

A STUDY OF UTILIZATION & WASTAGE OF
TRAINING PROGRAMME
OF
NATIONAL & REGIONAL VOCATIONAL TRAINING
INSTITUTES FOR WOMEN

by
INSTITUTE OF SOCIAL STUDIES TRUST
NEW DELHI

for
Directorate General of Education and Training
Ministry of Labour and Rehabilitation
Government of India

AUGUST 1984

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Acknowledgement

The Institute of Social Studies Trust was requested by the Directorate General of Employment Training to undertake an Evaluation of the Working of Vocational Training Institutes for Women, covering the National Institute at Delhi and the Regional Centres at Bangalore and Bombay. The Institute is grateful for this to the Ministry of Labour.

The study was conducted by the Institute with the collaboration of many individuals and institutions.

The questionnaire for the survey was drafted by Ms. Maitreyi Krishneraj of SNDT Women's University, Bombay and finalised in Delhi.

The household survey was handled by the ISST at Delhi and Bangalore. The SNDT Women's University under the guidance of Ms. Krishneraj and supervision of Ms. Sarita Date undertook the survey of the Bombay VTI. We are grateful to them for their collaboration. For ISST, Ms. Aruna Persad supervised the survey in Bangalore and Ms. S. Almelu in Delhi.

The report was written by an team of ISST headed by Ms. S. Almelu and Ms. Shobha Jaishankar with the help of Mr. Himansu Mishra, Ms. Aruna Krishnan and Ms. Shymali Das.

The Institute is extremely indebted to the Industrial Development Services, specially to Mr. V.K. Laroia for the guidance provided by them regarding the technical aspects of the study.

The typing part is performed efficiently by Ms. Anita Sahani of IDS.

Devaki Jain

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1 Introduction

1 Introduction

To expand the contribution of women to national goals of social development and economic growth, DGE&T (Directorate General of Employment and Training) in the Ministry of Labour launched a special programme for vocational training of women in 1977 with the assistance of SIDA (Swedish International Labour Organisation). Under this programme three institutes, namely the National Vocational Training Institute, New Delhi, and two Regional Vocational Training Institutes, Bombay and Bangalore were set up.

The programme's major goals were:

- i) Diversify existing training courses for women to suit changing market needs;
- ii) Modify and improve course content to make skills job oriented;
- iii) Improve the quality of training by improvements in training methods.

The areas in which training courses have been started by the institutes are:

- Dress Making
- Embroidery and Needle Craft
- Secretarial Practice
- Hair and Skin Care
- Instrumentation
- Electronics
- TV Repairing and Servicing

Advanced courses in Dress Making, Secretarial practice and Embroidery were the first to be introduced in NVTI, New Delhi in the year 1977. In the following year Principles of Teaching (POT) was added to the curriculum.

In 1977, basic courses in Dress Making, Secretarial Practice and Embroidery were introduced at RVTIs and advanced courses were added to the training programme after completion of the third year.

In 1980 it was recognised that training in engineering trades would provide the women an opportunity of employment in emerging technologies. As a consequence NVTI introduced a course in advanced Electronics. Further diversification took place in 1981 with the introduction of a Hair and Skin Care course which provided girls with an opportunity to acquire advanced skills.

In further recognition to the fact that women have a natural ability for high precision jobs, a course in Radio and TV mechanics was introduced. This was extended in 1981, when an advanced course in Electronics Measuring Instruments was started.

2 Project Appraisal

2 Project Appraisal

2.1 Objectives

The women's Vocational Training Programme completed its six years in December 1983. To plan for the future, an evaluation of the working experience of the last six years was considered necessary. This involved an assessment of:

- a The extent of utilization and wastage of training by the trainees of the NVTI and the RVTIs.
- b The working of the NVTI and the RVTIs.

The Institute of Social Studies Trust, (ISST) was asked to undertake the evaluation of the first part of the assignment.

2.2 Existing Training Facilities

Institutional training is provided by different ministries, primarily, the Ministry of Labour and Rehabilitation and the Ministry of Social Welfare. The various schemes are:

a Artisan Training

Under the Apprenticeship Act, 1961 it is obligatory for employers in specified industries to engage apprentices. The training consists of basic training followed by on-the-job or shop floor training in accordance with the standards prescribed by the government in consultation with the Central Apprenticeship Council. The Apprenticeship Act was amended in 1973, provide for similar training of graduate engineers, and diploma holders.

b Middle Level Training

Diploma courses are offered in about 4,000 polytechnics in the country with an annual enrolment of about 65,000 students. They offer specialization in engineering, technology and in a few non-technical fields. The courses are normally of 3 years duration where full time instruction is offered or 3 and 4 years where instruction is of the 'sandwich pattern'.

In addition, there is about 40 polytechnics exclusively for girls. On an average these institutions have an intake of 4,000 girls per year.

c Crafts Training for Women

Crafts Training for women is provided by the Vocational Training Institutes (VTIs). These institutes provide instructor training, basic training and advanced training in selected trades suitable for women. The course duration varies from 6 to 12 months. In addition to the above, on the job training is being provided to women by some of the leading industrial units. Prominent amongst these are ECIL, BEL, Phillips India, HMT etc. The training period varies from 3 to 6 months. The minimum educational qualification requirement is Secondary School Certificate Examination (SSCE).

2.3 Sixth Five Year Plan

The Sixth Five Year Plan has taken a step forward by emphasizing the need to increase women's employment by;

- a Ensuring that women get more opportunities and privileges in all educational and training institutions.
- b Giving aid to women to promote self-employment and small industry development.
- c Increasing government investment in those industries where a large proportion of women are employed.
- d Paying special attention to the female labour-force in the Comprehensive Area Development Plan.

2.4 ILO Survey

'Womens' place in the labour market away from an exclusively domestic role, has been more firmly established over recent years", says a report to the International Labour Conference. Towards this end, the principal recommendations are that womens' vocational training should be popularised in a systematic manner by setting up many more womens' Industrial Training Institutes, introducing new skills for new occupations and encouraging association with voluntary agencies to obtain institutional support.

2.5 Employment Exchanges

Employment Exchange have been functioning as an important source of information on job availability for over last 25 years.

The number of job seekers currently registered with employment exchanges show that the number of female job-seekers rose by more than one and half times during the period 1971 to 1978 .

2.6 Vocational Guidance

Vocational Guidance services are provided to youth (applicants without any work experience) or adults (with specific work experience). During 1982, Vocational Guidance Units were functioning at 264 employment exchanges.

In order to divert, educated youth to different channels of gainful employment, vocational guidance and career advising programme of the DGE&T have been expanded and streamlined.

2.7 Pattern of Employment of Women

In the unorganised sector, the vast majority of women (about 87%) are employed in agricultural occupations.

In the organised sector, women's involvement is primarily in the occupational groups. Teacher forms the largest group, of which again, the major part are middle and primary school teachers. Next to teachers, punch card machine operators form the largest employment group followed by nurses, nursing attendants, mid-wives and health visitors. A growing, though primarily small employment group comprises of stenographers, typists, telephone operators, social welfare workers and librarians.

The number of women in industry is negligible. Even where women are employed, the largest per centage are in low paid repetitive jobs.

In the self-employed sector the emergence of voluntary agencies, such as, SEWA (Self Employed Womens' Association), have had a dramatic impact on womens' employment. Innovativeness coupled with effective follow up has enabled these organisations to organise women workers in carpentary, plumbing, electric wiring and several other occupations dealing with services required in urban areas.

In the rural areas, TRYSEM^{*} in the long run is expected to play an important role in providing self employment for women though its impact so far has been minimal.

* Training to Rural Youth for Self Employment.

3 Major Findings on Data
Analysis Quantitative

3 Major Findings on Data Analysis - Quantitative

3.1 Introduction

While the main purpose of the study was to assess the extent of utilisation and wastage of training facilities by the ex-trainees of the VTIs, information compiled on activity status has provided a valuable data base for making an overall assessment of the performance of the ex-trainees in the employment market.

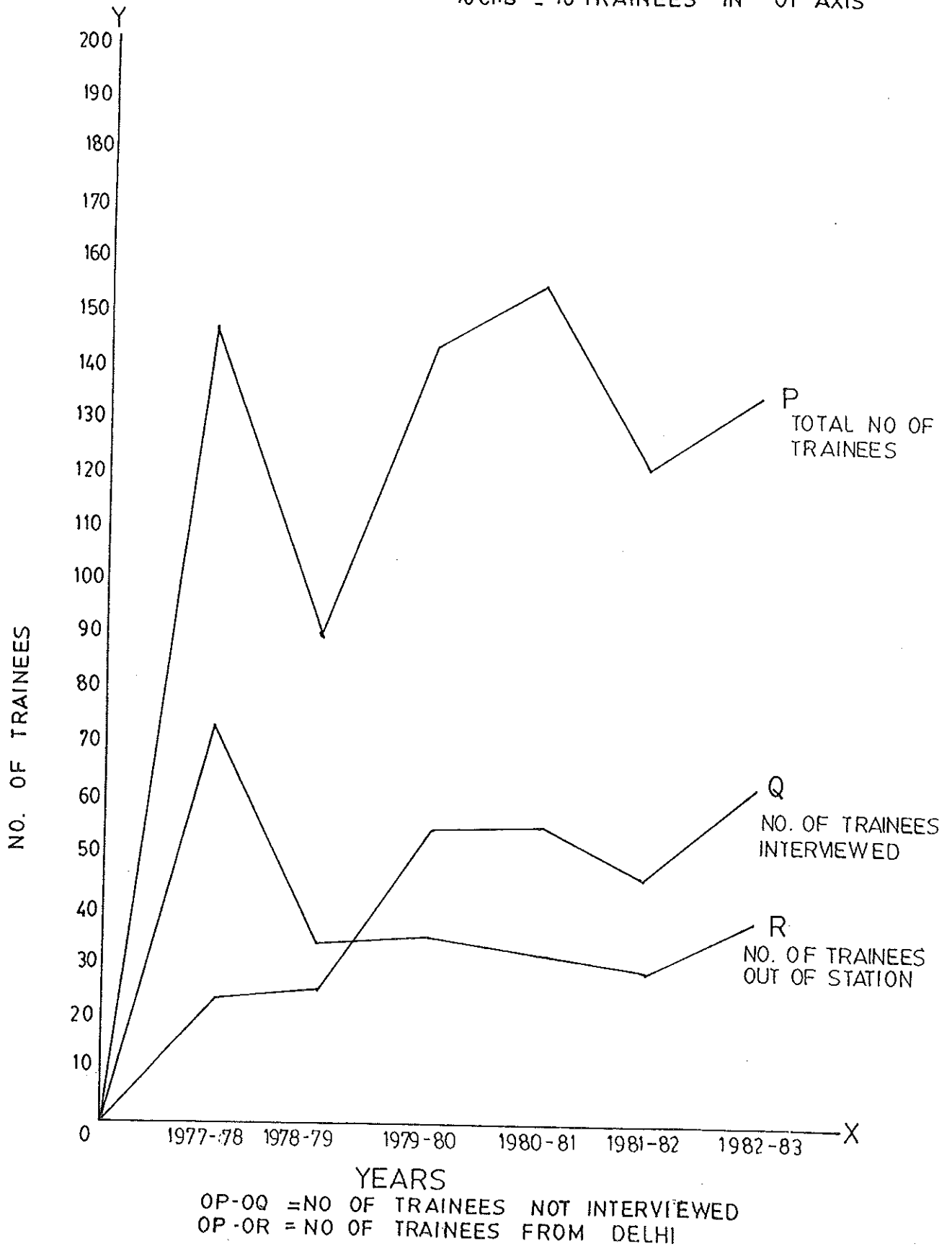
3.2 General Characteristics of the Total Sample

These findings are based on the responses of a total of 496 (35.6% of the total ex-trainees) interviewed in Delhi, Bombay and Bangalore¹.

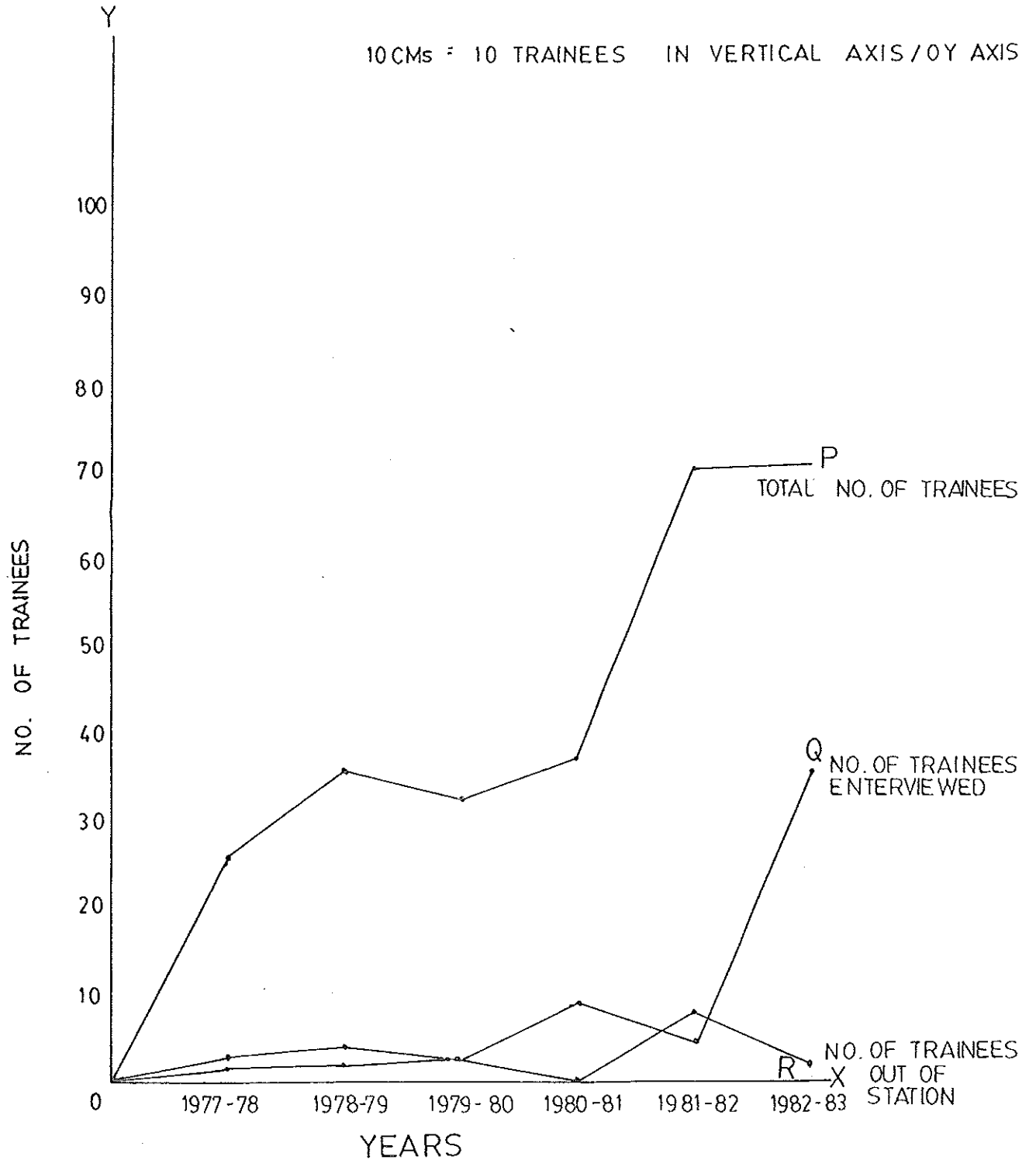
1 For details see Appendix, Table A-1

NO. OF TRAINEES ADMITTED IN
N.V.T.L IN DIFFERENT YEARS

10CMs = 10 TRAINEES IN OY AXIS

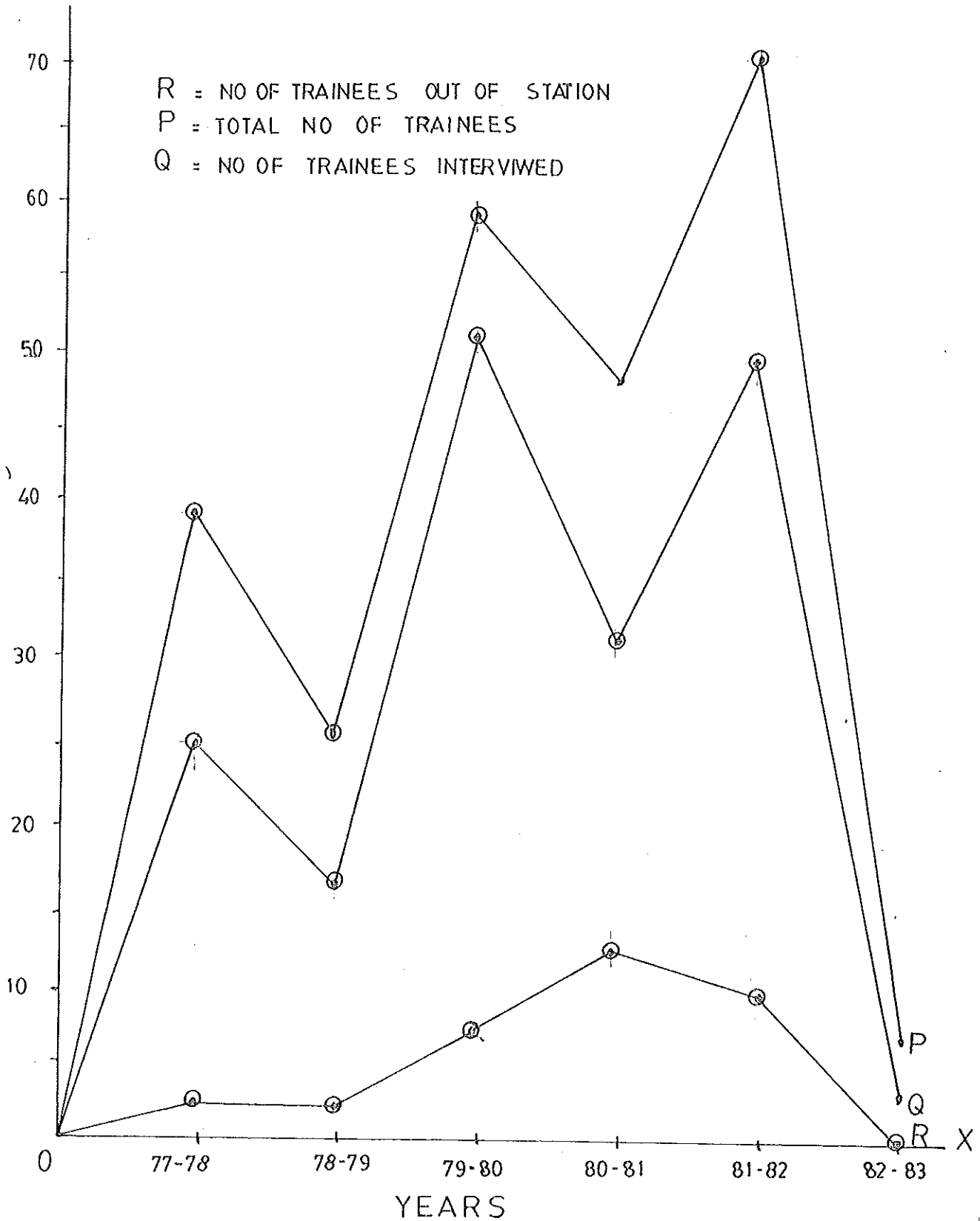


NO. OF TRAINEES ADMITTED TO R.V.T.I. (BANGALORE) IN DIFFERENT YEARS



OP-OQ = NO OF TRAINEES NOT INTERVIEWED
 OP-OR = NO. OF TRAINEES FROM BANGALORE

NO. OF TRAINEES ADMITTED TO RVTI (BOMBAY)
AT DIFFERENT YEARS



OP - OQ = NO. TRAINEES NOT INTERVIEWED

OP - OR = NO. OF TRAINEES FROM DELHI

- In Delhi responses to the mailed questionnaires were received from 291 respondents (36.8% of total NVTI ex-trainees). Of these 264 (90%) could be interviewed. This included 14 respondents currently undergoing advanced training.
- In Bangalore responses by mail were received from 129 respondents (30% of total NVTI ex-trainees). Of these 108 (84%) could be interviewed.
- In Bombay responses by mail were received from 184 respondents (78% of total NVTI ex-trainees). Interviews could be held with 124 (68.5%) respondents. This included 3 ex-trainees who were currently undergoing advanced training.

Information on some of the important general characteristics of those who responded to the enquiry has been summarised below:

ii Reasons for Joining VTIs

About 50 per cent of the ex-trainees joined VTIs in order to acquire skills for future use. In the case of another 30 per cent, the main reason was the immediate need to supplement family income. The remaining 20 per cent joined for other reasons, such as spare time on their hand, parental persuasion, etc.

ii Activity Status of Total Sample

On the basis of the information collected during the survey, each respondent was classified as (a) employed

(b) unemployed, (c) self-employed, and (d) undergoing training.

Table 3.1 shows all the respondents (including those presently undergoing training), classified by place of residence and activity status.

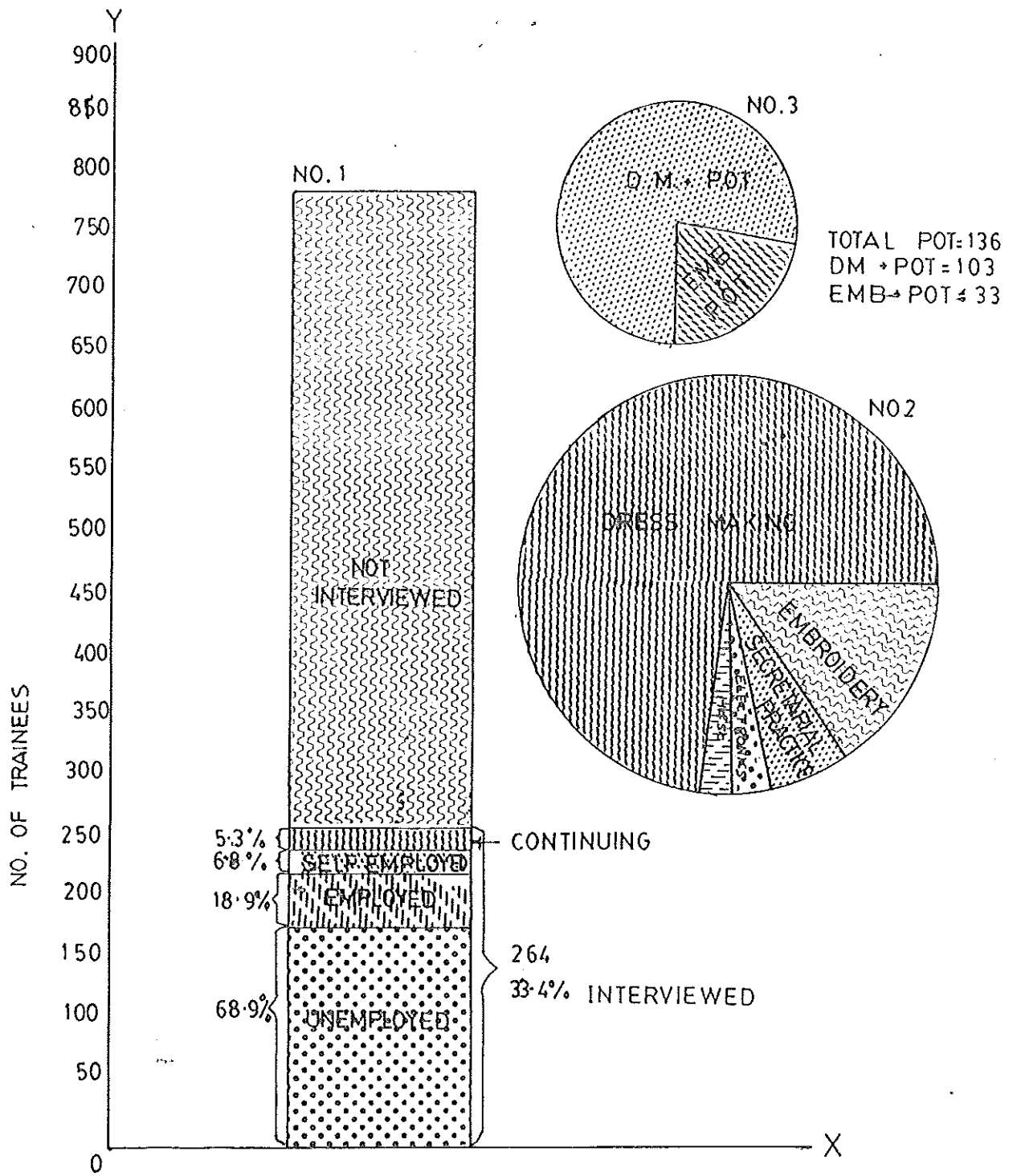
Table 3.1 - Activity Status of Total Interviewed Samples

<u>Place</u>	<u>Number of Ex-Trainees Interviewed</u>				<u>Total</u>
	<u>Employed</u>	<u>Un- Employed</u>	<u>Self- Employed</u>	<u>Under- going Training</u>	
1 Delhi	50 (18.9)	182 (68.9)	18 (6.8)	14 (5.3)	264 (100.0)
2 Bangalore	65 (60.2)	37 (34.2)	2 (1.9)	4 (3.7)	108 (100.0)
3 Bombay	72 (58.1)	35 (28.2)	14 (11.3)	3 (2.4)	124 (100.0)
Total	187 (37.7)	254 (51.2)	34 (6.9)	21 (4.2)	496 (100.0)

Note: Figures in brackets are percentages to row-wise total.

At the time of the survey out of the total respondents, 37.7 percent of the ex-trainees were employed, 6.9 percent were self-employed and 51.2 percent were unemployed . Another 4.2 percent trainees were undergoing further training.

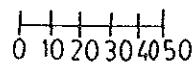
N.V.T.I- (DELHI)



TOTAL TRAINEES	=	790
1. DRESS MAKING	=	582
2. EMBROIDERY	=	137
3. SECRETARIAL PRACTICE	=	42
4. ELECTRONICS	=	18
5. HAIR & SKIN CARE	=	12

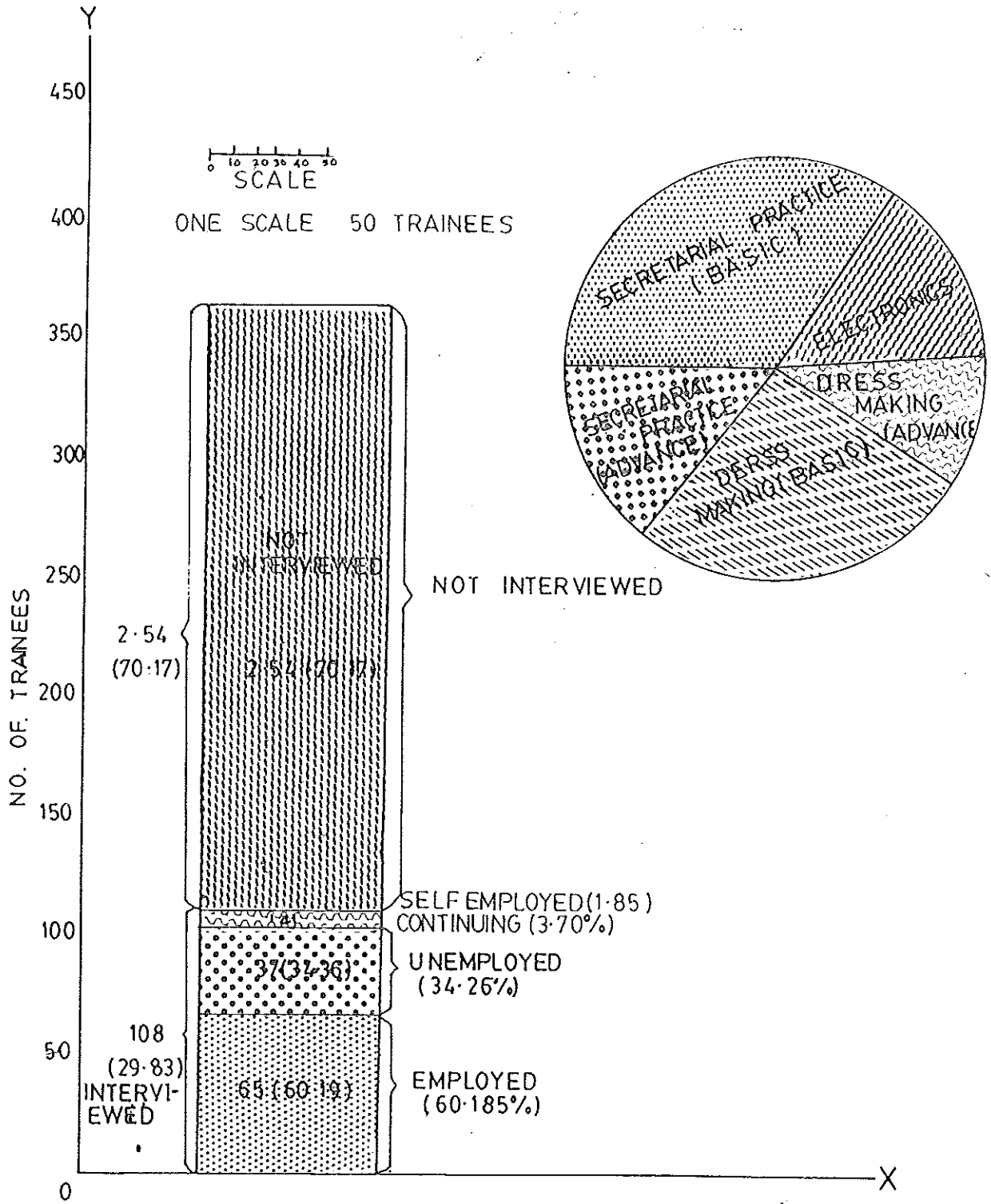
10 X 10' = 50 TRAINEES IN THE OY AXIS

SCALE



ONE SCALE 50 TRAINEES

R.V.T.I. (BANGLORE)

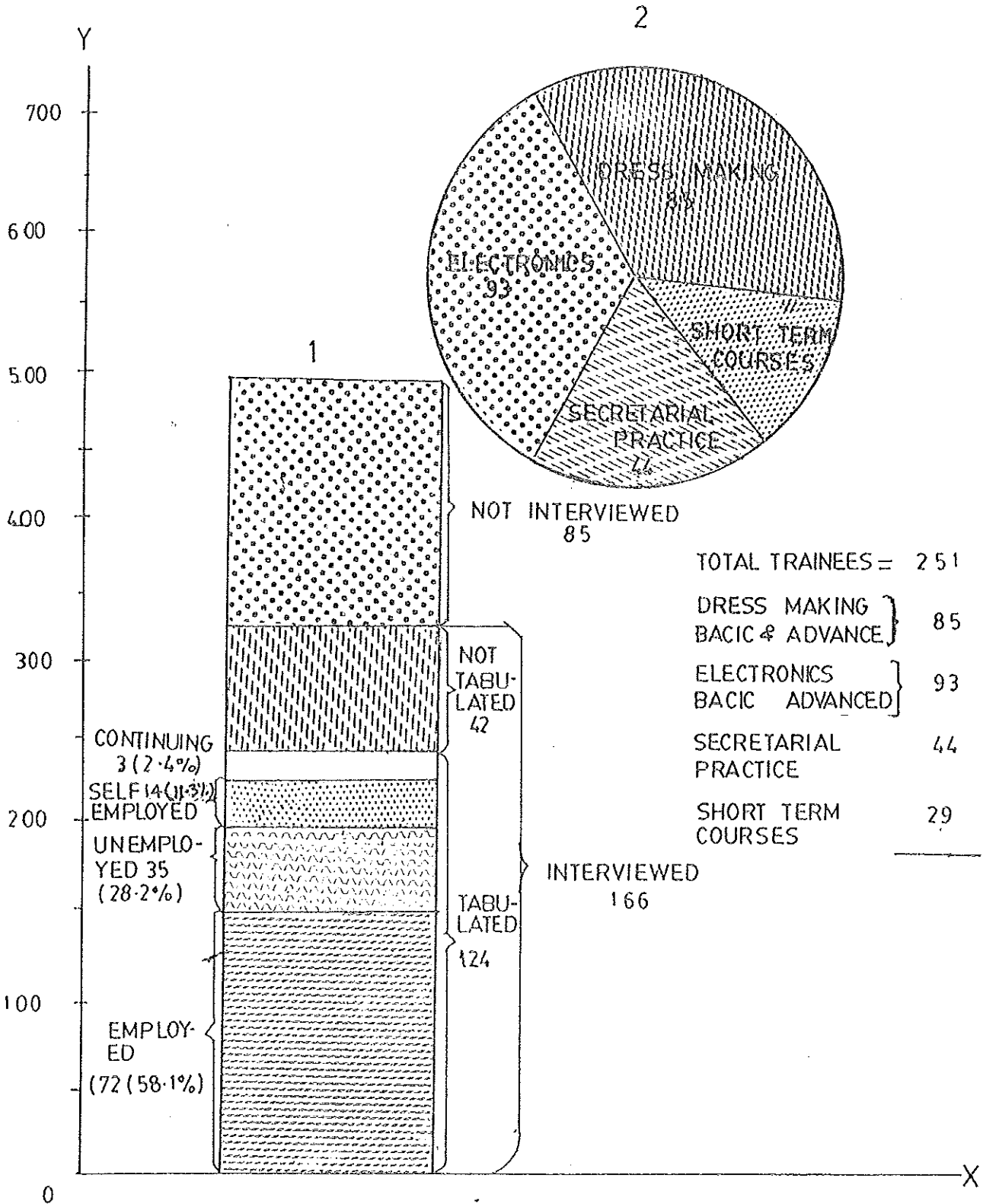


Total Trainees = 354

10 CMS = 50 TRAINEES IN THE OY AXIS

1. Dress Making - 77 (Basic)
2. Dress Making - 20 (Advance)
3. Secretarial Practice - 121 (Basic)
4. Secretarial Practice - 53 (Advance)

R.V.T.I (BOMBAY)



TOTAL TRAINEES = 251

DRESS MAKING } 85
 BASIC & ADVANCED }

ELECTRONICS } 93
 BASIC ADVANCED }

SECRETARIAL } 44
 PRACTICE }

SHORT TERM } 29
 COURSES }

2 CMs = 1 TRAINEE

iii Educational Qualification

Only 35.5 percent of the ex-trainees had the minimum qualification of a high school certificate¹. The bulk of them (52.4%) had passed the higher secondary/high school certificate examination. As many as 11.6 percent were graduates and 0.4% were post-graduates. Details are given in table 3.2 below:

Table 3.2 - Activity Status by General Educational Qualification

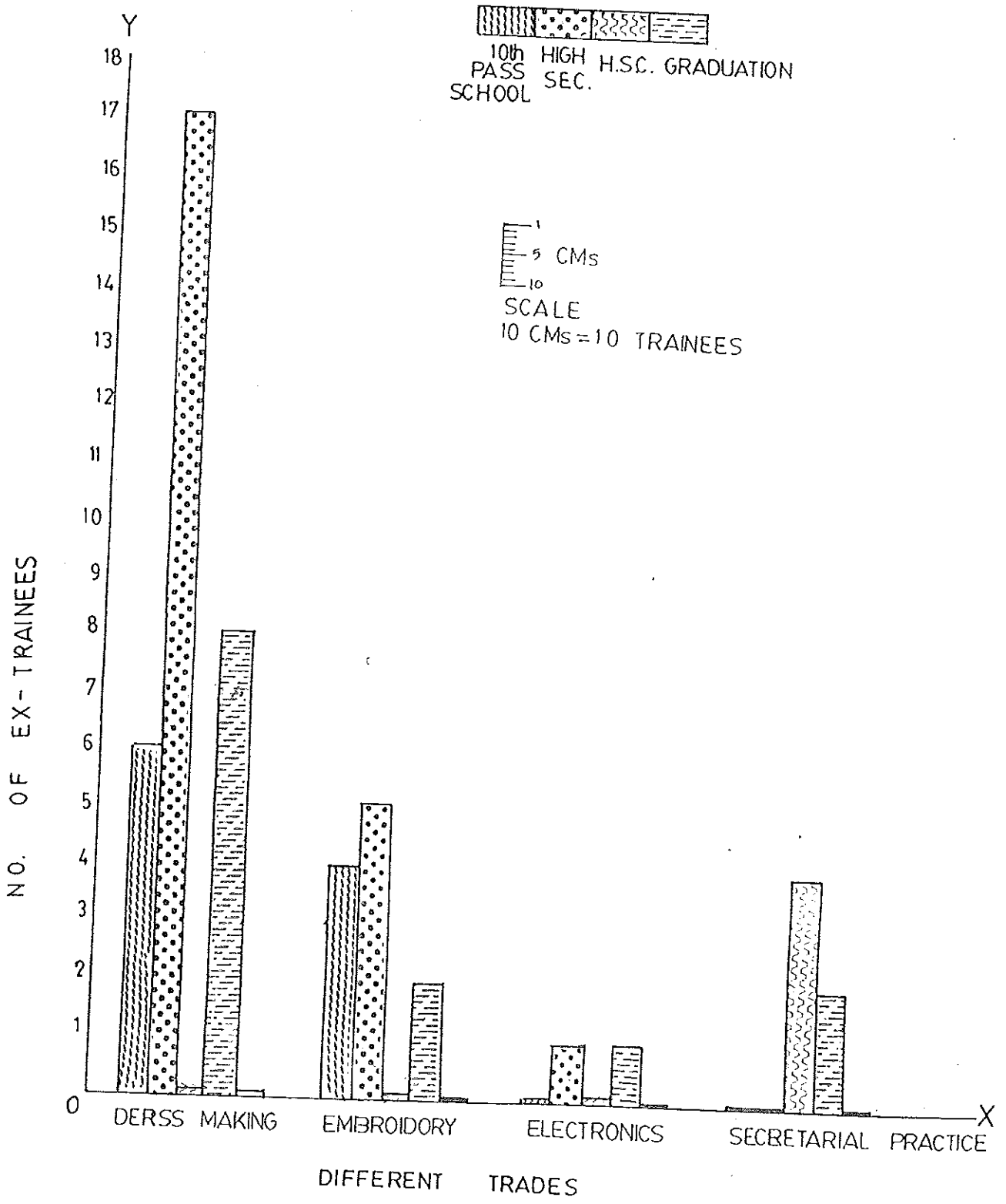
<u>Educational Qualification</u>	<u>Number of Ex-trainees</u>			<u>Total</u>
	<u>Employed</u>	<u>Un-Employed</u>	<u>Self-Employed</u>	
1 High School	38 (20.3)	115 (45.3)	16 (47.0)	169 (35.6)
2 Higher Secondary	91 (48.7)	92 (36.2)	14 (41.2)	197 (41.5)
3 H.S.C.	35 (18.7)	16 (6.3)	1 (2.9)	52 (10.9)
4 Graduation	23 (12.3)	29 (11.4)	3 (8.8)	55 (11.6)
5 Post-graduation	-	2 (0.8)	-	2 (0.4)
Total	187 (100.0)	254 (100.0)	34 (100.0)	475 (100.0)

Notes: 1 Figures in brackets are percentages to column-wise total.

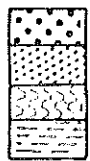
2 The total samples were 496, of these 21 are undergoing advanced training, leaving a balance of 475 respondents in the employed, self-employed and unemployed categories.

1 A High School Certificate is the minimum qualification for all the courses

N.V.T.I. (DELHI) [EMPLOYED]
 ACADEMIC QUALIFICATION

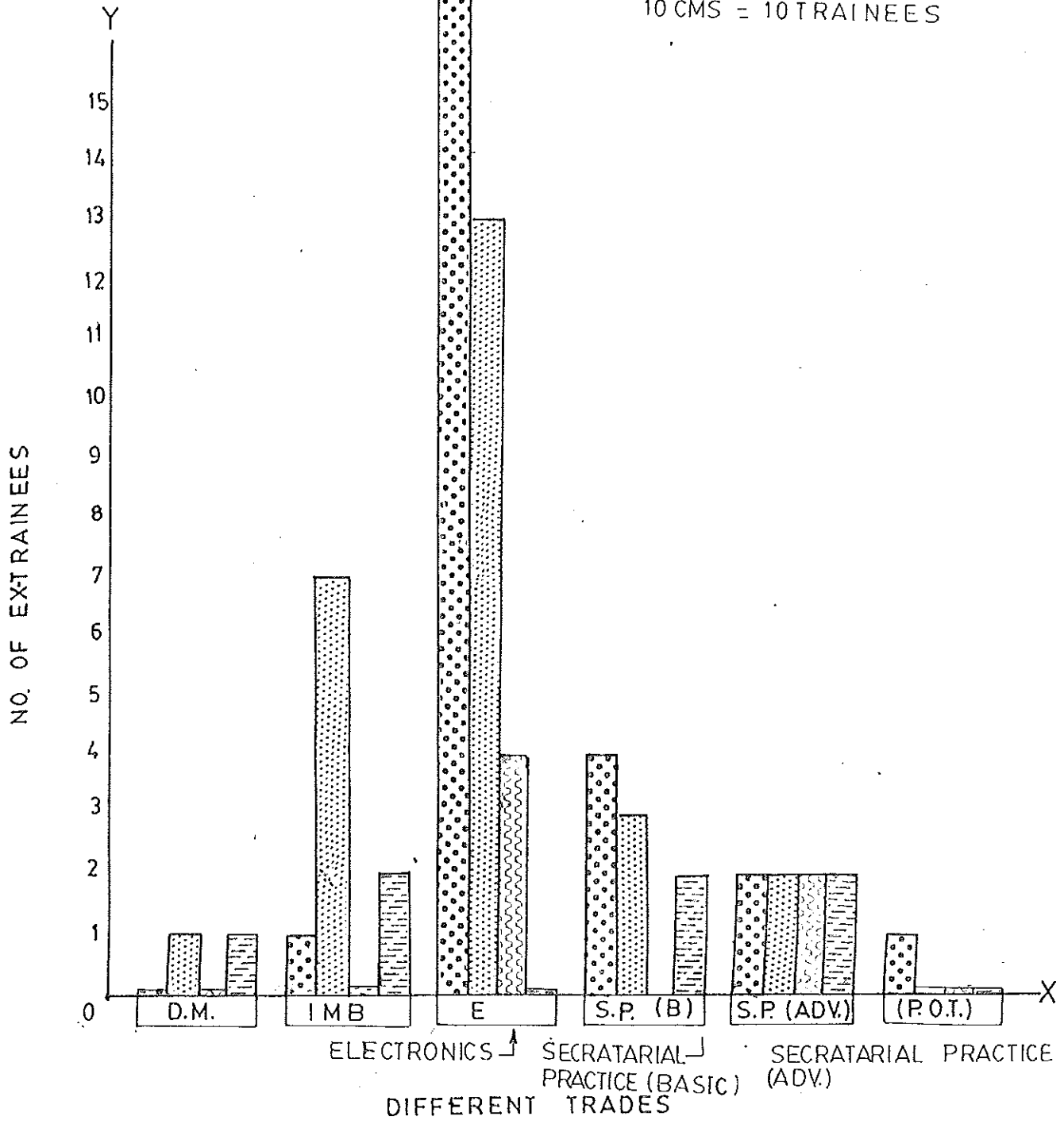


R.V.T.I (BANGALORE) [EMPLOYED]
 ACADEMIC QALIFICATION

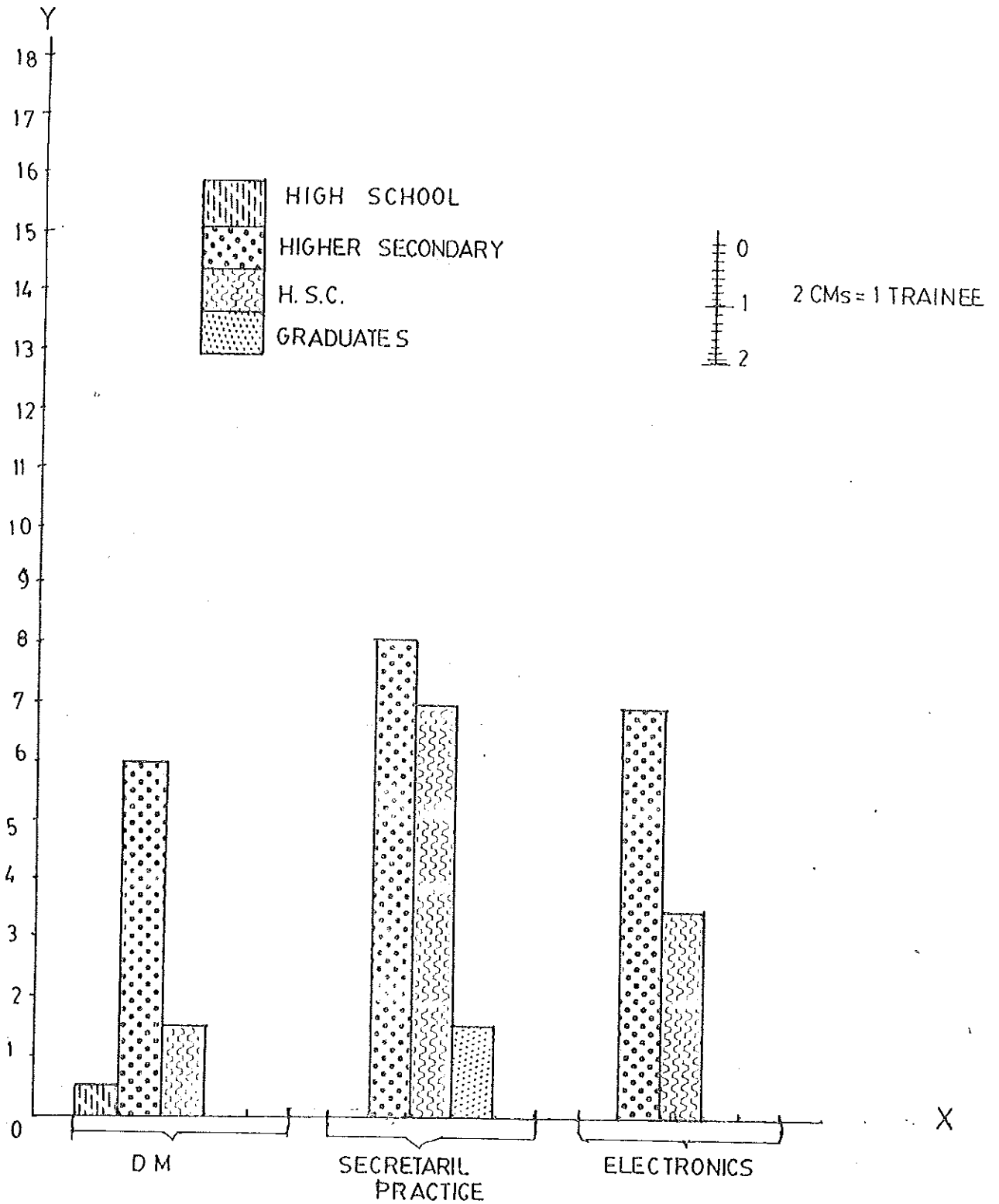

 HIGH SCHOOL
 HIGHER SECONDARY
 H.S.C.
 GRADUATE


 SCALE
 1CM = 1TRAINEE

10 CMS = 10 TRAINEEES



R V T I (BOMBAY)
 ACADEMIC QUALIFICATION



Although education had not made much effect on employment, it was reported that for jobs in schools, graduates were preferred.

iv Marital Status

A majority (58.5%) of ex-trainees were unmarried. Of the rest, 191 (40.2%) were married, 1 was a widow and 3 ex-trainees were divorcees. Details are given in table 3.3 below:

Table 3.3 - Activity Status by Marital Status

<u>Marital Status</u>	<u>Number of Ex-Trainees</u>			<u>Total</u>
	<u>Employed</u>	<u>Un- Employed</u>	<u>Self- Employed</u>	
1 Unmarried	137 (73.3)	120 (47.2)	21 (61.8)	278 (58.5)
2 Married	47 (25.1)	131 (51.6)	13 (38.2)	191 (40.2)
3 Widow	1 (0.5)	-	-	1 (0.2)
4 Divorced/ Separated	2 (1.1)	1 (0.4)	-	3 (0.6)
5 No Response	-	2 (0.8)	-	2 (0.5)
Total	187 (100.0)	254 (100.0)	34 (100.0)	475 (100.0)

Note: Figures in brackets are percentage to column-wise total.

v Family Size

It was found that family size had little effect on ex-trainees either on their performance at the VTIs or their subsequent employment. About 45.5 percent of the ex-trainees came from families of 5 to 7 members.

Table 3.4 - Distribution of Ex-trainees by Family Size

<u>Family Size</u>	<u>No. of Ex-trainees</u>			<u>Total</u>
	<u>Employed</u>	<u>Un-</u> <u>Employed</u>	<u>Self-</u> <u>Employed</u>	
1-4	71 (38.0)	109 (42.9)	13 (38.2)	193 (40.6)
5-7	95 (50.8)	106 (41.8)	15 (44.2)	216 (45.4)
8-10	15 (8.0)	18 (7.1)	5 (14.7)	38 (8.0)
10 +	4 (2.1)	11 (4.3)	1 (2.9)	16 (3.4)
No Response	2 (1.1)	10 (3.9)	-	12 (2.5)
Total	187 (100.0)	254 (100.0)	34 (100.0)	475 (100.0)

Note: Figures in brackets are percentages to column-wise total.

vi Performance at VTIs

Table 3.5 shows the performance of ex-trainees at the VTIs. It can be observed that the performance of trainees was satisfactory with a total pass rate of 97.3 percent of which 35.4 percent passed with credit.

Table 3.5 - Performance at VTIs

<u>Performance</u>	<u>Number of Ex-trainees</u>			<u>Total</u>
	<u>Employed</u>	<u>Un- Employed</u>	<u>Self- Employed</u>	
1 Pass	87 (46.5)	181 (71.3)	26 (76.5)	294 (61.9)
2 Pass with credit	99 (52.9)	62 (24.4)	7 (20.6)	168 (35.4)
3 No Response	1 (0.5)	11 (4.3)	1 (2.9)	13 (2.7)
Total	187 (100.0)	254 (100.0)	34 (100.0)	475 (100.0)

vii Preference for Self-employment

Over 50 percent of the respondents in the employed and un-employed categories would like to be self-employed and the remaining 40 percent were not in favour of self-employment because of constraints of working-space and capital etc. The remaining failed to respond.

viii Comments of Trainees on Training Courses:

The responses of the ex-trainees on the value of the training courses depended mainly on whether or not they had been able to find employment.

Almost all the unemployed ex-trainees (52.7% of total ex-trainees) complained against VTI courses, as they had been unable to find suitable jobs on the strength of the training received by them.

Of those who had found employment (37.7% of the total ex-trainees) the majority (68.4%) found the training beneficial. Details are given in table 3.6 below:

Table 3.6 - Comments On VTIs Programme by Employed Ex-Trainees

<u>NVTI/RVTIs</u>	<u>Is Training Proved Beneficial To Your Job</u>			<u>Total</u>
	<u>Yes</u>	<u>No</u>	<u>No Response</u>	
1 Delhi	27 (54.0)	20 (40.0)	3 (6.0)	50 (100.0)
2 Bangalore	45 (69.2)	20 (30.8)	-	65 (100.0)
3 Bombay	56 (77.8)	16 (22.2)	-	72 (100.0)
Total	128 (68.4)	56 (30.0)	3 (1.6)	187 (100.0)

Note: Figures in brackets are percentages to row-wise total.

ix Employment Status

Of the 482 respondents only 221 (45.9%) were gainfully employed, i.e. employed or self employed. Out of 187 ex-trainees who reported themselves as employed, 50 (26.7%) were in Delhi, 65 (34.8%) in Bangalore and 72 (38.5%) in Bombay.

34 respondents (7.1% of total ex-trainees), reported themselves as self-employed. Of these 18 (52.9%) were in Delhi, 2 (5.9%) in Bangalore and 14 (41.2%) in Bombay.

x Means of Obtaining Employment

Table 3.7 shows the means through which the trainees obtained employment. In Delhi, the largest single method of getting employment was through contacts (36%), while in Bangalore 63.1% trainees were helped by the RVTI to get jobs. In Bombay, advertisements proved to be most beneficial means (34.7%).

Table 3.7 - Means of Obtaining Employment

Different Means of Obtaining Employment	No. of Ex-Trainees			
	Delhi (NVTI)	Ban-galore (RVTI)	Bombay (RVTI)	Total
1 Employment-exchange	17 (34.0)	3 (4.6)	23 (31.9)	43 (23.0)
2 Advertisements	8 (16.0)	12 (18.5)	25 (34.7)	45 (24.1)
3 Contacts	18 (36.0)	5 (7.7)	12 (16.7)	35 (18.7)
4 NVTI/RVTIs	3 (6)	41 (63.1)	4 (5.6)	48 (25.6)
5 Any Other	1 (2)	1 (1.5)	8 (11.0)	10 (5.3)
6 No Response	3 (6)	3 (4.6)	•	6 (3.2)
Total	50 (100.0)	65 (100.0)	72 (100.0)	187 (100.0)

Note: Figures in brackets are percentages to column wise total.

a Employment Exchange

In Delhi, Employment Exchanges were helpful in the case of Secretarial Practice ex-trainees, as 67 percent of them got jobs through this channel.

In Bangalore, however, a large number of the Electronics ex-trainees were able to get jobs through employment exchanges.

In Bombay 43 percent of the Electronics and Secretarial Practice ex-trainees successfully used the Employment Exchanges.

Employment exchanges were however unable to help in the case of Dress-Making and Embroidery courses in all three cities.

b Advertisements

Advertisements proved to be the most beneficial in the case of Secretarial-Practice trainees as 41.6 percent Bangalore and 43 percent in Bombay uses this channel for getting employment.

c. Contacts

In Delhi 31 (62%) of the gainfully occupied Dress-making trainees got employment through contacts. This, however, did not prove to be the case in Bombay and Bangalore.

d. VTIs

VTIs were of minimal assistance in finding jobs for extrainees. Only 4 ex-trainees in Bombay were employed through RVTI Bombay three of them through NVTI, New Delhi. But RVTI, Bangalore is an exception.

xi. Nature of Employment

a. Employment Pattern

The employment pattern in Table 3.8 reveals that out of the total of 187 respondents in the employed category 48 percent were permanent employee, 47 percent were working on a temporary basis and only 2 percent were employed on a part-time basis.

Table 3.8 - Nature of Employment

Nature of Employment	Number of Ex-Trainees			Total
	In Delhi (NVTI)	In Bombay (RVTI)	In Bangalore (RVTI)	
1 Temporary	28 (56.0)	28 (38.9)	32 (49.2)	88 (47.1)
2 Permanent	17 (34.0)	43 (59.7)	30 (46.2)	90 (48.1)
3 Part-Time	3 (6.0)	1 (1.4)	- -	4 (2.1)
4 No Response	2 (4.0)	- -	3 (4.6)	5 (2.7)
Total	50 (100.0)	72 (100.0)	65 (100.0)	187 (100.0)

Note: Figures in brackets are percentages to column-wise total.

The maximum number of permanent ex-trainees (59.7%) were in Bombay. In Delhi and Bangalore, the majority (56% and 49.2% respectively) were working on a temporary basis.

In all these three places, almost all the employed ex-trainees were classified as skilled workers (Delhi 70%, Bangalore 86.2% and Bombay 80.6%).

Table 3.9 - Position of the Employed Ex-trainees

Types of Job	Number of Ex-trainees			Total
	In Delhi	In Bangalore	In Bombay	
1 Skilled	35 (70.0)	56 (86.2)	58 (80.6)	149 (79.7)
2 Semi Skilled	9 (18.0)	6 (9.2)	11 (15.3)	26 (13.9)
3 Un-skilled	3 (6.0)	1 (1.5)	3 (4.1)	7 (3.7)
4 No Response	3 (6.0)	2 (3.1)	-	5 (2.7)
Total	50 (100.0)	65 (100.0)	72 (100.0)	187 (100.0)

Note: Figures in brackets are percentages to column-wise total.

In Delhi, 70 percent of the employed ex-trainees were working in the same trade in which they had completed the course. The remaining 30 percent got employment in some other trades (typists, receptionists etc.) or were occupied in a trades which were below the level of their training (semi-skilled tailoring jobs). The largest number of respondents in the latter category were from the Dress-Making and Embroidery courses.

In Bangalore and Bombay almost all the employed extrainees were employed in the same trade in which they had completed the training.

Some other observations were:

- ex-trainees from the Dress-Making course had to take on employment in trades other than their own because there was a poor market for women in this trade and in the case of craft instructor in schools, graduates from VTIs were given preference and
- because of the growing demand for trained persons in Secretarial Practice and Electronics, almost all ex-trainees in these trades were able to secure jobs in which they had been trained¹.

b Types of Employers

The following table shows the distribution of the ex-trainees by trade and the type of organisation employed in.

1 For details see Appendix, Table A-2

Table 3.10 - Distribution of Ex-trainees Employed by the Organization on Trade

<u>Trade</u>	<u>Govt. Or-nisation</u>	<u>Private Or-nisation</u>	<u>No Response</u>	<u>Total</u>
Dress Making	27	21	1	49
Embroidery	5	6	-	11
Sec. Practice	34	20	-	54
Electronics	53	6	-	59
IMB	10	-	-	10
POT	3	1	-	4
<u>Total</u>	<u>132</u>	<u>54</u>	<u>1</u>	<u>187</u>

Note: IMB stands for 'Instrumentation Basic'.

From the table (3.11) it would be observed that the majority of the ex-trainees working in government undertakings were from the Electronics course.

In Delhi 54 percent of the respondents were in government organizations and the remaining in private organizations.

In Bangalore 80 percent were in government service, of which 64.6 percent were from the electronics and instrumentation courses (this was primarily due to the employment opportunities offered by BEL and HMT)

Surprisingly in Bombay also the percentage in government organisations was high (72.2%). The remaining (27.8%) were working in private firms.¹

Table 3.11 - Percentage Distribution of the Total Employed by The Type of Organisation Employed in and By Trade

<u>Trade</u>	<u>Number of Ex-trainees Employed</u>					
	<u>In Delhi</u>		<u>In Bangalore</u>		<u>In Bombay</u>	
	<u>Govt. Organi- sation</u>	<u>Private Organi- sation</u>	<u>Govt. Organi- sation</u>	<u>Private Organi- sation</u>	<u>Govt. Organi- sation</u>	<u>Private Organi- sation</u>
Dress Making	32	28	1.5	1.5	13.9	8.3
Embroidery	8	12	-	-	-	-
Electronics	2	2	49.2	4.6	27.8	2.8
Sec. Practice	12	-	12.4	13.8	27.8	15.3
IMB	-	-	15.4	-	-	-
POT	-	-	1.5	-	2.7	1.4
<u>Total</u>	<u>54</u>	<u>42</u>	<u>80.0</u>	<u>19.9</u>	<u>72.2</u>	<u>27.8</u>

Note: In Delhi 4 percent did not respond

Table 3.12 shows that out of the total of 187 employed ex-trainees, 78 (41.7%) were occupied in the same trade in which they were trained, of the rest 57.2 percent of the trainees were either employed in some other trades or they were occupied in the trade which was below the level of their training.

Table 3.12 - Distribution of Ex-trainees According to the Nature of Occupation

<u>Institutions</u>	<u>Number of Ex-trainees Occupied In</u>				<u>Total</u>
	<u>The Same Trade</u>	<u>Some Other Trade</u>	<u>A Trade Below the Level of Training</u>	<u>No Response</u>	
1 Delhi-NVTI	35 (70.0)	2 (4.0)	13 (26.0)	-	50 (100.0)
2 Bangalore-RVTI	25 (38.5)	3 (4.6)	36 (55.4)	1 (1.5)	65 (100.0)
3 Bombay-RVTI	18 (25.0)	8 (11.1)	45 (62.5)	1 (1.4)	72 (100.0)
Total	78 (41.7)	13 (6.9)	94 (50.3)	2 (1.1)	187 (100.0)

Note: Figures in brackets are percentages to column-wise total.

xii Family Income & Contribution to Family Income

A comparison of the total family income and the contribution of the trainees to it was attempted. However, before undertaking such an analysis it might be significant to look at the distribution of families by income-groups. The following table shows the distribution of families on this basis:

Table 3.13 - Distribution of Employed and Ex-trainees
According to different range of Income

Household Income	Number of Ex-trainees/Households			
	In Delhi	In Bangalore	In Bombay	Total
250 - 500	3 (6.0)	4 (6.2)	-	7 (3.7)
501 - 700	4 (8.0)	3 (4.6)	3 (4.2)	10 (5.3)
701 - 1,000	9 (18.0)	7 (10.8)	4 (5.6)	20 (10.7)
1,000 +	33 (66.0)	51 (78.4)	65 (90.2)	149 (79.7)
No response	1 (2.0)	-	-	1 (0.5)
Total	50 (100.0)	65 (100.0)	72 (100.0)	187 (100.0)

From the above table it is clear that the largest number (79.7%) of the ex-trainees are from relatively well to do families with a monthly income of Rs.1,000 plus per month.

(xiii) Contribution of Family Income

The average contribution of the ex-trainees to family income is given in the table below:

Table 3.14 - Average Contribution of Ex-trainees to Family Income

<u>Income Level of Household of employed ex-trainees (Rs.)</u>	<u>Total No. of House holds in each place</u>	<u>Average contribution of Ex-trainees to Family Income (Rs.)</u>
Less than 250		
Delhi	1	150
Bangalore	Nil	Nil
Bombay	Nil	Nil
250 - 500		
Delhi	Nil	Nil
Bangalore	4	265
Bombay	Nil	Nil
501 - 700		
Delhi	7	455
Bangalore	3	365
Bombay	3	390
701 - 1,000		
Delhi	4	355
Bangalore	7	330
Bombay	4	490
1,000 plus above		
Delhi	32	700
Bangalore	48	470
Bombay	65	820
<u>Total</u>	<u>178</u>	

Notes: 1 In Delhi - (i) No contribution to family income - 5 ex-trainees.
(ii) One ex-trainee is in abroad.
2 In Bangalore - No response from 3 ex-trainees.

The above table indicates that the contribution of the ex-trainee to the family income is nearly 50 percent.

It was also found that all ex-trainees expected a higher income than they were presently earning.

(xiv) Time gap between completion of training and getting employment

The waiting period for employment varies widely from one trade to another. Dress-Making ex-trainees had to wait for more than a year before they were able to find a job. On the other hand, almost 40 percent of the ex-trainees in Bangalore who had completed the course in Electronics were able to find employment within 3 months.

(xv) Un-employed ex-trainees

Location

Of the 254 unemployed ex-trainees interviewed, 71.7 percent were from Delhi, 14.5 percent from Bangalore and 13.8 percent from Bombay.

Table 3.15 - Percentage of Unemployed Ex-trainees by Residence and Trade

<u>Trade</u>	<u>Percentage of Ex-trainees</u>			
	<u>In Delhi</u>	<u>In Bangalore</u>	<u>In Bombay</u>	<u>Total</u>
Dress Making	80.0	27.0	57.1	69.7
Embroidery	17.6	-	-	12.6
Electronics	0.5	-	8.6	1.6
Sec. Practice	1.1	64.9	28.6	14.2
IMB	-	-	-	-
POT	-	8.1	2.9	1.6
No response	-	-	2.9	0.3
<u>Total</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>

In Delhi, 80.8 percent of the unemployed trainees were from the Dress Making course and 17.6 percent from the Embroidery course. There were a negligible number from the Electronics and Secretarial Practice courses. Most of the ex-trainees who had undergone advanced courses in Dress Making and Embroidery were unemployed despite the fact that these courses offer a very high level of training.

In Bangalore the majority (64.9%) of the unemployed ex-trainees were from the Secretarial Practice course.

In the case of Bombay the most significant un-employment was again in the Dress-Making (57.1%) with Secretarial Practice in second place with 28.6%.

(xvi) Reasons for Unemployment

There was considerable unemployment amongst the ex-trainees who had initially taken up factory jobs. The drop-outs occurred as a result of:

- poor working conditions;
- heavy work load;
- low remuneration; and
- odd hours of work.

Some of the trainees also reported that it was basically the lack of contacts and recommendations that prevented them from obtaining jobs as their first interviews were very successful.

Another reason for unemployment, particularly in Delhi, arose from social constraints like opposition from members of their family against women working outside their home. This was, however not the case in Bangalore and Bombay.

A significant feature amongst the unemployed ex-trainees in Delhi was their willingness to start something on their own but the lack of guidance and financial resources prevented them from setting up small enterprises.

In Bangalore a large percentage (51.3%) of the unemployed respondents had not looked for a job. Only 35 percent of total trainees reported that they looked for a job but did not get it. In the first case the main reason for this 'voluntary unemployment' was a desire to complete the advanced courses, particularly in Secretarial Practice.

In Bombay the reason for unemployment was primarily family problems, i.e. no one to look after household chores and children.

The monthly family income of the unemployed ex-trainees is given in the table below.

Table 3.16 - Distribution of Unemployed Ex-trainees by Total Income of the Household

Household Income Group (Rs.)	No. of Ex-trainees/Households			
	In Delhi	In Bangalore	In Bombay	Total
Less than 250	3 (1.6)	1 (2.7)	-	4 (1.6)
250 - 500	27 (14.8)	6 (16.2)	3 (8.6)	36 (14.2)
501 - 700	24 (13.2)	3 (8.2)	1 (2.8)	28 (11.0)
701 - 1,000	37 (20.3)	7 (18.9)	7 (20.0)	51 (20.0)
1,000 +	84 (46.2)	20 (54.0)	22 (62.9)	126 (49.6)
No response	7 (3.8)	-	2 (5.7)	9 (3.5)
<u>Total</u>	182 (100.0)	37 (100.0)	35 (100.0)	254 (100.0)

Note: Figures in bracket are percentage to column-wise total

The above table shows that the largest number (49.6%) trainees are from well to do families with a monthly income of Rs.1,000 plus per month.

(xvii) Self-Employed Ex-trainees

Only 34 ex-trainees in the total samples reported that they were self employed. Of these 52.9 percent were from Delhi, 5.8 percent from Bangalore and 41.2 percent from Bombay. All of these were from the Dress Making and Embroidery courses.

Table 3.17 Distribution of the Ex-trainees by the Trade Adopted in Self-Employment

<u>Institution</u>	<u>Number of Self Employed Ex-trainees as</u>					<u>Total</u>
	<u>Tail-ors</u>	<u>Craft Teac-her</u>	<u>Tailor-ing and Teaching</u>	<u>Càtering Business</u>	<u>No Res-ponse</u>	
Delhi						
- NVTI	9	5	1	-	3	18
Bangalore						
- RVTI	2	-	-	-	-	2
Bombay						
- RVTI	13	-	-	1	-	14
<u>Total</u>	<u>24</u>	<u>5</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>34</u>

(xviii) Work Pattern

Out of the total 34 self-employed ex-trainees most of them (70.6%) worked at home as tailors. In Delhi, all 18 ex-trainees who were self-employed had failed to find employment in government organisations.

In Bangalore there were only two self-employed trainees and both of them worked at home as tailor.

In Bombay only 14 self-employed ex-trainees, 13 were working as tailor while one had started a catering business.

Table 3.18 - Distribution of the Ex-trainees by the Type of Assistance

<u>Institutions</u>	<u>Assistance Pattern</u>				<u>Total</u>
	<u>Family Members</u>	<u>Hired Staff</u>	<u>No Assistance</u>	<u>No Response</u>	
Delhi					
- NVTI	4	1	12	1	18
Bangalore					
- RVTI	-	-	2	-	2
Bombay					
- RVTI	7	-	7	-	14
<u>Total</u>	<u>11</u>	<u>1</u>	<u>21</u>	<u>1</u>	<u>34</u>

(xix) Assistance Pattern

Only one ex-trainee in Bangalore had registered her unit with the Director of Industries. However, no assistance

from any official agency was being reportedly received by her. In Delhi, one ex-trainee was assisted by hired staff in her work. All the remaining self-employed ex-trainees work at home with the assistance of their family members.

(xx) Limiting Factors

The primary limiting factor in self-employment was the socio-economic background of the ex-trainees. As they do not come from affluent households they have neither the financial support nor the accommodations available to launch ventures of their own. The lack of proper guidance in entrepreneurship was also reported to be an inhibiting factor.

(xii) Expectations from the Training Course

The self-employed ex-trainees reported that they would have found the training more useful if, i.e. courses had included:

book keeping;
sources of finance; and
knowledge of organisation, e.g.
cooperatives, etc.

(xxii) Income and Contribution

The monthly income of most of the trainees (55.1%) was between Rs.250 and Rs.500. In all cases the contribution of the family was reported to be nominal. Thus self-employment, as such has not proved to be a successful means of supplementing family income.

4 Major Findings on Data
Analysis Quantitative

4 Major Findings on Data Analysis - Qualitative

4.1 Introduction

The survey has revealed some very interesting facts on the traits and mentality of the ex-trainees in different parts of the country. For instance there is a marked contrast between the approach of girls in Delhi to those in Bangalore and Bombay. As circumstances influenced opinions the investigators were able to elicit from the respondents, and often from their family members, attitudes and opinions, which did not lend themselves to ready quantification. This section seeks to fill this gap.

4.2 Differences in Attitudes

Comparing the attitudes of girls in Bombay and Bangalore with those in Delhi we found several marked differences. The two metropolises share many common trends - outlook, approach, mentality, while the capital stands alone. The reason appears to lie in the fact that New Delhi is a city of administrators, and administrators, as a rule, go by the book. They do not like any move which smacks of the slightest risk, in other words, they like to 'play it safe'. And the survey has revealed that almost

all the girls who have joined the NVTI in Delhi come from this background. They are orthodox & conventional-mentality which they have inherited. We found that most of these girls had gone in for courses in Dress Making and Embroidery often followed by a brief advanced course on Principles of Teaching(POT). The goal invariably was a job as a teacher in a government school.

On the other hand, Bombay and Bangalore being industrial cities and more cosmopolitan in nature tended to make the girls more venturesome in nature. This was often the reason why the girls at the RVTIs in these cities opted for courses like Electronics and Secretarial Practice, fields totally alien to them. Moreover, the confidence in themselves and their abilities prompted them to seek, more satisfying avenues of employment.

4.3 Reasons for Unemployment

The preference for government jobs to those in private concerns, was one striking factor, that accounted for the numerous unemployed among the Delhi ex-trainees. Though not specifically mentioned at Bangalore and Bombay, one distinctly got the impression that this was not the case in these two cities. Apparently the trainees had a 'more open outlook' and wanted to take up a satisfying job. Most of them were absorbed soon after training by manufacturing units and were reasonably happy with their jobs. This is

in total contrast to the Delhi trainees who left perfectly good jobs in companies for one reason or another as government jobs alone was what they, and more importantly their parents, were looking for.

4.4 Choice of Courses

Another noteworthy feature is in the choice of courses. Trainees at Bangalore and Bombay had greater inclination for the more challenging courses like Electronics and Secretarial Practice, rather than Dress Making, which the majority of the ex-trainees at Delhi had taken up. Tradition appears to have had a lot to do with this. In Delhi, working in factories is looked down upon and neither private organisations are considered 'prestigious'. As only government service is acceptable and they were perfectly aware that this opportunity would be available to only a few, one could conclude that most of them had gone through the courses merely to improve their marriage prospects.

4.5 Suitability of Training

The training in the RVTIs at Bombay and Bangalore appears to have been more effective than in Delhi. Closer interaction with industry being the main reason. The RVTIs modified the training curriculum from time to time to suit the needs of prospective end-users while NVTI did not. At Delhi, the training imparted in Dress Making is certainly advanced but it does not cater to market requirements.

The lack of job experience was a factor which considerably reduced the benefits of the course. Most employers suggested a sandwich course whereby the trainees would spend three months in the Institute followed by a month in a factory and then another three months of formal training. Due to the lack of contact with industry this aspect has not been considered yet.

4.6 Training for Self-Employment

One of the aims of setting up the VTIs was to equip young girls for self-employment. The Dress Making course in particular was introduced with this end in view. In actual fact, most ex-trainees had taken up this course mainly with a view to finding cosy jobs as teachers preferably in government schools. Only the inability to find

a job had set them thinking of self-employment. As the training courses do not provide instruction in entrepreneurial skills or help them by way of guidance or financial assistance most of the trainees who have started their own enterprises are in pretty bad shape.

4.7 Qualifications for Admittance

The VTIs were primarily meant for students who had completed schooling. However, large number of graduates continue to enroll themselves for training and as a result the Higher Secondary trainees suffer. This is particularly so in Dress Making where they are edged out by graduates who are preferred for appointment as instructors. This has left the school leavers dissatisfied and depressed. There appears to have been little attempt to counsel the girls either at the beginning of the course or on its conclusion so that the ex-trainees could use their opportunities most fruitfully.

5 Problems Faced By the Investigator

5 Problems Faced by the Investigators

5.1 Incomplete Address

Incomplete or abridged addresses given by the respondents caused considerable confusion. In some cases the name of the street was not clearly given, in others, the house number was not mentioned and in yet others, the father's/husband's name was not mentioned. Investigators had great difficulty in tracing the respondent by enquiring from neighbours. In rural areas investigators were unable to locate the person at all.

5.2 Change of Address

Over a period of time, several of the ex-trainees had changed their place of residence either due to marriage or due to the father having been transferred. In most cases intimation of change of address had not been sent to the VTIs. These respondents could not be contacted at all as either the letters came back stating that the addressee was no longer living there or giving another address which once again turned out to be a temporary place of residence.

5.3 Evasive Replies

A number of respondents, specially those in the Dress Making and Embroidery trades, were reluctant to talk about their present activities. They felt that by reporting themselves as unemployed they stood a better chance of getting a job. Repeated questioning revealed that they were in fact working from their homes and were earning members of the family. Full and correct facts could also not be elicited from respondents who were working in private organisations as they felt that this information would lose them the chance of getting government employment.

Some of the respondents were reluctant to talk about the number of family members or about their family income. Their answers were evasive and the plea put forward was that they were not aware of the earnings of the other members of the family.

5.4 Other Difficulties

In Bombay, the severely disturbed law and order situation hampered the work of the investigators considerably. Almost continuous rain during the period of the investigation compounded the situation.

In Bangalore, the respondents who were employed in good organisations such as BEL and HMT showed very little interest in meeting the investigators and subjecting themselves to an interview. They were evasive and reluctant to provide details.

In Delhi, the problem was that a male member of the family would become the mouth-piece of the respondents. This made it difficult to get a first hand reaction to some of the questions which were asked.

Both in Bangalore & Bombay investigators had to pay several visits to ex-trainees who were gainfully employed. It was difficult to fix up a suitable time and date as they were generally reluctant to meet the investigators during their leisure hours.

In a few cases in Delhi respondents reported that they would not be available till a month or two later. As investigators could not accede to such requests these respondents could not be covered.

6 Technical Aspect

6 Technical Aspects

The employment of women in industry is disappointingly low. Even in the case of self-employment where voluntary organisations have made an impact, women's involvement in engineering trades is negligible.

The VTIs are cognizant of this situation and have identified electronics as one area, where in the coming years, new employment opportunities would arise. In recognition of this, appropriate courses in basic electronics, TV repairs and instrumentation have already been introduced. However, despite the success of these courses, in terms of the acceptance of the trainees by industry, the number being trained and the VTIs inter-action with industry has so far been hesitant.

For this reason a fuller understanding of the technological aspects of the industry is called for. In the first phase it would be worthwhile to examine the existing employment structure of the electronics industry in developed countries. In the UK, the pattern is that in the consumer electronics and tele-communication sectors, 48% of the total employment is in the category of skilled/semi-skilled personnel. In computers and industrial electronics the demand for technicians i.e. skilled/semi-skilled.

personnel is lower at 40 per cent. The table below gives the employment pattern in the different sectors of the electronics industry.

<u>Occupation</u>	<u>Consumer Electronics</u>	<u>Tele-Comm-uni-cation</u>	<u>Com-ponents</u>	<u>Com-puters</u>	<u>Indu-rial Elec-tronics</u>
Administrative, technical, clerical	24	32	34	58	67
Highly skilled	12	12	12	18	12
Skilled/semi-skilled	50	48	45	16	16
Others	40	8	9	8	5

Source: Electronics Commission, New Delhi

It will be observed that while the per centage of highly skilled workers is at about the same level in all sectors of the industry, the percentage of skilled/semi-skilled technicians ranges from 16 to 50.

Another striking feature of the employment pattern of the electronics industry in the U.K. is the fact that almost 50 per cent of the total skilled/semi-skilled production workers are women.

In the U.S.A. the pattern is not much different. On an average about 14 per cent are highly skilled craftsmen and 40 per cent are skilled/semi-skilled workers. Another similarity between industry in these two countries is the employment by sex. In the U.S.A. also,

women account for more than 40 per cent of the total employment. The overseas experience thus provides two indications:

- a About 40 per cent of the total employment in the electronics industry is in the category of skilled/semi-skilled workers and;
- b Women account for almost 50 per cent of the total personnel employed.

There is little reason to doubt that the pattern followed in India would be significantly different. In fact, estimates of employment in the electronics industry have already been made by the Electronics Commission, according to which skilled/semi-skilled would comprise 60 per cent of total employment. The commission has further assessed that 155 thousand additional technicians would be required during the VIth Plan.

Assuming that even 10 per cent of the requirements of technicians would be met by women, the total training capacity of the VTIs and other women polytechnics would have to be of the order of 3000 trainees per annum. In 1981-82 all these VTIs together trained 142 women in the Electronics Group. This is woefully inadequate with a burgeoning industry NVTI, New Delhi trained just 3 women in TV repairs & services in 1983 !

Though a detailed analysis of the requirement of draftsmen has not been carried out, discussions with structural engineers, consultancy organisations and industry indicated a shortage in all categories of draftsmen. The most acute shortfall being in the category of tool and die draftsmen. A tie up with local engineering institutions could provide the technical support in drawing up curriculum and identifying training aids. Our findings are that in this category alone the annual requirements in the three cities, where the VTIs are located, is over 500 per year. This would justify the introduction of such a course.

The important question, which arises is whether the VTIs should continue to train women in the so called 'conventional' trades such as, Dress Making and Embroidery or discard these and opt for a new technologies, where employment opportunities are ample, women's deftness is an advantage and working conditions are congenial.

Equally important is the employment potential in the 'service' sector. Rapid growth in the use of consumer durables by urban groups, such as, fans, electric irons, mixies, geysers and other domestic appliances has resulted in an acute shortage of repair facilities. This area has not been examined for its employment potential.

Prominent amongst now prospects are horticulture and floriculture. SEWA's preliminary efforts in Ahmedabad of training women in rose grafting, growing of decorative indoor plants, etc. has indicated a large untapped market. As self-employment is one of the aims of VTIs, innovative prospects such as this observe serious considerations.

A hard look also needs to be taken at the manner in which the training is organised. There are three options:

- a A training course confined to formal training within the institute;
- b A sandwich course with interspaced periods of formal and on the job training and;
- c Training at the institute supplemented by extension work.

The present form of training being imparted falls in the first category. If unemployment amongst ex-trainees is any indication, this has not proved entirely successful.

Amongst replies received by us from prospective employers, minimum exposure to practical conditions, is categorised as a prime requirement. The sandwich course

is designed for this purpose and so is extension work where jobs are undertaken by trainees for outside parties and adequately paid for. While this may not be practical for the basic course, its introduction in the advanced courses would certainly provide the institution with much needed public exposure and sharpen craft skills of the trainees. In any even one point is very clear and that is the need for structuring each type of course on merit.

7 Recommendation

7 Recommendations

7.1 Introduction

At the inception of the Women's Vocational Training Programme, it was conceived that the NVTI would become an apex body to assist the RVTIs in improving training methods, updating curriculum and designing tests and standards. However, NVTI has so far been able to impart only the most routine training. The fact that over 70 per cent of the NVTI ex-trainees interviewed are unemployed, calls for change, both in the selection of trainees and in course content.

The RVTIs have shown greater innovativeness. By closer interaction with industry, development of curriculum to meet local needs and above all by providing a placement service, unemployment amongst the interviewed RVTI ex-trainees at both Bombay and Bangalore is below 30 per cent.

7.2 Action Plan

We recommend that the NVTI should promptly assume the lead role assigned to it. For this purpose an action plan is recommended which assimilates the steps which have already been taken by RVTIs and the lessons learnt by them.

- a A programme should be drawn up of grass-root level surveys of industrial growth in different regions to identify skills where shortfalls are specifically envisaged.

It may not be necessary for NVTI to develop in-house capability for this purpose. This task could well be assigned to local engineering institutions.

- b A calendar should be drawn up for regular meetings with local industrialists at each centre.

These meetings would have the dual benefit of creating awareness of VTIs amongst potential employers and at the same time provide information on new employment opportunities and changes in technology.

- c A system of internal audit should be introduced for reviewing the benefits and appropriateness of the training being imparted.

Close follow-up of the trainees, at least, during the first year of their passing out from the institutes would provide feedback on employer reaction and enable changes to be made in training curriculum.

For this also, the creation of additional posts within the organisation may not be necessary. In fact, for the audit to be meaningful, the task should be entrusted to outside agencies who have the relevant experience.

d While social attitudes inevitably influence occupational choice a situation should not be allowed to arise (as has happened in the case of NVTI) that certain courses fail to provide gainful employment. For example, just two trades namely Embroidery and Dress Making account for 90 per cent of the total employment amongst the interviewed ex-trainees.

Evidently, when the introduction of these courses was recommended it was not recognised that in both these trades, girls would have to work in small factories and more importantly that these trades are male dominated and the entry of female workers would be resented. Similarly, the attraction of government service encouraged a large number of trainees to take up the POT course. As jobs of instructors in schools were not available in sufficient number, unemployment resulted.

An attitudinal change strategy needs to be introduced possibly in the form of vocational counselling so that girls can be introduced to non-traditional occupations. In fact, this should be the prime requisite for entry to the VTIs.

- e A major objective of this programme was preparing girls for self-employment. Both the NVTI and the RVTIs have in large measure not succeeded in achieving this objective.

A series of measures are necessary to enable the girls to embark on ventures of their own.

- An important pre-requisite of success is availability of finance. Two steps need to be taken.

First, basic information on banking and credit facilities should be provided as a part of the training course.

Second, the VTIs should take the initiative to associate the 'lead' banks in their respective areas to provide financing to trainees who have planned viable schemes for setting up their own small enterprises.

- Lack of practical experience is a short-coming in the structure of the existing courses.

To a large extent, this could be corrected by organising production units at the institutes. For example, the Proto-type Training Centre, Okhla undertakes jobs for private parties on a regular basis. Trainees thereby acquire self-confidence and learn basic principles of job costing.

Another step which would be taken would be to provide a brief internship at the conclusion of the courses to provide on-the-job training.

Still another measure would be to introduce 'sandwich courses' with interspersed periods of formal and practical training.

- While the above steps would overcome the deficiency of lack of finance and practical experience. For self-employment to be successful, marketing skills and opportunities also play an important role. Exposure to marketing practices needs to be introduced in the training courses. More importantly, linkages have to be established with organisations like KVIC, Dastkar, Mahila Udyog, etc to provide the marketing support.
- Another determinant of excess in self-employment is innovativeness. New courses need to be introduced in association with voluntary agencies such as SEWA who have done pioneering work in this area.
- f The need for a placement service cannot be over emphasised. We found that employers are not even aware of the existence of VTIs and employment exchanges have only been of marginal assistance.

YWCA has a private placement service which has proved highly successful. The VTIs could either emulate this example or take advantage of the YWCA employment exchange for finding jobs for their trainees.

At the same time dissemination of information on trainees who would be available for employment at the end of a particular term should be widely published. Several polytechnics regularly advertise in mass media with considerable success.

Still another step that could be taken is to arrange campus interviews. This has been successfully done by one of the RVTIs and could be adopted profitably by the others.

- g A backward linkage needs to be created between the VTIs and the secondary schools so that information on vocational training for girls is made available to them during their most formative years. Talks by the instructors to small groups in schools would create an interest in non-traditional occupations which is at present lacking.
- h There is one other area in which VTIs have not lived upto expectations. The VTIs were intended to equip rural women for employment in non-traditional areas.

As the training courses are far removed from the specific needs of rural women, these have so far failed to provide the necessary service. In this case also, a closer look at the grass-roots level is necessary.

The lack of hostel facilities has also proved to be a serious disincentive to a large number of women opting for this course.

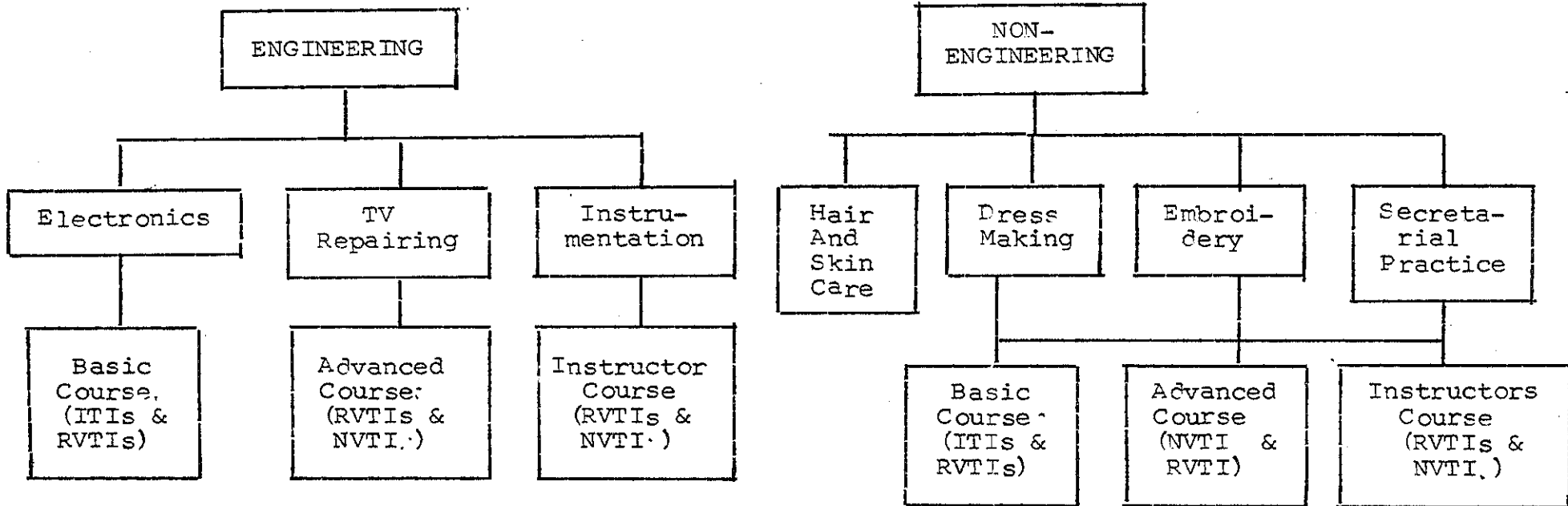
1 Courses Conducted by VTIs

1 Courses Conducted by VTIs

It is found that the women in India not only attached to the engineering trades, but also their participation in the non-engineering trades is almost 50 percent. This brought to attention the need to develop vocational training programmes which are suitable for women to provide them both engineering & non-engineering skills which have a potential for wage earning through employment in private and public enterprises, self employment or contract work with the organised sector of industry. With this objective in mind one advanced institute was set up at New Delhi with two satellite institutes one at Bombay and the other at Bangalore with a diversifying training programmes.

Broadly each course is classified into two general categories i) Engineering ii) Non-Engineering. Again both engineering and non-engineering courses are divided into two parts, that is, Basic and Advanced. The courses coming under engineering and non-engineering nature are shown below:

COURSES CONDUCTED BY VTIs



The areas identified so far are:

- 1 Dress Making
- 2 Embroidery
- 3 Secretarial Practice
- 4 Electronics
- 5 Garment Knittings
- 6 Hair & Skin Care
- 7 Business Services
- 8 Principle of Teaching
(instructor training)

National Vocational Training Institute (NVTI), New Delhi gives advanced training to the trainees and the basic trainings are given by the Industrial Training Institutes (ITIs) and Regional Vocational Training Institutes (RVTIs) at Bombay & Bangalore. Both RVTIs at Bombay & Bangalore impart the advanced as well as basic trainings to the trainees. But RVTI Bangalore has progressed successfully in a particular trade; that is Electronics. To make the course more successful some new trades have been added to the existing trades. They are, Instrumentation, Radio and TV repairing etc. Apart from that to meet the growing demands of the present industries some more advanced engineering and non-engineering courses have been planned to introduce in the near future. They are:

- a Dying & Printing
- b Painting (saree, curtain etc)
- c Hair & Skin Care (in RVTIs)
- d Colouring and Designing
- e Medical Electronics
- f Short time courses, like
Office Management, Business
Management etc.

The duration of trades varies from courses to courses. For the courses like Dress Making, (Basic and Advanced), Embroidery, Secretarial Practice (Basic & Advanced), Electronics (Basic and Advanced), the duration is one year whereas for other courses like Hair & Skin Care, Principle of Teaching, Business Services and TV repairing services the duration is 6 months only.

Courses Conducted by VTIs in Different Year

<u>Years</u>	<u>NVTI New Delhi</u>	<u>RVTI Bangalore</u>	<u>RVTI Bombay</u>
1977-78	Dress Making, Embroidery (Advanced) (Advanced) Secretarial Practice (Advanced)	Dress Making (Basic) Secre- tarial Practice (Basic) Electronics (Basic)	Secretarial Practice, (Basic) Dress Making (Basic) Electronics (Basic 2 years course)
1978-79	Dress Making, Embroidery, Principle of Teaching P.O.T.	Dress Making (Basic) Secre- tarial practice, (Basic) Electronics (Basic)	Secretarial Practice (Basic) Dress Making (Basic)
1979-80	Dress Making, Embroidery P.O.T.	Dress Making (Basic) Secre- tarial Practice (Basic) Electronics (Basic)	Secretarial Practice, (Basic) Dress Making (Basic) Electronics (Basic 2 years course)
1980-81	Dress Making, Embroidery P.O.T.	Dress Making (Basic) Secre- tarial Practice, (Basic) Electronics (Basic)	Secretarial Practice (Basic) Dress Making (Basic)
1981-82	Dress Making, Embroidery Electronic, Secretarial Practice, P.O.T. Hair & Skin Care	Dress Making (Basic & Ad- vance) TV Repair & Service Electronics	Secretarial Practice (Basic) Dress Making (Basic & Advanced), Elect- ronics (Basic 2 years course)
1982-83	Dress Making, Embroidery, Electronics, Secretarial Practice, P.O.T.	Dress Making (Basic & Ad- vance) TV Repair & Service Electronics, P.O.T.	Secretarial Practice (Basic) Dress Making (Basic & Advanced) Instru- mentation (2 years course) Electronics

2 Institution Visited As Part
of the Study

2 Institutions Visited As Part of the Study

<u>Institution</u>	<u>Project Study Programme</u>
NVTI, New Delhi	<ul style="list-style-type: none">- Discussion with Principal- Group discussion with under-going trainees of Dress Making, Embroidery, Secretarial Practice and Electronics Trade- Group discussion with under-going trainees of Principle of Teaching (P.O.T.) & Hair & Skin Care Trade.
NVTI, New Delhi (Training Institute for Instructors)	<ul style="list-style-type: none">- Discussion with trainers
RVTI, Bangalore	<ul style="list-style-type: none">- Discussion with the Principal- Group discussion with undergoing trainees of each trade- Discussion with instructors
RVTI, Bombay	<ul style="list-style-type: none">- Discussion with instructors- Discussion with trainees
DGE&T, Women's Cell, New Delhi	<ul style="list-style-type: none">- Discussion with Deputy Director
RVTI, Bangalore	<ul style="list-style-type: none">- Discussion with Deputy Director- Discussion with Assistant Director
Polytechnic for Women's New Delhi	<ul style="list-style-type: none">- Discussion with the Principal

Institution	Project Study Programme
Women's Technical Training Institute, YWCA, New Delhi	- Discussion with the Principal
Apparel Export Promotion Council, New Delhi	- Meeting with Director General
Usha International, New Delhi	- Meeting with the Programme in-charge
Weston Electronics Ltd; New Delhi	- Meeting with Director
Garment Manufacturers Association, New Delhi	- Meeting with Secretary
Kalamkari Designs Private Ltd; New Delhi	- Meeting with Managing Director

3 Record Note of Discussion/Meeting
with (Trainers, Trainees, Admini-
strators, Employers, Associates

3 RECORD NOTE OF DISCUSSIONS/MEETINGS
(Trainers, Trainees, Administrators
Employers, Association)

Record Note of Meeting - Trainers

Record Note of Discussion Held at Bombay

Dt 25.7.1984

The Regional Vocational Training Institute is situated at Veer Savarkar Marg, Dadar, a central locality of Bombay. The course taken up at the institute are as follows:

<u>Course</u>	<u>Duration</u>
Basic Dress Making	1 year
Basic Secretarial Practice	1 year
Basic Electronics	2 year
Advance Dress Making	1 year
Advance Electronics	6 months
Principle of Teaching (POT)	4 months
Adhoc Course of Radio & TV Servicing	1 year
Part time Course in Dress Making (Adhoc)	1 year
Part time Course in Shorthand/Typing (Adhoc)	1 year

There are about 15 instructors in the institute, of which only 4 are women. Two of these women take up Secretarial Practice Courses, one is an instructor for Dress

Making Course and one is an instructor for POT Course. One of these womenen instructors is an ex-trainee of the institute.

The Training Officer of the Dress Making Course was of the opinion that girls who join this course with employment in mind should reconsider before doing so. It is more important to get women and girls out of their houses and to help them develop their confidence and individuality, Dress Making should be learned with the intention of self-employment. In the Basic Course stitching of all ladies garments is taught. In the advance course they are taught to tailor gents' wear and also a bit of designing. The students are equally free with both male and female instructors. When asked about opening more such institutes, he was certainly in favour of it. But he strongly feels that instead of opening them in the cities, many more of this kind should be opened in the rural areas. There are many trades which can be taught in the rural areas, e g. spinning, weaving, basket making, pottery, poultry-farming, agriculture, etc. Instead of using one big machine in the cities, four smaller ones could be employed in the village. To supplement this, job opportunities should also be created.

The Vocational Instructor of Dress Making Course feels that the course is quite practical. The girls are taught not

only cutting and stitching but also the basic theory behind it. Besides this, the institute regularly arranges industrial visits. She agrees that this course does not give the girls good jobs because most of the girls are employed in the garment industry which does not pay them well. The industry often approaches the institute for ex-trainees, but these ex-trainees are not willing to take up this job. She feels that to a certain extent the girls themselves are responsible. Most of the girls joining the course do so with the intention of filling the gap between school and marriage. Very often these girls have to be coaxed to work faster. Talking about loans, she says that the institute offers loans to students and they should feel free to approach the institute.

The Assistant Training Officer for Secretarial Practice Course, has been with this institute since 1978. Prior to this she was a lecturer in the Kurukshetra University. She was not aware of the existence of VTI. She was employed at the RVTI through the Employment Exchange. At present the minimum qualification for an instructor is SSC with a diploma in Secretarial Practice. She feels this is insufficient and should be increased. Talking about students, she says that they are very weak in English, so much so,

that they are not even able to frame simple sentence. This becomes a barrier for teaching. She feels that the minimum qualification for admissions should be increased from SSC to HSC. She is very much in favour of vocational training and feels that many more such institutes should come up.

The Vocational Instructor for Secretarial Practice is an ex-trainee of the institute. She feels that the Basic Secretarial Practice Course is very good and makes you proficient in the trade. On passing this course most girls get jobs without much waiting. The syllabus of the Advance Secretarial Practice Course consists of telex and telephone operating, working and mechanisation of the photostat and duplicating machines. But as most girls take up jobs after the basic course, very few want to get admitted into the advance course. As a result the advance course in Secretarial Practice has been discontinued and an extra-batch of the basic course started. So only the basic working and handling of these machines is taught in the basic course. Regarding improvement of syllabus, there are regular meetings of an advisory committee which consists of industrialists, educationists etc. On the basis of their reports and the needs of the industry, improvements or changes are made time to time. She agrees that most of the students are very weak

in English. Therefore while giving them admissions, she feels that the English marks should be considered. According to her the only difference between the ITI s and the RVTI is that ITIs are run by the State Government and the RVTI is a Central Government institution. As there is considerable demand for Marathi Typists, she feels that Marathi typing should also be included in the syllabus,

The Principles of Teaching (POT) course is a 4 month course which can be taken up after having completed the basic and the Advance Course of the respective trade. This course trains students to become instructors. The training officer in charge of POT course feels that the duration of this course is too small. Hence too many subjects/sections have to be covered in just 4 months. The general trend is that the students of the POT courses are mainly from the Dress Making trade, whereas there are not many from Secretarial Practice and Electronics trade.

The Assistant Training Officer incharge of Electronics trade feels very strongly for Vocational Training and more so for women. He is of the opinion that students passing from other institutes are not very clear about the fundamental aspects of their subject. But at the RVTI the students are made very thorough in their subject. Industrial visits are

arranged at regular intervals. But this can be done only through acquaintances. Official letters to various firms are very often not responded. The institute has a lot of sophisticated and expensive equipments. Some of these are even more sophisticated than those belonging to any of the engineering colleges or polytechnics in the city. In spite of that, the students are allowed to handle these instruments freely. He is of the opinion that the course should be made modular. There are about 14-15 different subjects in Electronic itself, which can be taught as different optional subjects for the Advance Electronics course. At present Digital Theory is taught to students of the advance course.

Record Note of Meeting-Trainer

A Note of Group Discussion Hold at NVTI, New Delh'

Dt 5.5.1984

Some broad impressions about the course at NVTI were gathered during the group discussion with the trainers of NVTI.

In the ensuing discussion trainers of NVTI attempted to define the essential meaning of training in its broadest sense and its ultimate purpose. From the discussion

it emerged that the motives that impelled girls to take the training were fundamentally the same in each trade - "to seek better jobs".

Where to place the emphasis?

The trainers stressed that the courses at NVTI set out not to give prescriptions but to help the trainees. The training is the development of a personal ability/skills to its richest possible expression.

On what basis the admission is done in the Institute?

"Admission is open to candidates from all over India", replied Mrs. Sabarwal "provided, they are (a) eligible and (b) take the admission test for this purpose in the required courses.

Mrs. Lal continued the discussion and said, "Candidates having obtained merit marks in High School, irrespective of states are given priorities, so the admission is purely on merit basis".

On the question of what is the criteria taken into consideration for admission, because of the variation in the standard of education, they replied that only the Mrs Lal and Mrs. Sabarwal are two experienced instructor of NVTI, New Delhi

performance in High School was considered for admission and not the education standard of the state.

Replying to a question concerning the Reservation of seats, Mrs. Lal replied that 7 percent was reserved for Scheduled Caste candidates and 3 percent for handicapped.

Unquestionably, Miss Madan said that the students were required to make the payment of Rs.25/- as fees in the case of Dress Making and Embroidery. For POT and Secretarial Practice they paid Rs.15/- and Rs.20/- respectively.

Do you have provision for Scholarships at NVFI?

Miss Madan said, "There is no provision for scholarships at present. Infact scholarships should be granted to the outstanding students, in order to motivate them in this field".

To the question of whether the Institute was equipped to meet their other needs at present, the answer on the whole was 'not' and Mrs. Lal reported an acute shortage of teaching staff and the shortage of Institute Building. She also mentioned the strength of the hostel of the Institute which could accommodate only 40 students at best. Mrs. Lal further said, "If possible it would be a sensitive task to set up

small service oriented units which could include, providing organised services in the shape of various trades like - Catering, Draftsmen (Civil), Carpentry, Batik Work, etc."

During the discussion it emerged that the trainees who come from the course of Electronics were very few whereas Electronic equipments at the Institute were quite sophisticated and expensive. But the return in monetary term in the case of Electronics is nil whereas the institute gets profit out of selling the finished products (garments) made by the trainees in Dress Making and Embroidery Trade.

Do you have sales counters for these finished goods?

In answer to this question, Mrs. Lal gave the profit figure of last two days sale which is approximately Rs.5,000 to Rs.6,000 . On being questioned whether the trainees get share on the profit, earned by the institute Mr. Arora replied, "I don't think there is any sense in giving profit to the trainees, because the Institute is already providing them all raw items and by stitching these clothes the trainees are benefiting themselves, as they get more experience. Yes, the trainees are free to sell their own items".

--- Mr. Pardeshi, Training Officer, Production Design Development (PDD) pointed out that PDD aroused intellectual curiosity and interest and stimulated a demand for better training. In his view, PDD is the most productive course because in this, the trainee is guided and trained for colour designing and combination which can help to establish herself in any field related to Dress Making and Embroidery.

--- On being questioned about the restructuring of the prevailing training pattern, Miss Madan & Mrs Sabarnal emphasised on the progress of the trainee by coordination between government and other organisation. Again they stressed on that the instructors should participate actively to findout a solution to the problems of the trainees by approaching to different organisations. Moreover, the training should be given according to the requirement of these organisations and here the instructors have a major role to play.

--- It was found that most of the ex-trainees who had done an advance course in Dress Making and Embroidery are unemployed, what is the reason behind this? To this question Miss Madan confessed, how the graduates in different trades encroach the previlages of the ambitious trainees with minimum educational qualifications.

Record Note of Discussions - Trainees

RECORD NOTE OF GROUP DISCUSSION HELD AT
JAM NAGAR HOUSE, NEW DELHI

Dt. 25.4.84

I. The meeting at Jam Nagar House was a result of replies from the P.O.T. trainees to our preliminary questionnaire. All of these trainees had passed out from NVTI in the previous year after having completed courses in Dress Making and Embroidery.

Each year the NVTI takes about 100 trainees for P.O.T. (Principle of Teaching). These trainees are divided into four batches of 25 each. Two batches complete the course in the second half of a year and the next two in the first half of the following year. The course lasts for four months.

Some of the points that emerged from the general discussion were as follows:

1. Most of the girls who complete P.O.T. feel that they are qualified for a teaching job and will not like to take up a job which would involve cutting and stitching of clothes for themselves. Only if they didn't get a teaching job, they might consider taking up jobs with export oriented private firms etc. Most of them aspire to teaching jobs at ITIs; Y.C.A or at a + 2 School.
2. One received a general impression that those from economically better-off background took up the course without a particular inclination to take up a job while those from poor background felt a job was a must to support the family.

3. People hadn't thought in terms of self employment very seriously. Some did make a little bit of money by stitching for neighbours but this was not considered as employment.
4. Everybody agreed that four months of too little for completing the course work for P.O.T. effectively. The girls felt that at least six months were required for this course.
5. One of the girls informed that about 600 posts for craft teachers were coming up soon and there was hope for most of the NVTI's P.O.T. trainees of getting jobs. This is supposed to come through the employment exchange.

Discussion with the undergoing trainees from Hair and Skin care trade

The Hair and Skin care trainees were definitely from better economic background than the other trainees whom we had met so far. Most of these were post graduates.

The NVTI has fairly expensive equipment for these people. They give free treatment to people for practical training.

There was some doubt about taking up employment after training. All the trainees were agreed that they would prefer to start their own unit than to working for other parlours. However, some felt that there could be parental opposition to starting of unit in their profession.

Record Note of Discussions - Trainees

RECORD NOTE OF GROUP DISCUSSION HELD AT NVTI,
NEW DELHI

Dt. 24.4.84

The group discussion held at the NVTI on 24th of April, 1984. The discussion focussed mainly on the reasons for the interest of trainees in joining a particular trade at NVTI; differences in the utilization of training by trainees of different trades; the positive and negatives aspects of the courses as the trainees see it; the advantage of NVTI over ITI courses and the possibilities of making some changes in the course structure.

There were many responses to the question, why did the trainees join the NVTI. The most repeated one seemed to be the need to support the family. Infact the economic condition of the house had forced some of the girls to leave their studies and take-up a vocation oriented course. Not only it is hoped that this would help them in future but it is also felt that this saves some money for the family (ITI/NVTI have stipends as well).

Some of the trainees felt that a vocation of their own would give them independence. Another general reason given was that they were interested in teaching (This mainly from the Dress Making and Embroidery Trainees). One trainee mentioned Adult Education. (This point has been brought up by one of the trainees in a letter received by ISST - there seems to be some idea in the minds of the trainees that the NVTI training would help them to start Adult Education Centres). To the question, how many of the trainees were interested in joining POT after completion

of training in a trade, almost everybody raised their hands. Few felt that they were going through the course just out of interest.

There seemed a definite difference in the attitudes/aspirations of trainees as well as in job opportunities for trainees of different trades. While the Dress Making and Embroidery trainees felt that they were uncertain of where and how they would get a job, the trainees from the Secretarial Practice course were very certain that they would get a job - most probably a government one, as soon as they finished the course. Some of them had already been offered jobs. Some had been doing part-time jobs while under-going training.

The NVTI helped the Secretarial Practice trainees in getting jobs. The employment exchange was also a source for receiving job-offers.

To the question, why they (the trainees from Secretarial Practice), didn't join typing and shorthand in Private Institutes, they replied that "the course in Secretarial Practice at NVTI is of high quality, vast in content, and very useful. They commended the high standard of teaching". Thus later on if they wanted to do part-time jobs in the field of telex operation, photostating, punching etc., they would be able to do that also.

For the Dress Making and Embroidery trainees, however, there was no hope of getting anything through the employment exchange, even though they were registered. There was no hope of getting help from NVTI for obtaining job.

When asked why the girls didn't take-up this matter with the authorities directly, the answer was - "If we can't get adequate toilet and drinking water facilities on demand how are we to get help in obtaining jobs?" (It would be better to note here that one of the ex-trainees, who visited the ISST office, mentioned that she had been to NVTI recently to find whether they knew of any jobs that she could apply for - the response was a shrug of the shoulder and no positive help).

The NVTI seems to offer better facilities for training in Secretarial Practice as well as for Dress Making and Embroidery than any private institutions. The Secretarial Practice course has the advanced machineries and it gives training in the use of telex machines, photostating machines as well as in office management and accounting.

The Embroidery trainees are given scope to design patterns as well as to try-out different colours.

All the trainees learn the know-how of the machines and it helps them to do small repairs at the time of need.

One of the trainees of Secretarial Practice felt that besides taking up government jobs she had scope to open up a commercial institution as well on the basis of her training. This brought forth a discussion on sources of loan for setting up small units. Most of the trainees had only a vague idea of being able to get loans from DEG&T Commercial Banks. But they had no idea how they could get such loans.

Both the Secretarial Practice trainees as well as the Dress Making and Embroidery trainees felt that the facilities

available at the NVTI was superior to that of ITIs for their trades. Not only they were setting machinery advanced for training but also the method of teaching was excellent and better than any institute.

The Secretarial Practice trainees felt that even basics like teaching of English language was taken up very well. The trainees felt proficient in general knowledge as well as accounts after the course was completed.

The Dress Making and Embroidery trainees felt that their course at NVTI was very different from that of ITIs. The scope for designing on their own was more at NVTI.

However, the trainees in Dress Making were a little confused in their reaction to the method of teaching followed at NVTI. The "block pattern" method used by NVTI was flexible and provided opportunity for making varied types of garments in varying sizes. This also helped in getting a better feat than the traditional Indian method followed by ITIs.

However, these trainees also felt that the process involved by "Block Pattern" method took long and there was a tendency for the trainees to fall back on the ITI method of Dress Making for speedy completion of work.

To the question: "If the trainees had to start their own Dress Making unit which method would they use"? The answer from most was - the ITI method. This needs further clarification and we felt discussion with some of the trainers may help us to understand this better.

To the queries on the problems faced by the trainees in different courses - trainees felt that they didn't have any library facilities. While books and pamphlets of designs were provided by the teachers on request, a library would be very useful for the NVTI.

The trainees are required to maintain files of all their works and these help them in the future as reference.

About the duration of the courses, the Embroidery and Secretarial Practice trainees felt that it was just enough. However, some of the Dress Making Students felt that the duration was too long. All didn't agree with this, however.

The course work at NVTI involved a little bit of theory but mostly practical training. 80 per cent attendance were required by all trainees. The system of assessment is one of grading using A +; A; B +; B and C.

Pass with credit is 80 percent of marks and above, i.e. 'A' grade; only those who received more than 60 percent marks were successful.

To the question on improvement in courses, specially on the possibility of clubbing together the ITI and NVTI course in one, the Secretarial Practice trainees felt that it would help them if they could have a two years, integrated course which avoids the possibility of time lag between ITI and NVTI courses.

However the Embroidery and Dress Making trainees felt that their courses could not be integrated as the approaches were very different and the ITI course was necessary before graduating to the NVTI course.

3.5 Record Note of Meetings - Administrators

Record Note of Meeting with the Principal, RVTI, Bangalore

Dated 16.2.1984

The RVTI was set up in the year 1977. Some courses have a short term while others have a long term. The basic courses generally have a short term while the advanced courses have a long term.

Selection Process.

The Institute calls for applications through advertisements in the leading newspapers. The applications are sorted out on the basis of educational qualifications. 10th std. or SSLC is the basic or minimum requirement. For every additional educational qualification, bonus marks are awarded. Based on this, a list of the applicants is drawn up. Depending on the sanctioned strength - twice the number are called for an interview.

The interview is conducted mainly to assess how far the applicant will meet the requirements of the course.

Based on the performance in the interview, the applicants are selected for the course.

Of the total number of students sanctioned for each course, 13.5 per cent of the seats are reserved for schedule caste candidate, 5 per cent for schedule tribes and 3 per cent for the physically handicapped.

There is a 5.10 per cent dropout rate, the reasons being securing a job, or marriage or restrictions by the family.

In order to make up for the seats lying vacant due to dropouts, the Institute, at the time of accepting students, takes on an extra 20 per cent of the sanctioned strength.

The sources to be offered are selected by the Institute. Before starting the courses, the Institute contacts some of the industrial units and other prospective employers to find out if, after completing the course, there is scope for getting employment for their trainees. But, if any, other organisation wishes to nominate some candidates for a particular course, they will have to request the Institute to design and conduct such courses for them. A minimum of 5 students would be required to run such courses.

The syllabus is set by the Trade syllabus committee.
The syllabus is revised once in 5 years.

The curriculum would include:

- 1 Syllabus
- 2 Library study
 - a Trade books
 - b General Knowledge
 - c Newspapers
- 3 Physical activities i.e. games etc.
- 4 Industrial visits
- 5 On the job training

The curriculum is strictly followed in advanced courses. There is no need to adhere to this curriculum for short-term courses.

At present, only 50 per cent of the students received a stipend of Rs.40/- per month. Such students are selected by the stipend award committee who assess the performance of the students after 3 months. Based on the performance and the income of her household (girls belonging to the poverty group are chosen) the students are selected.

Apart from this, 4 per cent of the students received merit scholarship of Rs. 15/- per month. These girls were chosen purely on the basis of their performance.

From April 1, '84, however, it was decided that all the students would receive a stipend of Rs. 40/- per month.

A monthly assessment test is conducted, and the performance of the student is graded. For the basic courses, the principal does the final assessment. For the advanced courses, for the final test, outsiders, preferably from industrial units, are invited.

Once the students pass out of the Institute, there is no facility for re-training them, unless of course they join a different course or are sponsored by an organisation.

The Institute does not have a placement section. The principal, however, as an additional service, contacts the industrial units to find employment for the girls.

The courses that are in demand are Electronics, Secretarial Practice, Instrumental Mechanics and Dress Making. Of these, the principal felt, Electronics and Secretarial Practice were most useful to the girls and Dress Making was the least useful.

There is a proposal to introduce new courses on Business services (will start next year), Hair and Skin Care; Colour and Design; Embroidery and Needle-craft; Beautician course.

Some short-term courses on "Domestic appliances for housewives" (will be started from March '84) and "Dress Making" - for making children's school uniforms, worker's uniforms, etc., will also be introduced.

As far as opportunities for employment are concerned, Electronics 100 per cent, Secretarial practice -85 per cent, Instrumental Mechanics - 100 per cent, Dress Making (a) regular employment - 45 per cent (b) self employed - 50 per cent.

The Directorate General of Employment and Training is the controlling executing and policy making body.

For technical training, its instructors are sent to the advanced training institute in Electronics process instrumentation at Hyderabad; and to the Advanced Training Institute in Mechanical and Tool and Dyemaking centre at Madras.

The supervisory staff are sent to the Central Staff Training and Research Institute at Calcutta and the administrative staff to the Central Institute for Training in Employment Service at Delhi.

Record Note of Meeting - Administrator

Record Note of Meeting with Director, Employment Exchange, Pusa, Institute

Dt 16.6.1984

Interviews with Mr. Ramma Rao and Mr. Arya were very successful and note worthy. Mr. Ramma Rao is the Director of Pusa Institute of Employment Exchange which is the apex Institute. Here they impart training to employment officers and keep close contact with the Government and private organisations to recruit the passing-out trainees of different recognised institutes. They invite employers to select trainees through them but it was hardly proved successful. Only two leading garment manufacturing companies had contacted through them, these were Avis India Ltd. and Wings India Ltd., but they did not find a single suitable trainee out of 50 to serve in their company because their selection criterion was beauty not skill.

Apart from that they had sent 160 call letters for Social Welfare Board and that is the only institute which invites trainees through employment exchange.

According to their statement, they hardly give preference to NVTI trainees rather give more stress on experience. ITI trainees are equally judged with NVTI trainees for the same post and work experience is the major yard-stick to select trainees for the forthcoming vacancies. They register their names, those who are having diploma degree in Cutting and Tailoring and Dress Designing.

He confessed the prevailing malpractices in different employment exchanges but there is no remedies to these social evils. He acknowledged the on-going exploitation by the private companies and how they are taking advantage of cheap supply of trained and skilled trainees from these institutions. Avis India Ltd. and Wings India Ltd. are two burning examples of these exploitations. He gave some valuable suggestions which are relevant to our report and above all the meetings were very cooperative.

Record Note of Meeting - Administrator

Record Note of Discussion with
Mr. Singa Raju, Deputy Director,
RVTI, Bangalore

25th May, 1984

A syllabus sub committee is formed by the members of different Industries, Training Institutes, and Trade Organisations etc. The syllabus prepared by the sub-committee will be placed before the trade committee - for their recommendation. Finalisation of the syllabus will be made by the National Council for Training in Vocational Trade (NCTVT) Delhi. NCTVT is empowered for design and revision of the syllabus since it is an apex body. When the syllabus will be revised, the present needs of the industries will be considered.

The short term courses are designed on the basis of the needs of the industries. For example, once BEML* wanted some training for the widows of the ex-military men. A short term course was introduced for 10 women for 6 weeks on uniform dress making and organised successfully.

The industries and other organisations do not cooperate with the Regional Vocational Training Institute's (RVTI) authorities to identify their needs. Therefore the effort from the RVTI to know the needs of the employers has not been very much successful. Now RVTI is able to design various short term courses and these courses will be introduced recently.

* BEML - Bharat Earth Movers Limited.

Guide lines and the background materials are prepared by the concerned instructors for each topics. The equipment demonstrated in the class are both indigenous and imported. At the time of need the instructors from other institutions are brought here for practicals and demonstrations.

In each course, other than the prescribed subjects, new things are taught to facilitate training programme. For example in Secretarial Practice, role play sessions, mock sessions are organised to enhance the practical knowledge of the trainees conducted after the periodic evaluation of the course and before the examination.

RVTI provides all assistance to the trainees to appear different competitive examinations, for example the typewriters are provided when it is needed for the examinations conducted by Staff Selection etc. Campus interview is also an additional advantage to the RVTI trainees.

During 1983, two conferences were organised by the Karnataka State Government, in which RVTI actively participated to launch the "new perspectives in women's vocational training programme".

Social Studies has been introduced as a subject to acclimatize the trainees with the industrial environment in which they will have to work in future. Mainly the emphasis is given on workers education, workers safty, workers welfare and first aid etc.

When these trainees enter to industries, an Apprentice Training is given to passing-out RVTI trainees according to Apprentice Act. The selection are made on the merit basis as well as availability of seats.

Previously 50% of the basic course - trainees used to get the scholarships but from the 1st April, all the trainees (basic) will get the stipend of Rs.40/-p.m. Other than this, merit scholarships of Rs.15/-p.m. will be awarded to the most successful trainees.

At least 40 percent of the total mark is required to pass the examination where as to pass with credit, one has to score 80 percent or more.

The question papers are set by the Ministry of Labour, Examination Branch. The examiners are invited from different industries to conduct the examinations.

Record Note of Meeting - Employer

RECORD NOTE OF MEETING WITH MR. KAMAL VACHANI,
DIRECTOR, WESTON ELECTRONICS

Dt. 20.6.84

Mr. Kamal Vachani had not heard of NVTI, he was given details of the institute, about the Electronics course and the purpose of the visit.

He said that they were employing women as technicians but at a low level. These women were employed for 'wiring jobs'. Only two women engineers were working, and one of them was London qualified.

The women technicians were paid the same amount as men, they were found satisfactory workers and in no way inferior to men. The scale is fixed by the government. The starting salary is about Rs.450.

Currently about 35 women are employed in the factory. When Weston started production in 1966 about 10 women were employed. The employment of women grew steadily.

These women were initially employed by advertisement but later on as Weston became household name any vacancies that arose, were simultaneously filled up. Thus no gaps exist in employment at present. There is no demand for job. Besides the turn over of women employees turnover is not very high.

Record Note of Meeting - Employer

RECORD NOTE OF MEETING WITH MR. SHARMA (DIRECTOR
GENERAL) APPAREL EXPORT PROMOTION COUNCIL

Dt. 19.6.84

Purpose of Visit

With about Rs.600 crores worth of garments being exported from India and about 60 percent of that being from Delhi, over 80 percent of the Dress Making and Embroidery extrainees of NVTI interviewed were found to be unemployed. Thus the purpose of the visit was to find out what is the scope for employment of these girls, why they have not been taken and how can they be absorbed into the industries.

Questions Asked

1. Have you heard about the NVTI?

Ans. Yes, I have vaguely heard its name but I don't know of it in detail.

Details were given including the proportion of unemployed etc.

2. What is the scope for employment in the garment industries of these extrainees (on an average about 100 pass out yearly)?

Ans. As it is a very large industry being the second largest in the country (the largest are the railways) there is tremendous scope for employment. This is especially true for women as the main work in the factory is done by women. Men take up only tasks of supervision etc.

3. Why have the trainees of NVTI not been employed up till now by these garments exporters?

Ans. Basically due to lack of contact with these trainees and also we have not been approached before. But we would be glad to help given the chance to do so.

4. What is the reason for the poor salaries of the employees in the garment industry?

Ans. The garment industry is a decentralized industry. They don't have a hard and fast pay scale. They don't have a regulated pattern of employment.

5. How can AEPC play a role in providing employment to these extranees 67 percent of whom had looked for jobs but had not found them?

Ans. AEPC is a regulatory body. It acts as a spokesman for the garment industry, taking adequate measures to regulate and promote exports of garments. AEPC can send the bio-datas to exporters who can interview them and provide them employment. AEPC can also chalk out the demand pattern of exporters, can recruit women as and when required.

6. Does AEPC want NVTI and contact them?

Ans. Yes, it is necessary for constant contact and continuous interaction between NVTI and AEPC. This will help the AEPC to know (a) the no of women seeking employment (b) the kind of employment they are looking for i.e. according to qualifications and area of specialization.
(c)

(c) also if and when required the curriculum of NVTI can be modified according to the needs of exporters/ employees as notified by AEPC from time to time.

Besides AEPC has been on the lookout for institutes where specific courses can be introduced in Dress Making, so that people who get trained in these courses finally can fill up the gaps in employment existing in the industry.

7. A workshop will be held around the end of July to discuss the general problems and seek specific solution for the extrainees of NVTI, we would like you to participate?

Ans. I will like to attend but it will be kind of you to inform me of the dates in advance so that I can fix my programme accordingly.

8. Is it necessary for the trained women who have received training first at ITIs and then at NVTI to speak English and be graduate before they can get jobs?

Ans. No, not at all. What the industry needs is skilled man-power. If they can get such highly qualified girls, as these girls seem to be, they don't really need to know English and being matric pass is the basic educational qualification required.

The findings of the meeting were that positive scope exists for these extrainees who have failed to find jobs, even though they may have looked for them. Besides NVTI has failed to help them in the past, it could offer assistance in the future by arranging regular meetings with the regulatory bodies like AEPC who are keen to take up these girls and thus provide useful assistance to their exporters.

RECORD NOTE OF MEETING - ASSOCIATES

RECORD NOTES OF MEETINGS AT POLYTECHNIC
FOR WOMEN, NEW DELHI

Dt. 18.6.84

Mr. Mathur, Head of the Department of Interior Designing, was quite cooperative and gave us an insight into the various aspects of the courses conducted at their centre, information regarding their placement cells, the instructors at their place and so on.

Most of the trainees are absorbed in respective channels very soon after their training period. The reason is due to three factors:

- (1) They have professionals as instructors in the respective courses, who recommend their students to various institutions, after their training.
- (2) Being professionals they have an actual and consistent exposure in the field and they always keep in touch with the market requirements and revise their courses accordingly, thus enabling the trainees to find suitable placements.
- (3) After each academic year, they advertise in the papers as to how many students have passed out, under the different courses. To this they receive several responses, and thus help the students in obtaining services.

When asked, whether it is a fact that graduates are preferred at the employment market, Mr. Mathur replied, that this differs from trade to trade. Trade like Secretarial Practice, Electronics on Tourism, graduates are given more preference than others. This is definitely so, because of the maturity and the experience that the graduates have in

comparison to the undergraduates. But in trades like Dress Making or Fashion Designing this is not so. Here things depend on your skill and the capacity to do work than your educational knowledge.

Again according to him at the Polytechnic, they are neither interested in Dress Making nor in ~~Dress~~ Designing. They do not want their trainees to be trained as mere tailors, the Fashion designers and co-ordinators of today are not interested in tailoring Profession. Jobs in which only tailors are required, are few, badly paid and there is a great deal of exploitation because of its nature which everyone can do.

4 Voice of Ex-trainees - New Delhi

Voices of Ex-trainees

Thus if one were to gauge the effectiveness of the NVTI, from the response of the numerous extrainees, one would reach the invariable conclusion that it has failed to achieve the purpose for which it was set up.

The NVTI, New Delhi was started in 1977 with the idea of creating more employment opportunities for the bright and ambitious youth. But today, seven years later, the NVTI having produced just under 700 diploma holders, has ironically added to the long list of the unemployed. Of the 293 ex-trainees we were able to interview less than 20 per cent employed ex-trainees.

"Training at the institute is very helpful in getting skills in a new trade", lamented an extraineer, "but what good is a skill if you don't have the opportunity to utilize it"?

The views of the ex-trainees in landing a job fell under a wide spectrum:

- Said one ex-trainee "if one wishes to take up a private job, one finds that the job available is not suited to the training imparted. In nine cases out of ten, the employer has to train all a new".
- Said another one "the better jobs go to girls who have diplomas from the YWCA".
- "Private firms have odd timings. How can a young girl like me more outdoors at late hours".
- "Most of us are registered at the employment exchange, but only a handful have been called for an interview - that too for jobs, far below the level of our training. When we enquire at the exchange we got the absurd response that only the registrees with experience certificates are considered".

"If we have any experience to certify, why do we need the employment exchange"? Snapped a diploma holder. "This is a vicious circle" commented another, "you don't get a job without an experience certificate; and no experience certificate without a job".

- "I was called for an interview, and I gave details of my institute, but the interviewer was least bothered about my skill and knowledge". "A good word from the right person is all that is need" said one girl.

The girls interviewed had a number of suggestions to improve their lot - atleast of the future ones if not their own.

- a As all the prospective employers prefer a graduate as a teacher or a trainer, the course should be open only to graduates, or, atleast, the course on teaching should be offered only to people who have completed their graduation.
- b The courses offered should given special stress, with necessary guidance on self employment.
- c There should be some correlation between the girls admitted in a year and the requirement at the end of their training.
- d The medium of instruction should be changed to English. Many of the export houses with a view to keeping up their "image", prefer people who speak English.
- e Another course on Export Management in addition to the ones offered can help in securing better more suitable jobs.
- f 'On the job' training can be offered for a fixed period of time with or without a guarantee of regular employment.
- g NVTI should do more to make its presence felt in the limited pockets of trade in which training is being offered.

Although it might not be possible to implement, forthwith, all the suggestions, a serious retrospection on the part of the institute would be helpful to the girls in the future batches so that they do not face the same situation, as Sunita Anjali of Meerut wailed, "The degree I received from the institute is, at present, less important to me than the contents in my father's waste-paper basket". It would do the institute well, if it could look back and find out what went wrong and for the present, stop the steady lengthening list of unemployed.

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1 Methodology

1.1 Introduction

This evaluation study required an extensive coverage of trainees. To try and cover as many ex-trainees as possible their addresses were ascertained from VTIs' records and preliminary letter explaining the objectives of the study was sent to all those who had passed out of the VTIs. Only those ex-trainees were contacted personally, who replied to our preliminary circular for an indepth survey.

1.2 Mode of Collecting Information for Writing Report

For implementing the project and collecting informations, the programmes were grouped into four major phases:

- Phase I - Collecting addresses, educational qualification, performance and date of birth
- Phase II - Posting letters in their address to know there present where-about
- Phase III - Field work for administering the questionnaires to respondents.

- Phase IV - Carrying out meetings and, interviews with trainees; trainers, administrators, employers and associates.
- Phase V - Data tabulation/analysis
- Phase VI - Report writing

1.3 Pre-Investigation Work

Prior to the field investigation, three operative stages were used:

- a A listing of all ex-trainee's names, addresses, performance from the VTIs, who have been through the institute since 1977 and correspondence with them to locate their present addresses.
- b The collection of literatures and booklets from the Institutes and study of the method of training and follow up taken by these institutes.
- c Preparation of a questionnaire, to cover the socio-economic background and present status of ex-trainee.

About 50 percent of the trainees from 1978 onwards had registered their names in Principles of Teaching after completing the advanced courses from VTIs. Double counting was carefully eliminated.

Letters were sent to all ex-trainees at the address given during which the main strategy was to ascertain the change of address if any.

After receiving replies from them, indexing of these trainees was done according to the year of completion of training by them.

1.4 Field Work Report

a Mode of Investigation

The mode of investigation was 'interviewing through questionnaires'. As not all information could be measured, an attempt was made to gather as much qualitative information as possible. This led to quite satisfactory results.

b Investigators

Six investigators were required on an average at each location to cover all ex-trainees identified for the indepth survey. The survey work started in the first week of April 1984.

c Field Investigation

The field investigation may be described as follows:

a All available information, relating to ex-trainees was obtained from respective VTIs office records in advance by the investigators such as:

- i Address of the ex-trainees
- ii Trade and year of completion
- iii Date of birth and performance in VTIs examinations

b The ex-trainees were visited by the investigators, one by one after noting the change of addresses if any ascertaining from replies to preliminary letters.

c It was intended to interview twelve ex-trainees in a week by one investigator. The investigators were asked to give a brief report on the respective interview and at the end their remarks on the field work were also documented.

1.5 Data Tabulation

a Tabulations were done manually. As the main purpose of the study was to assess the extent of utilization and wastage of training by the trainees, using standard employment unemployment and self employment block questionnaires (section 3) yielded some insight which helped in the interpretation of the data.

 The variables were classified into nine decks, each deck carried uniform variables but different in number i.g. deck 7 carried highest number of variables.

 To make the tabulation easy the variables were divided into two categories - (i) Prime Variables (ii) Secondary Variables. Code sheet with 80 columns and 25 rows were used for tabulation.

b Coding Plan

- i An imaginary code number was given to this project to consolidate the tabulation work under this number. The number selected was 13.
- ii In each case, project code number was identified by its sample number.

- iii Slab system was used to avoid double numbers (two figures).
- iv In each slab there were 10 samples identified by the prime number i.e.(0-9) e.g. if we had 150 samples, these were divided into 15 slabs. One row was left blank after every slab, i.e. after every 10th row.
- v Each deck contained variables. The number of variables differed from deck to deck and a weightage was given accordingly. Thus each deck represented different variables with different weightage.

Table No .1

<u>Decks</u>	<u>No. Prime Variables</u>	<u>No. Vari-ables</u>	<u>Weight</u>
One		6	1 x 6 = 6
Two		7	1 x 7 = 7
Three		5	1 x 5 = 5
Four		8	1 x 8 = 8
Five		5	1 x 5 = 5
Six		7	1 x 7 = 7
Seven		2	1 x 2 = 2
Eight	3	5	1 x 5 = 5
Nine		5	1 x 5 = 5

- vi To point out the unique feature of the tabulation, "stars"(*) and Alpha (α) were used and short notes were maintained from time to time.
- vii "Formula Book" for coding was maintained according to the strata sampling (employed, unemployed, self employed and continuing) but in the case of general information code numbers were the same for all samples.

2 Questionnaire For VTIs Evaluation

Name of Investigator :
Date of Investigation :
Name of Ex-trainee Interviewed :

Block - 1

A Information from Application Form (For all Ex-trainees)

- i) Course/s completed from VTI
- ii) Year of Completion

- iii) Age at Completion
- iv) Marital Status

B Qualification before joining the VTI

- i) Academic
- ii) Technical
- iii) Industrial Experience (if any)

iv) Performance at VTI

Pass	1
Passed with Credit	2

Block - 2

A Personal Information (for all Ex-trainees)

i	Age		ii	Marital Status	
	15-17	1		Unmarried	1
	18-20	2		Married	2
	21-24	3		Divorced	3
	25-30	4		Seperated	4
	30 & above	5		Widowed	5

iii	<u>Employment Status</u>		Employed	1
	Unemployed	2	Self Employed	3

B Family Members

Sl. No.	Relationship to ex-trainee	Employment Status		Occupation/ Designation (Actual)	Income (Actual)
		Employed (1)	Unemployed (2)		
1					
2					
3					
4					
5					
6					

- C i) Total Income* of the household * Code for Income Scale
- ii) Contribution of Ex-trainee(if any) (Actual)
- | | |
|----------------|---|
| Less than 250 | 1 |
| 250 - 500 | 2 |
| 500 - 750 | 3 |
| 750 - 1000 | 4 |
| 1000 and above | 5 |

D Reasons for joining the VTI

I joined the course because

I had spare time and I wanted to use it constructively. 1

I wanted to acquire a skill so that I could work at some future time. 2

My family members wanted me to go through the training and then find an employment. 3

Some of my friends were going to join the training & therefore I also joined. 4

My family needs a financial contribution from me and hence I had to take up a job oriented course. 5

Any other (specify) 6

Block 3 (only for those employed at present)

I am employed by

- Government Organisation 1
- Private Organisation 2

I am self-employed 3

A For those giving answers 1 & 2 in Block - 3

- i) (a) My present salary is Rs. _____ p.m.
- (b) I expected a salary of Rs. _____ p.m.

ii) (a) My present job was obtained through

- The Employment Exchange 1
- An answer to an advertisement 2
- Friends/Relatives 3
- The VTI's Sponsor 4
- Any other (specify) 5

(b) How long after the training you got the job

- within a month 1
- within 3 months 2
- within 6 months 3
- Year & above 4

(c) If it is after one year, the reasons for the delay

- I did not get the job 1
- Not interested 2
- Personal Problems 3
- Any other (specify) 4

iii) (a) My present job was obtained through

- The Employment Exchange 1
- An answer to an advertisement 2
- Friends/Relatives 3
- The VTI's Sponsor 4

iii) What is the nature of your job?

a) Exact description of the job?

Designation

b) Are you classified (Codes given at the end)

Skilled 1

Semi-skilled 2

Un-skilled 3

c) Is your job

Temporary 1

Permanent 2

Part-time 3

iv) a) Does your training help you in your job?

Yes 1

No 2

b) In what way?

Work efficiently 1

Making the job easy 2

Others (Specify) 3

v) Is the kind of work given to you

a) Different from that trained in because

- jobs were not available in the trade trained for 1

- jobs were available but remuneration was low. 2

- working conditions was unsatisfactory in the trade trained for 3

- Any other (specify) 4

b) Below the level of training

- jobs at my level of training are limited 1
- I am a newcomer 2
- My training is considered inadequate 3
- I am a women 4
- Any other (specify) 5

c) Suitable to the training received because

- training was adequate 1
- I was recommended for this job 2
- because of hard work 3
- Any other (specify) 4

vi) Is there any scope for promotion in your job?

- Yes 1
- No 2

vii) If possible, would you like to be self-employed?

- Yes 1
- No 2

B For those giving the answer 3. in Block 3

i) What is the nature of your job?
(codes from III / 3A)

ii) Is your place of work

- a rented shop 1
- at home 2
- own shop 3

- iii) Reasons for taking up self-employment
 - No other job was available 1
 - Going out for appointment is not suitable 2
 - Can earn more 3
 - Any others (specify) 4

- iv) Is your unit
 - Registered under Shops & Estt. Act 1
 - Factories Act 2
 - Not Registered 3

- v) Do you have assistance from
 - family members 1
 - hired staff 2
 - no assistance 3

- vi) Do you take orders from
 - Customers at the shop 1
 - Go to houses on request 2
 - Agents at the Shop 3
 - Work on commission basis 4

- vii) Problems of self-employment
 - Capital investment is not enough 1
 - I could not get enough loan 2
 - I cannot find a good enough market for my finished goods/services 3
 - My place of work is not big enough 4
 - I cannot get enough people to work for me 5
 - Any other (specify) 6

viii) Would you find training in any of the following at the VTI useful for your work

- Book keeping 1
- Sources of loan 2
- Methods of organisation like cooperatives 3
- Any other (specify) 4

Block - 4 (Only for those Unemployed)

- Was employed but had to leave 1
- Was never employed because I did not look for a job 2
- Was never employed because even though I looked for a job I did not get it. 3
- Did not take up employment even though I was selected for a job 4

A For those giving the Answer 1

i) I had to leave my employment because

a) of technical problems

- Place of work was inconvenient 1
- Facilities were poor 2
- Remuneration was low 3
- Treatment by other colleague was bad 4
- Any other (specify) 5

b) Of personal problems

- Because of marriage 1
- Could not manage house & work 2
- wanted to be self-employed 3
- Health did not permit 4
- Any other (specify) 5

ii) Would you like to take up a job again?

- Yes 1
- No 2

iii) Would you like to be self-employed?

Yes	1
No	2

B For those giving the Answer-2 in Block 4

i) I would not like to work

My family would not like me to work	1
We are financially well off and there is no need for me to work	2
Women from our community do not work	3
I could work at home but not outside	4
Any other (specify)	5

ii) Would you like to be self-employed?

Yes	1
No	2

C For those giving Answer-3 in Block - 4

i) Graduates were given preference	1
Did not succeed in my interview	2
I had no experience	3
I had no recommendation or personal contacts	4
I was found medically unfit	5
Preference was given to male applicants	6
Market need for my trade is limited	7
Any other (specify)	8

ii) Would you like to be self-employed?

Yes	1
No	2

15

15

D

For those giving Answer-4

- i) I did not like the place of work 1
- My residence is very far from 2
place of work
- The job was not to my liking 3
- The job involved working in shifts 4
- The job was unskilled in nature 5
- The job involved travelling 6
- Any other (specify) 7

ii) Would you like to be self-employed?

- Yes 1
- No 2

C O D E S

CODES FOR BLOCK - 1

Code for A(i)

Dress Making (Basic)	1
Secretarial Practice (Basic)	2
Electronics (Basic)	3
Dress Making (Advance)	4
Electronics (Advance)	5
Principles of Teaching	6
T.V. Service & Repair	7
Part-time Dress Making	8
Secretarial Practice	9

Code for A(iii)

15-17	1
18-20	2
21-24	3
25-30	4
30 and above	5

Code for A(iv)

Unmarried	1
Married	2
Divorced	3
Separated	4
Widowed	5

Code for B(i)

High School	1
S.S.C.	2
XI	3
S.S.C.	4
Graduation	5
Post Graduation	6

Code for B(ii)

RVTI Trade Test	1
TCWCG (Training Course with City and Guides	2
Certificate Course in tailoring and cutting	3
National Trade Certificate Course Cutting & Tailoring, Polwal	4
Diploma in Electronics	5
MTI (Model Training In- stitute) for Electronics	6
Cutting & Tailoring Diploma	7
NCTVI Course (National Council for Training in Vocational Trades)	8
ITI (Industrial Training In- stitute)	9
Diploma in Dress Making IDB (Basic)	10
Certificate Course for Teachers in Tailoring & Cutting	11
Any others	12

CODE FOR BLOCK - III

Code for A(iii)(a)

1 Electronics (TV Sets Repair & Servicing)

Fitters	1 a
Welders	1 b
Repair & Service	1 c
Any other (specify)	1 d

2 Secretarial Practice

Office Administration	2 a
Steno-typist	2 b
Steno	2 c
Typist	2 d
All	2 e
Any other (specify)	2 f

3	<u>Advanced Dress Making</u>	
	Tailoring	3 a
	Cutting	3 b
	Designing	3 c
	Craft Teacher	3 d
	Any other (specify)	3 e
4	<u>Embroidery & Needle Craft</u>	
	Hand Embroidery	4 a
	Machine Embroidery	4 b
	Designing of patterns for Embroidery	4 c
	Craft Teacher	4 d
	Any other (specify)	4 e
5	<u>Hair & Skin Care</u>	
	Hair cutting/styling	5 a
	Waxing/Threading	5 b
	Facial/Make up	5 c
	Manicuring/Pedicuring	5 d
	Receptionist	5 e
	Any other (specify)	5 f

3.1 Coding Plan: General

(Common To All Categories)

	<u>Particulars</u>	<u>Deck</u>	<u>Prime Variable</u>	<u>Variables</u>	<u>Column</u>
I	<u>Course Completed from VTI</u>	1			6
	Dress making			1	
	Embroidery			2	
	P.O.T.			3	7-12
	Electronics			4	
	Secretarial practice			5	
	Radio & T.V. repairs			6	
II a)	<u>Year of Completion</u>	2			15
	1977-1978			1	
	1978-1979			2	
	1979-1980			3	16-18
	1980-1981			4	
	1981-1982			5	
	1982-1983			6	
	1983-1984			7	
b)	<u>Age of Completion</u>				
	15-17			1	
	18-20			2	
	21-24			3	19
	25-30			4	
	30 & above			5	
c)	<u>Marital Status</u>				
	Unmarried			1	
	Married			2	20
	Divorced			3	
	Seperated			4	
	Widow			5	

	<u>Particulars</u>	<u>Deck</u>	<u>Prime Variable</u>	<u>Variables</u>	<u>Column</u>
III	<u>Technical Quali-</u> <u>fication</u>	3			23
	Any other			1	
	Certificate in cutt-			2	
	ing & tailoring				
	Diploma in cutting			3	
	& tailoring				
	Diploma in dress -			4	
	making				
	VTI trade test			5	24-28
	Diploma in electro-			6	
	nic				
	MTI(Model Training				
	Institute for El-			7	
	ectronics)				
	Hand embroidery/			8	
	machine embroidery				
	Dress designing			9	
IV	a) <u>Academic Qualification</u>	4			31
	High School			1	
	Higher Secondary			2	
	HSC			3	32
	Graduation			4	
	Post-Graduation			5	
	b) <u>Industrial Experience</u>				
	Craft teacher			1	
	Supervisor (production)			2	
	Typist/Steno			3	33
	Tailor			4	
	T.V. repairing			5	
	Fitter			6	
	Any other			7	
	c) <u>Performance at VTI</u>				
	Passed			1	
	Passed with credit			2	34

3.2 Coding Plan

Category 1 - Employed

Particulars	Deck	Prime Variable	Variables	Column
1	2	3	4	5
I a) <u>Age Group</u>	5			37
15-17			1	
18-20			2	
21-24			3	38
25-30			4	
30 above			5	
b) <u>Marital Status</u>				
Unmarried			1	
Married			2	
Divorced			3	39
Seperated			4	
Widow			5	
II a) <u>Family Size of the Employed Ex-trainees</u>	6			42
1-4			1	
5-7			2	
8-10			3	43
10 +			4	
b) <u>Employment Status</u>				
Govt.			1	
Private			2	44
Self Employed			3	
Continuing Training			4	
Semi Govt.			5	
c) <u>Employment Received Through</u>				
Employment Exchange			1	
Advertisement			2	
Contacts			3	45
NVTI, RVTI			4	
Any other			5	

Category 1 (contd)

Particulars	Deck	Prime Variable	Variables	Column
d) <u>Employed as</u>			1	
Skilled			1	
Semi-skilled			2	46
Un-skilled			3	
e) <u>Job Pattern</u>				
Temporary			1	
Permanent			2	47
Part Time			3	
f) <u>Family Income(Rs)</u>				
Less than 250			1	
250-500			2	
501-700			3	48
701-1000			4	
1000 +			5	
g) <u>Present Salary of the Ex-trainee(Rs)</u>				
NIL			1	
Less than 250			2	
251-500			3	49
501-700			4	
701-1000			5	
1000 +			6	
h) <u>Expected Salary(Rs)</u>				
250-450			1	
451-500			2	
501-700			3	50
701-1000			4	
1000 +			5	
i) <u>Contribution of Ex-trainee (Rs)</u>				
NIL			1	
Less than 250			2	51
250-500			3	
501-700			4	
701-1000			5	
1000 +			6	

Category 1 (contd)

<u>Particulars</u>	<u>Deck</u>	<u>Prime Variable</u>	<u>Variables</u>	<u>Column</u>
III a) <u>Time Gap between Training and Job</u>	7			54
Within a month			1	
Within 3 months			2	
Within 6 months			3	55
More than one year			4	
b) <u>Reasons for the Gap</u>				
Personal			1	
Did not get the job			2	
Got the job, did not go			3	56
c) <u>Training Proved Be- neficial</u>				
Yes			1	
No			2	57
d) <u>Scope for Promotion</u>				
Yes			1	
No			2	
e) <u>Like to be Self Employed</u>				
Yes			1	
No			2	59
IV a) <u>Kind of Work</u>	8			62
Different from that trained in because: Jobs were not avail- able		1		63
Remuneration was low			1	
Unsatisfactory wor- king conditions/part time.			2	
Any other			3	64
			4	

Category 1 (contd)

	Particulars	Deck	Prime Variable	Variables	Column
b)	<u>Below the Level of Training Because</u>		2		62
	Jobs are limited			1	
	I am a newcomer			2	64
	Training considered inadequate			3	
	Any other			4	
c)	<u>Suitable to the Training Received Because</u>		3		63
	Training is adequate			1	
	Recommended for the job			2	64
	Of hard work			3	
	Any other			4	

Coding Plan

3.3 Category 2 - Unemployed

	<u>Particulars</u>	<u>Deck</u>	<u>Prime Variable</u>	<u>Variables</u>	<u>Column</u>
I	a) <u>Age Group</u>	5.1			37
	15-17			1	
	18-20			2	38
	21-24			3	
	25-30			4	
	30 and above			5	
	b) <u>Marital Status</u>				
	Unmarried			1	
	Married			2	39
	Divorced			3	
	Seperated			4	
	Widowed			5	
II	a) <u>Family Size</u>	5.2			42
	1-4			1	
	5-7			2	
	8-10			3	43
	10 +			4	
	b) <u>Family Income.(Rs)</u>				
	Less than 250			1	
	250-500			2	
	501-750			3	44
	751-1000			4	
	1000 +			5	
III	a) <u>Was Employed but had to Leave</u>	6			47
	Technical problems		1		48
	Place of work was inconvenient			1	
	Facilities were poor			2	49&51
	Remuneration was low			3	
	Treatment by other colleagues was bad			4	
	Any other			5	

Category 2 (contd)

	<u>Perticulars</u>	<u>Deck</u>	<u>Prime Variable</u>	<u>Variables</u>	<u>Column</u>
	b) <u>Personal Problems</u>		2		48
	Because of marriage			1	
	Because of children			2	
	Could not manage house and work			3	49&51
	Wanted to be self-employed			4	
	Health did not permit			5	
	Any other			6	
	c) <u>Would you like to take up a job again</u>				
	Yes			1	
	No			2	52
IV	a) <u>Did not look for a Job</u>	7			56
	I would not like to work			1	
	My family would not like me to work			2	
	We are financially well off			3	57&60
	I could work at home, not outside			4	
	Women from our community do not work			5	
	Any other			6	
	b) <u>Would you like to be Self-employed</u>				
	Yes			1	
	No			2	61

Category 2 (contd)

	<u>Particulars</u>	<u>Deck</u>	<u>Prime Variable Variables</u>	<u>Column</u>
V	a) <u>Looked for work, did not get it</u>	8		64
	Graduate applicants were given preference		1	
	Did not succeed in my interview		2	
	I had no experience		3	
	Had no recommendations of personal contacts		4	65&67
	Was found medically unfit		5	
	Preference was given to male applicants		6	
	Market need for my trade is limited		7	
	Any other		8	
	b) <u>Would you like to be Employed</u>			
	Yes		1	68
	No		2	
VI	a) <u>Got a Job but did'nt go</u>	9.1		71
	I did not like the place of work		1	
	My residence is very far from place of work		2	
	The job was unskilled in nature		3	72&7/4
	The job involved travelling		4	
	The job was not go to my liking		5	
	The job involved working in shifts		6	
	Any other		7	

Category 2 (contd)

<u>Perticulars</u>	<u>Deck</u>	<u>Prime Variable</u>	<u>Variables</u>	<u>Column</u>
b) <u>Reasons for Joining NVII/RVTI</u>	9.2			77
I had spare time and I wanted to use it constructively			1	
I wanted to acquire a skill so that I could work at some future time			2	
My family wanted me to go through the training and then find an employment.			3	78-80
Some of my friends were going to join the training therefore I also joined			4	
My family needs a financial contribution from me and hence I had to take up a job-oriented course.			5	
Any other			6	

Coding Plan

3.4 Category 3 - Self Employed

Particulars	Deck No.	Prime Variable	Variables	Column
I a) <u>Age Group</u>	5		3	37
15-17			1	
18-20			2	
21-24			3	38
25-30			4	
30 above			5	
b) <u>Marital Status</u>				
Unmarried			1	
Married			2	
Divorced			3	39
Seperated			4	
Widow			5	
II a) <u>Family Siz.</u>	6			42
1-4			1	
5-7			2	
8-10			3	43
Above 10			4	
b) <u>Family Income(Rs)</u>				
Less than 250			1	
250-500			2	
501-700			3	44
701-1000			4	
Above 1000			5	
c) <u>Earning of the Ex-trainees (Rs)</u>				
NIL			1	
Less than 250			2	
25 -500			3	
501-700			4	46
70 -1000			5	
Above 1000			6	

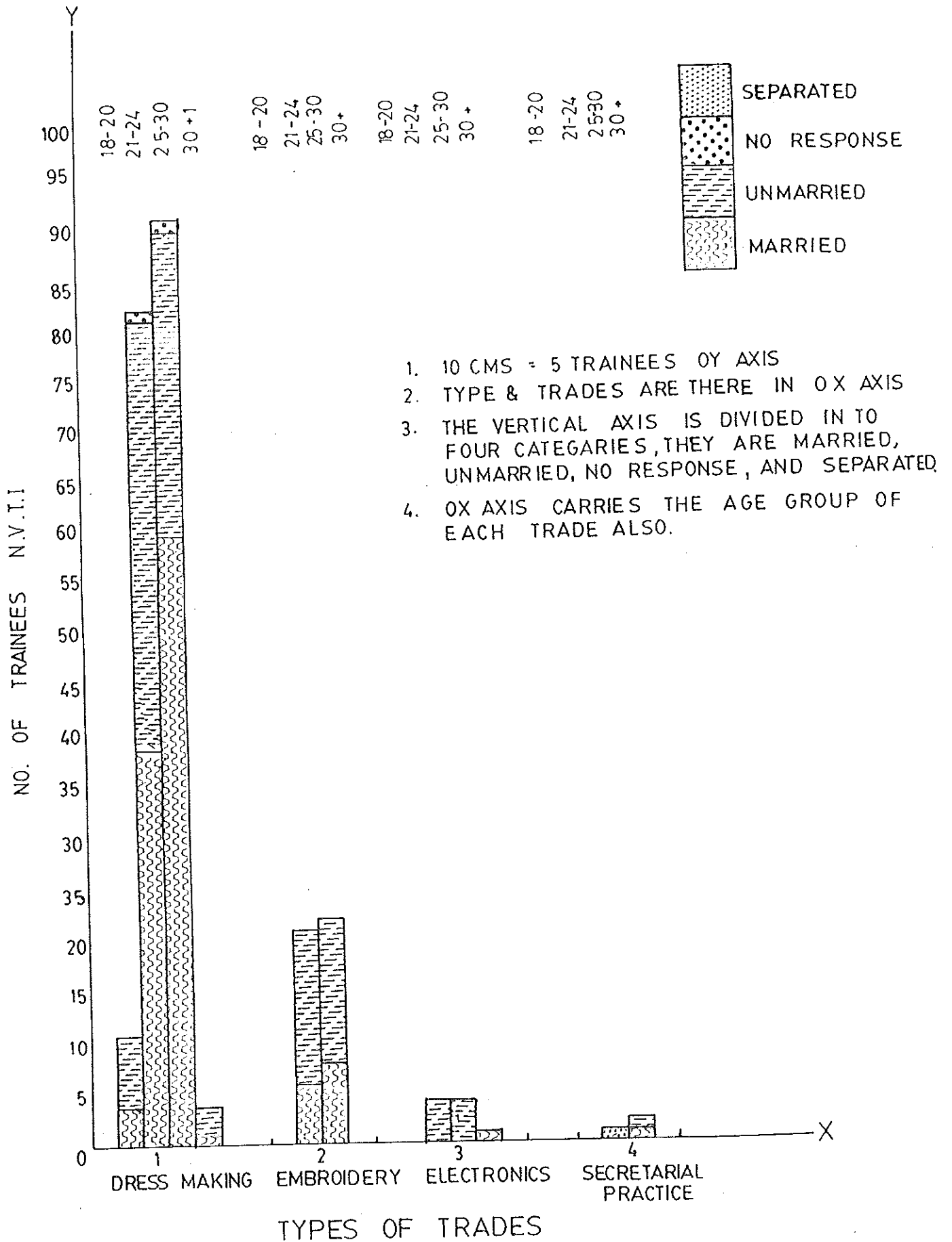
Category 3 (contd)

<u>Particulars</u>	<u>Deck No.</u>	<u>Variable Variables</u>	<u>Column</u>
d) <u>Contribution of the Ex-trainees (Rs)</u>			
NIL		1	
Less than 250		2	
250-500		3	
501-700		4	47
701-1000		5	
Above 1000		6	
III a) <u>Nature of the Job</u>	7		49
Tailoring		1	
Craft teacher/ Instructor		2	50 & 51
Others		3	
b) <u>Place of Work</u>			
Rented shop		1	
At home		2	
Own shop		3	52 & 53
Others		4	
c) <u>Is Your Unit</u>			
Registered under shops and establi- shment act.		1	
Factory Act.		2	54 & 55
Not registered.		3	
d) <u>Assistance Pattern</u>			
Family members		1	
Hired staff		2	56 & 57
No members		3	
e) <u>Take orders From</u>			
Customers at shop		1	
Visiting houses		2	
From agents		3	
Any others		4	

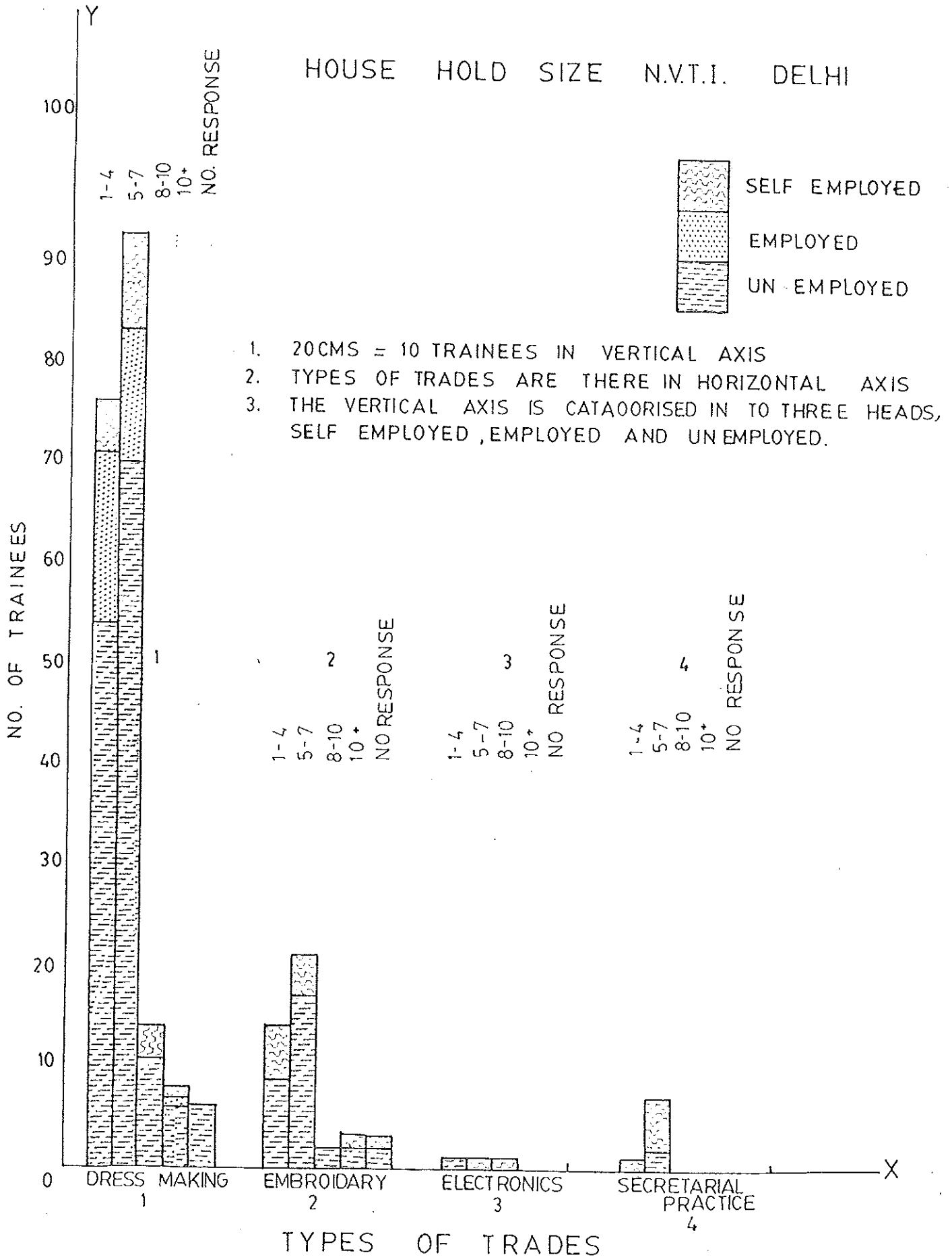
Category 3 (contd)

	<u>Perticulars</u>	<u>Deck No.</u>	<u>Prime Variable</u>	<u>Variables</u>	<u>Column</u>
IV	<u>Problems of Self- Employment</u>	8			61
	Capital investment is not enough			1	
	Non availability of good market			2	
	Scarcity of place			3	62 & 63
	Any others			4	

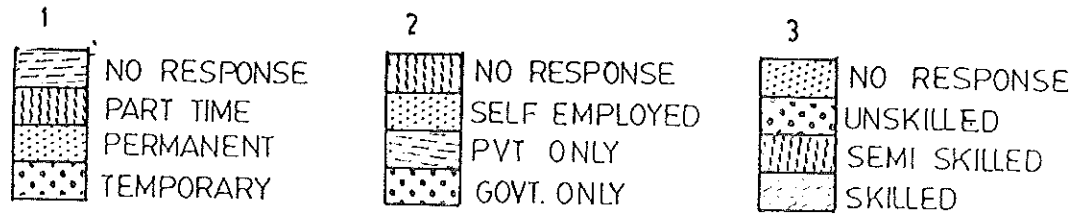
MARITAL STATUS N.V.T.I. DELHI



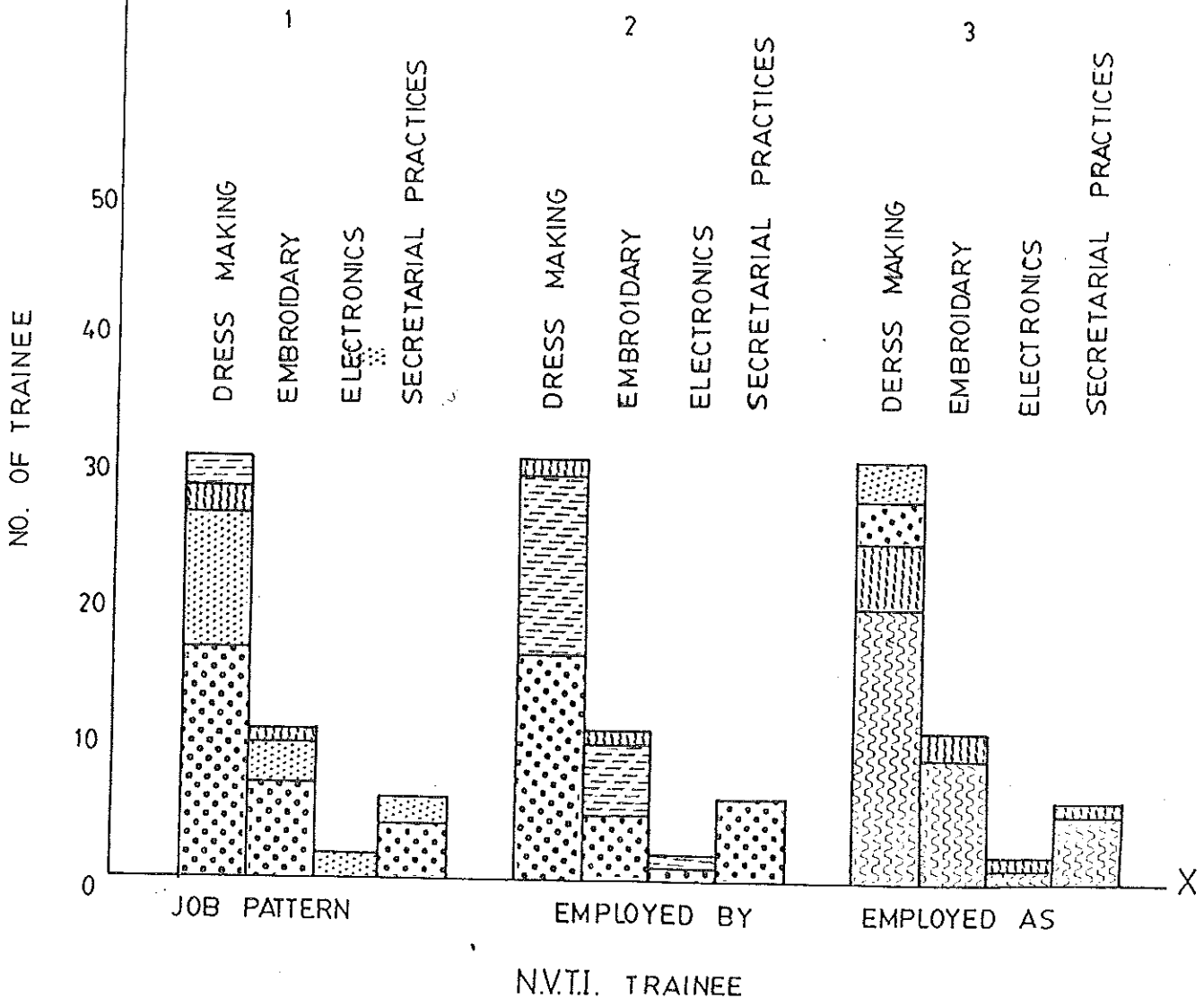
HOUSE HOLD SIZE N.V.T.I. DELHI



JOB PATTERN / EMPLOYED BY / EMPLOYED AS
 N.V.T.I. (EMPLOYED)

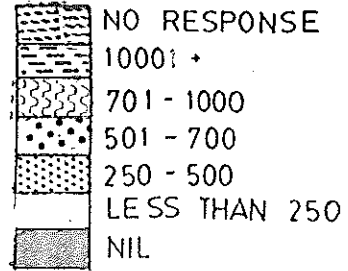


20 CMS. = 10 TRAINEES IN OY AXIS

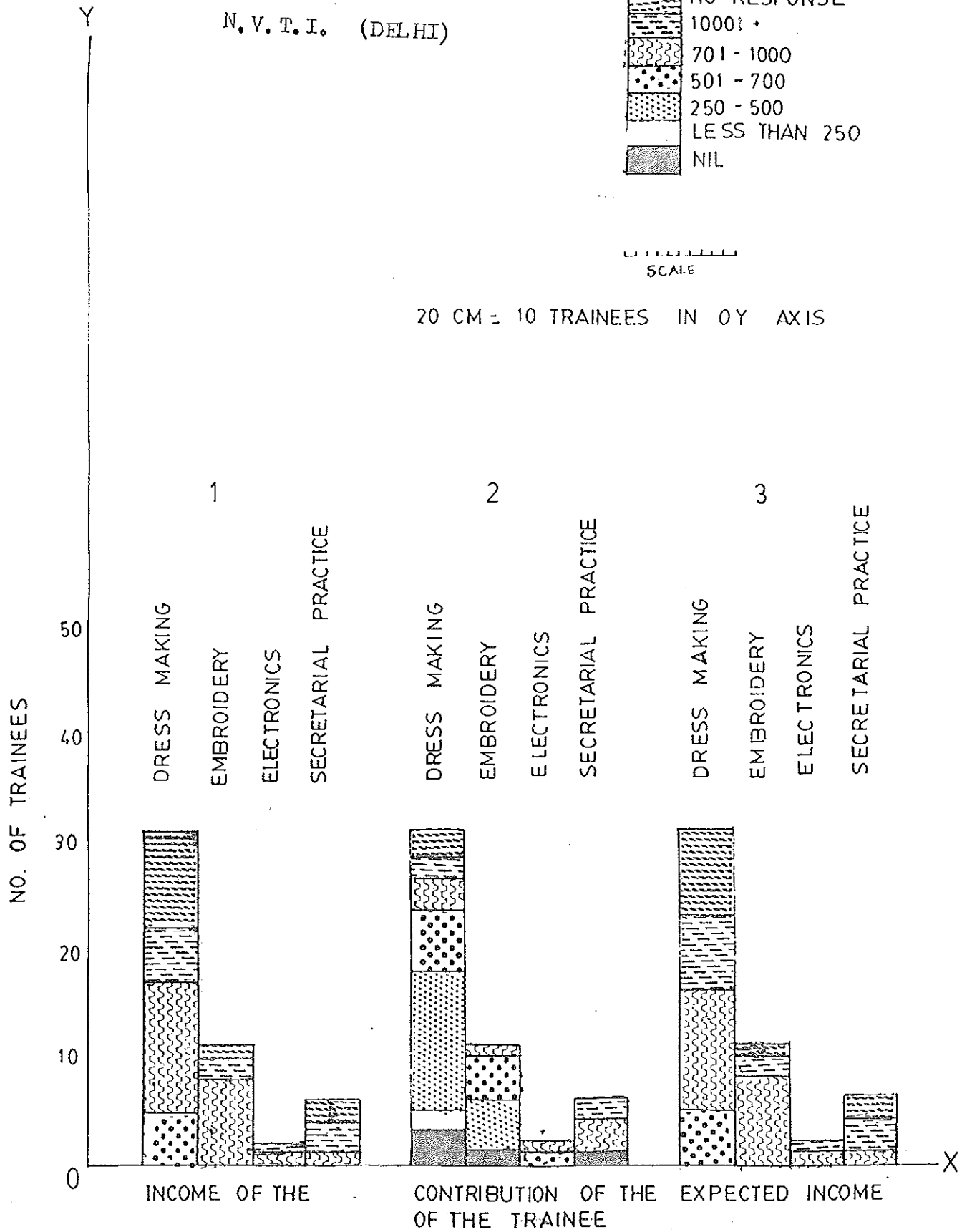


INCOME CONTRIBUTION EXPECTED INCOME OF THE TRAINEE

N. V. T. I. (DELHI)



SCALE
20 CM = 10 TRAINEES IN OY AXIS



Total Number of Ex-trainees in NVTI Delhi (1977-83)

<u>Year</u>	<u>Total No. of Trainees</u>	<u>Total No. of Trainees Out of Station</u>	<u>* No. of Response Received</u>	<u>No. of Response Not Received</u>	<u>Trainees Inter-viewed</u>	<u>Could not Trace the House</u>	<u>Not Interviewed for Other Reasons</u>	<u>Letters Redirec-cted</u>	<u>Drop-ped Out</u>	<u>Joined POT</u>
1977-78	146 (18.5)	73 (50)	24 (16.4)	122 (83.6)	23 (95.8)	Nil	1 (4.2)	11	28 (19.2)	13 (8.9)
1978-79	90 (11.4)	33 (36.7)	25 (27.8)	65 (72.2)	25 (100)	Nil	Nil	4	5 (5.6)	4 (4.4)
1979-80	143 (18.1)	34 (23.8)	64 (44.8)	79 (55.2)	54 (84.4)	3 (4.7)	7 (10.9)	4	12 (8.4)	9 (6.3)
1980-81	155 (19.6)	32 (20.6)	63 (40.6)	92 (59.4)	55 (87.3)	4 (6.3)	4 (6.3)	7	2 (1.3)	42 (27.0)
1981-82	121 (15.3)	28 (23.1)	47 (38.8)	74 (61.2)	45 (95.7)	1 (2.1)	1 (2.1)	2	10 (8.3)	40 (33.1)
1982-83	135 (17.1)	37 (27.4)	68 (50.4)	67 (49.6)	62 (91.2)	5 (7.4)	1 (1.5)	5	2 (1.5)	28 (20.7)
Total	790 (100.0)	237 (30.0)	291 (36.8)	499 (63.2)	264 (33.4)	13	14	33	59 (7.5)	136 (17.2)

1 Figures in bracket in Col. 2 are percentages to Column-wise total.

2 In Col. 3, 4, 5, 10 and 11, the percentages have been calculated from "Total No. of trainees" each year.

3* In col. 6, 7,8, the percentages have been calculated from total "No. of responses received to our first circular each year."

4 Total of all columns are percentages to total of 2nd Column.

Total No. of Ex-trainees in RVTI (Bangalore) 1977-83

<u>Years</u>	<u>Total No. of Trainees</u>	<u>No. of Trainees Out of Station</u>	<u>* No. of Response Received</u>	<u>No. of Response Not Received</u>	<u>No. of Trainees Inter-viewed</u>	<u>Could not trace the house</u>	<u>Not Interviewed for other reason</u>	<u>Letters Redirected</u>
<u>One year Courses</u>								
1977-78	25 (7.1)	3 (12.0)	3 (12.0)	19 (76.0)	2 (66.7)	1 (33.3)	Nil	Nil
1978-79	35 (9.9)	4 (11.4)	4 (11.4)	27 (77.1)	2 (50.0)	2 (50.0)	Nil	2
1979-80	33 (9.3)	3 (9.1)	6 (8.2)	24 (72.7)	3 (50.0)	3	Nil	2
1980-81	37 (10.5)	Nil	10 (27.0)	27 (73.0)	9 (90.0)	1 (10.0)	Nil	Nil
1981-82	70 (19.8)	7 (10.0)	15 (21.4)	48 (68.6)	5 (33.3)	2 (13.3)	8 (53.3)	1
1982-83	71 (20.1)	3 (4.2)	39 (54.9)	29 (40.8)	37 (94.9)	1 (2.6)	1 (2.6)	1
<u>Two Year Courses</u>								
1977-79	7 (2.0)	1 (14.3)	5 (71.7)	1 (14.3)	5 (100)	Nil	Nil	Nil
1979-81	13 (3.7)	0 (0.0)	10 (76.9)	3 (23.1)	10 (100)	Nil	Nil	Nil
1981-83	44 (12.4)	1 (2.3)	31 (70.5)	12 (27.3)	30 (96.8)	1 (3.2)	Nil	Nil
<u>Short Term Courses</u>								
Jul. 1982	14 (4.0)	1 (7.1)	6 (42.9)	7 (50.0)	5 (83.3)	1 (6.7)	Nil	Nil
Dec. 1983	5 (1.4)	2 (4.0)	Nil	3 (60.0)	Nil	Nil	Nil	Nil
Total	354	25 (7.1)	129 (36.4)	200 (56.5)	108 (30.5)		9	

Notes:

- 1 Figures in bracket in Col2 are percentage for column-wise total.
- 2 In Col. 3,4, 5 the percentages have been calculated from 'Total No. of Trainees' each year.
- 3 In Col. 6, 7, 8, the percentages have been calculated from '*Total No. of Responses' received to our preliminary circular each year.
- 4 Total of all columns are percentage to total of Col.2.

Total Number of Extrainees in RVTI - Bombay (1977-83)

<u>Year</u>	<u>Total no. of trainees</u>	<u>Total no. of trainees out of station</u>	<u>No. of Responses Received</u>	<u>No. of Response not received</u>	<u>No. of trainees Interviewed</u>	<u>Could not trace the house</u>	<u>Not interviewed for other Reasons</u>	<u>Redi-rected</u>	<u>Drop Out</u>	<u>Joint P.O.T.</u>
1	2	3	4	5	6	7	8	9	10	11
1977-78	23	1 (4.3)	23 (100)	Nil (0)	14 (60.9)	6 (26.1)	3 (13.0)	-	-	-
1978-79	28	1 (3.6)	27 (96.4)	1 (3.6)	16 (59.3)	4 (14.8)	7 (25.9)	-	-	-
1979-80	39	5 (12.8)	37 (94.9)	2 (5.1)	32 (86.5)	0	5 (13.5)	-	-	-
1980-81	47	11 (23.4)	47 (100)	Nil	29 (61.7)	3 (6.4)	15 (31.9)	-	-	-
1981-82	36	4 (11.11)	35 (97.2)	1 (2.8)	28 (80.0)	2 (5.7)	5 (14.3)	-	-	-
1982-83	6	Nil (0)	6 (100)	Nil	5 (83.3)	0	1 (16.7)	-	-	-
<u>2 years course</u>										
1977-79	15	0 (0)	15 (100)	Nil (0)	9 (60)	4 (26.7)	2 (13.3)	-	-	-
1979-81	15	2 (13.3)	15 (100)	Nil (0)	13 (86.7)	0	2 (13.3)	-	-	-
1981-83	14	4 (28.6)	14 (100)	Nil (0)	8 (57.1)	1 (7.1)	5 (35.7)	-	-	-

(contd)

1	2	3	4	5	6	7	8	9	10	11
<u>Short trainees</u>										
July 79 - Dec. 80	5	Nil	5 (100)	Nil (0)	4 (80)	0	1 (20)	-	-	-
Jan. 81 - July 81	11	Nil	11 (100)	Nil (0)	7 (63.6)	2 (18.1)	2 (18.2)	-- -	-	-
July 81 - Dec. 81	12	Nil	1 (8.3)	11 (91.7)	1 (9.1)	0	0	1	-	-
<u>Total</u>	251	28 (11.2)	236 (94.0)	15 (6.0)	166 (70.3)	22 (9.3)	48 (10.3)	1 (0.4)	-	38 (15.1)

- 1 Figures in bracket in Col. 2 are percentages to Column-wise total.
- 2 In Col, 3, 4, 5, 10 and 11, the percentages have been calculated from "Total No. of trainees" each year.
- * 3 In Col. 6, 7, 8, the percentages have been calculated from total "No. of responses received" to our first circular each year.
- 4 Total of all columns are percentages to total of 2nd Column.