural and tribal areas should be given residential quarters to live in. Secondly their posting in the tribal areas should be on rotation basis i.e. they should not kept there for above 3 years. The instructors and staff working in tribal areas should be given financial incentives in terms of increments or a reasonable tribal area residential allowance, per month. However, if this is done, instructors and other staff must be made accountable for their out put.

5) Introduction of trades which will fetch employment/self employment in the village and tahsil premises :

Tribals are emotionally and socially very attached to their land, hence their migration rate is very low as compared to other caste communities. Taking into consideration this factor, government must encourage those trades which will fetch a tribal finance in his own village or tahsil. For example carpentry, fitter, turner, diesel and motor mechanic have certainly been useful to the tribal trainees to start self employment ventures. Trades such as photography, if introduced will help a tribal to earn good amount of money, even if a camera is bought by him. He can be a mobile photographer, without a studio.

6) Free Dinning Facilities :

The Government of Maharashtra and other State Governments as well, have introduced the "Ashram school schemes" in which a tribal child gets both primary as well as secondary education alongwith other incentives such as free lodging and boarding, food, uniforms, stationary, soap, tooth paste, boxes or lockers etc. so as to attract them to get themselves educated. Sure enough, because of so many incentives Ashram schools have received a very good response from tribals.

Similarly in I.T.I's and few V.T.C's especially in tribal areas there is no free food facility. The tribal students who are used to getting free food in ashram schools, find it difficult to

purchase oil, pulses, foodgrains, spices, stove etc. and cook their own food, as it requires expenses. Food facility provided would certainly be a major break through to check problems such as poor admissions and high rate of dropouts.

8) Hostels for Tribal Girls :

One of the many reasons as to why there are hardly any tribal girls in I.T.I's and even in other V.T.C's is because of lack of hostel facilities. Hence there should be separate girls hostels, so that girls have their own privacy.

9) Educational Tours :

Educational tours, which would include visiting industries, workshops, production units of the concerned trades is a must so that the trainee gets exposed to the applied aspect of his theoretical knowledge. Every I.T.I. and V.T.C. must have atleast 4 educational tours per annum. This should be made part of educational curriculum.

10) Enhancement of stipendiary allowance :

The tribal trainees get a stipend of Rs.40/- and 60/- which is really not sufficient for them. Alongwith free food, stationary, soaps, oil etc. facilities a sum of minimum Rs.250/- should given as stipend to tribal trainees.

11) Liasening with industries and Government public enterprises :

There is need for every I.T.I. to liaison with industries and Government public enterprises so as to create apprenticeship and placement opportunities for tribal students. The I.T.I. management must take personal interest in promoting this aspect of human relationship.

12) Recreational facilities :

In some I.T.I's there are some facilities of recreation. This aspect of social life of tribal and non tribal trainees in I.T.I. must be strengthened, by providing better sports and recreational facilities, holding matches with other schools and VTCs.

13) Library facilities :

It was observed that the tribal as well as the non tribal students hardly use library facilities as there are no tradewise books, there is no purchase of new books, no reference books in I.T.I. libraries which in tribal areas. There is a need to promote library facility by providing a separate grant to purchase books, maintain the library by appointing the seperate librarian. The students should also be allowed to read news papers and magazines.

14) Study Halls in Hostels :

In every hostel there should be a study hall in which tables and chairs, alongwith a few cupboards with few books should be kept, so that the students have a good environment to study in.

15) Use of Audio-visual Aids in Teaching :

Audio-visual Aids must be used to explain both theoretical as well as practical aspects of a trade taught. Hence use of films, video cassettes, slides, transparencies should be introduced in vocational education.

Secondly, video cassettes and films of success stories of tribal individuals from any part of the country, who have been able to get employment or self employment must be made and shown to the tribal trainees very often. Even films on voluntary organizational working in the field of vocational training should be screened.

16) Provision of Televisions & news papers in hostels :

It is necessary to provide colour televisions for every I.T.I. hostel so that the students have access to mass media and to what is happening around them.

17) List & Address of small, medium & large scale industries :

A list and addresses of small and large scale industries found within the district and even in the State must be kept in I.T.I. libraries, so that it is a motivation for the tribal/non-tribal students to apply for apprenticeship and or placement.

18) Information about financial institution & their functioning :

Yet another list with addresses of financial institution's with a brief profile of their functioning should be kept in the office/library so that students who want to get loans can approach these institutes for self employment ventures.

19) Exchange of information with voluntary organization industries :

As part of educational tours the tribal and non tribal trainees should be taken for visiting voluntary organizations running vocational training, once in 3 months or so. Even if the organization is outside the district. Besides this trustees and social workers of voluntary organization who are promoting and propagating vocational training should be called over to talk to the tribals and share their motivating expenses. In doing so, the trainees will be exposed to new avenues in developing ideas about self employment.

20) Role of ITDP's and DRDA's :

The ITDPs can play an important role in supporting and financing the employment and self employment venture through Nucleus Budget of the tribal trainees who not only complete ITI, but other vocational courses as well. Instead of providing a stipend of Rs.500/- to a tribal for vocational training co-ordinated by an ITDP, the tribal who completes any course from the VTC's must be supported to get an employment or to start a business. The DRDA's also can work on supporting tribals who complete VTC's to settle down.

21) Increasing Budget for Maintenance/Machinery :

It was observed that the machinery and equipments are not in proportion to the students admitted for a trade. Therefore it is suggested that more machinery be bought, that the budget for purchasing fuel, equipments and maintenance should be increased.

22) Stipend to the tribal trainees

Besides providing dinning, hostel and other facilities, a tribal trainee should be given a stipend of Rs. 250/- per month.

23) Hostel Facilities

Although there are hostels for tribal boys and girls in towns and cities, there is a need for more hostels. Or at least the intake capacity of admitting tribal boys and girls undergoing vocational or technical education should be increases. Beside this, there should be hostels for those tribals working in Government and private technical firms.

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Appendices

Tribal Research & Training Institute

28 Queen's Garden Pune 411 001

An Evaluation of Vocational Training Centres For Scheduled Tribes In Maharashtra

Interview Schedule No. 1 Schedule For Principals/ Managers

1.0 Identification

No.	Item	Description
1.	District	
2.	I.T.D.P.	
3.	Block	
4.	Village	
5.	Hamlet	

2.0 Respondent's Information

2.1 Name _____

2.2 Age (Years)

2.3 Sex 1. Male 2. Female

2.4 Marital Status 1. Married 2. Unmarried 3. Widower 4. Divorcee

2.5 Education _____

2.6 Designation _____

2.7 Period of service in vocational training institute (Year)

3.0 Profile Of Training Centre

3.1 Name Of centre _____

3.2 Year of Establishment

3.3 Rational behind establishment the same _____

4.0 Administrative Details

4.1 Staff details

Sr.no	Staff Description	No. Of Post
1	Principal	
2	Vice principal	
3	Lecturer	
4	Instructor	
5	Demonstrators	
6	Clerical Staff	
7	Other Staff	

4.2 Budget Details

1 Yearly Budget Given by The Government Rs.

2 Total Expense per annum Rs

5.0 Enrollment

Sr. No	Year	Enrollment		
		Total	Scheduled Tribe	
			Male	Female
1	1990-91			
2	1991-92			
3	1992-93			
4	1993-94			
5	1994-95			
6	1995-96			

6.0 Enrollment for current year

	Total	S.T.
Boys		
Girls		
Total		

7.0 Civic Amenities & Other Facilities

7.1 No. Of Buildings

Sr.No	Purpose	No. of Bldg.
1	Workshop	
2	Canteen	
3	Hostel	
4	Dinning Hall	
5	Office	
6	Kitchen	

7.2 Amenities

a.

1. Electricity	2. Playground	3. Recreation centre	4. Gymnasium
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b. Drinking water Source

1. Tap	2. Well	3. Tank	4. Bore Well
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c. Health facilities

1. Hospital	2. Dispensary	3. Clinic	4. First Aid Centre
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d. Charges of lodging and boarding: Rs.

8.0 Selection Criterion for Instructor :

8.1 Age : _____

8.2 Educational qualification : _____

8.3 Professional / technical qualification : _____

8.4 Experience : _____

8.5 Other : _____

9.0 Selection Criterion for Students/Trainees : _____

9.1 For Tribal Student : _____

9.2 For Non-tribal Student : _____

10.0 Tradewise Enrollment of Tribal Students

Sr No.	Trade	1992-93		1993-94		1994-95	
		Males	Females	Males	Females	Males	Females
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							

11.0 Which trades do the tribals choose/prefer? Why?

12.0 What problems do the tribals-face?

12.1 Before getting admission:

12.2 During the training period:

12.3 After the training:

13.0 Which incentives/benefits are given by the Government to tribal trainees?

14.0 What efforts made by the vocational training centre for the placement of tribal trainees?

15. Does your centre maintain follow up record of the placement status of tribals? If yes how many tribals have been placed for the last 3 years?

Sr.No.	Year	Males	Females
1.	1992-93		
2.	1993-94		
3.	1994-95		

16.0 What efforts are made by the vocational training centre to create awareness among tribals about the significance of vocational training?

17.0 What should be done by the Government to strengthen vocational training and its significance among tribals?

18.0 What should be the role of voluntary organizations in promotion & propagation of vocational training among the tribals?

19.0 Any other comments, suggestions, problems etc.

20.0 How is the performance of tribal trainees as compared to non-tribals?

21.0 Researcher's Remarks:

Place Of Interview : _____

Date of Interview : _____

Sign. Of Researcher : _____

Sign. Of Co-Ordinator : _____

Tribal Research & Training Institute

28 Queen's Garden Pune 411 001

An Evaluation of Vocational Training Centres For Scheduled Tribes In Maharashtra

Interview Schedule No. 2 Schedule For Instructors

1.0 Identification

No.	Item	Description
1.	District	
2.	I.T.D.P.	
3.	Block	
4.	Village	
5.	Hamlet	

2.0 Respondent's Information

2.1 Name _____

2.2 Age (Years)

2.3 Sex 1. Male 2. Female

2.4 Educational qualification _____

2.5 Professional qualification _____

2.6 Caste/Tribe _____

3.0 Service Profile

3.1 Date of Joining _____

3.2 No. of Years in vocational training

3.3 No. of postings in tribal centres

4.0 Problems of tribal trainees

4.1 What problems are faced by the tribal trainees?

a) Before getting admission:

b) During the course training period:

c) After they complete training:

4.2 Do you find any difference in the output or performance of tribal trainees ?
If yes, what?

4.3 Are the problems faced by the male tribal trainees similar to that of females or they differ ? if different what are they?

4.4 What is drop out rate of tribal girls and boys per annum?

		Tribewise Trade								
		1	2	3	4	5	6	7	8	9
Girls Boys	Girls									
	Boys									

4.5 Other problems faced by tribal trainees

4.6 As an instructor what problems do you face while working in the tribal area?

5.0 What efforts are made by your centre to create awareness of the significance of vocational training amongst tribals ?

6.0 What should be the role of voluntary organisation in promotion and propagation of vocational training amongst tribals?

7.0 What more should Government do to attract tribals to take vocational training?

8.0 What should be the role of I.T.D.P.s in promotion & propagation of vocational training among the tribals?

9.0 Any other comments , suggestions, problems etc.

10.0 Researcher's Remarks:

Place Of Interview : _____

Date of Interview : _____

Sign. Of Researcher : _____

Sign. Of Co-Ordinator : _____

Tribal Research & Training Institute

28 Queen's Garden Pune 411 001

An Evaluation of Vocational Training Centres For Scheduled Tribes In Maharashtra

Interview Schedule No. 3 Schedule For Trainees

1.0 Identification

No.	Item	Description
1.	District	
2.	I.T.D.P.	
3.	Block	
4.	Village	
5.	Hamlet	

2.0 Respondent's Information

2.1 Name _____

2.2 Age (Years)

2.3 Sex 1. Male 2. Female

2.4 Education _____

2.5 Name of Tribe _____

2.6 Family Income (Yearly)

Occupation Of parents (Father/Mother/Both)

2.7 Land Holding

i) Whether land is irrigated partly/fully? If yes what is source of irrigation?

3.0 Awareness about vocational training

3.1 How did you know about the V.T.C. ?

3.2 Who helped you to get the admission?

3.3 What was percentage marks in X/XII examination? : _____

3.4 What problems did you face?

a) Before getting admission:

b) During the training period:

3.5 How much stipend do you get? _____

3.6 Besides the stipend you receive, how much more amount is spent for other needs?

i) _____ ii) _____

iii) _____ iv) _____

3.7 Are you happy with the technical facilities? If yes/no why?

3.8 Are you satisfied with hostel and dinning facilities ? If yes/no why?

3.9 What trade did you choose? Why?

3.10 What was your 1st, 2nd and 3rd option to choose a trade? Mention them

Option	Trade
1.	
2.	
3.	

4.0 What after training-

4.1 What do you intend to do after you complete the training?

4.2 From where would your parents raise the finance?

4.3 What kind of jobs do female trainees get after completing ITI?

4.4 What kind of jobs do males get after completing ITI?

4.5 Should tribal girls undergo vocational training? if Yes/No why?

4.6 What kind of trades will suit best for tribal trainee so that he earns his living in his/her own village?

4.7 Whether a trainee is required to undergo apprenticeship training in the factory after completion of training?

4.8 Comments on present vocational training system? Give suggestions to strength en the same:

5.0 Researcher's Remarks:

Place Of Interview : _____

Date of Interview : _____

Sign. Of Researcher : _____

Sign. Of Co-Ordinator : _____

Tribal Research & Training Institute

28 Queen's Garden Pune 411 001

An Evaluation of Vocational Training Centres For Scheduled Tribes In Maharashtra

Interview Schedule No. 4 Schedule For Students who completed I.T.I.

1.0 Identification

No.	Item	Description
1.	District	
2.	I.T.D.P.	
3.	Block	
4.	Village	
5.	Hamlet	

2.0 Respondent's Information

2.1 Name _____

2.2 Age (Years)

2.3 Sex 1. Male 2. Female

2.4 Marital Status 1. Married 2. Unmarried 3. Widower 4. Divorcee

2.5 Education _____

2.6 Family Income

2.7 Land Holding

3.0 Awareness about vocational training

3.1 How did you know about the V.T.C. ?

3.2 Who helped you to get the admission?

3.3 What problems did you face?

a) Before getting admission:

b) During the training period:

c) After the training

3.4 How much stipend do you get? _____

3.5 Besides the stipend did you get any other incentives/benefits ?

i) _____ ii) _____

iii) _____ iv) _____

3.6 Are you happy with the technical facilities? If yes/no why?

3.7 Are you satisfied with hostel and dinning facilities ? If yes/no why?

3.8 What trade did you choose ? Which one did you prefer ?

3.9 How many options did you have ? _____

3.10 Which trade did you prefer ? Why ?

4.0 Impact of training

4.1 When did you complete vocational training ? _____

4.2 What are doing presently ? _____

4.3 If employed

a) Salary per month ? _____

b) Job status _____

c) No. of hours of work _____

d) Native Place _____

e) Chances for promotion _____

f) Problems if any ? _____

4.4 If business

a) Income per month _____

b) Staff / Workers _____

c) Place of workshop _____

d) Native place _____

4.5 Who helped you to get job or to start Business ? _____

4.6 What kind of tribal female trainees get ? _____

4.7 Should tribal girls undergo vocational training ? If yes/no why ?

4.8 What method did your teacher used to teach you theory and practical ?

4.9 Performance wise who are better tribal trainees or non tribals ? comment.

5.0 What should be the role of

5.1 Voluntary organisation

5.2 Government in strengthening vocational training centres

6.0 Any other comments , suggestions, problems etc.

7.0 Researcher's Comments :

Place Of Interview : _____

Date of Interview : _____

Sign. Of Researcher : _____

Sign. Of Co-Ordinator : _____

Tribal Research & Training Institute

28 Queen's Garden Pune 411 001

An Evaluation of Vocational Training Centres For Scheduled Tribes In Maharashtra

*Interview Schedule No. 5
Schedule For Parents*

1.0 Identification

No.	Item	Description
1.	District	
2.	I.T.D.P.	
3.	Block	
4.	Village	
5.	Hamlet	

2.0 Respondent's Information

2.1 Name _____

2.2 Age (Years)

2.3 Sex 1. Male 2. Female

2.4 Education _____

2.5 Tribe

2.6 Land Holding

2.7 Annual Income

2.8 Occupation

3.0 Awareness and problems of V.T.C.

3.1 What made you to send your son/daughter for V.T. ?

3.2 In your opinion what is the significance of vocational training?

3.3 How did you manage his/her expenses ?

3.4 What problems did you face?

a) Before getting admission:

b) During the training period:

3.5 Do you think such training would help tribal girls ?

3.6 Will you send your daughter for such training ? If yes why ? If yes why ?

3.7 Are you aware for financial institutions which provide funds, loans, and subsidy for tribal development ? If yes, which are they ?

4.0 What should Government do to strengthen vocational training programmes for tribals ?

5.0 What should voluntary organisations do to strengthen vocational training programmes for tribals ?

6.0 Any other comments , suggestions, problems etc.

7.0 Researcher's Comments :

Place Of Interview : _____

Date of Interview : _____

Sign. Of Researcher : _____

Sign. Of Co-Ordinator : _____

Remains of the