PRE-EXAMINATION TRAINING CENTRES (PETC) OF SCHEDULED CASTES DEVELOPMENT DEPARTMENT

Submitted to

Scheduled Castes Development Department
Government of Kerala

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PRE-EXAMINATION TRAINING CENTRES OF SCHEDULED CASTES DEVELOPMENT DEPARTMENT
[Report No: 3]

MONITORING AND EVALUATION OF SCHEMES IMPLEMENTED BY SCHEDULED CASTES DEVELOPMENT DEPARTMENT DURING THE ELEVENTH AND TWELFTH PLAN PERIOD [2007-2017]

Submitted to

Scheduled Castes Development Department
Government of Kerala

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An Autonomous Institution of Government of Kerala
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The Pre-Examination Training Centers (PETC) functioning under the Scheduled Caste Development Department, Government of Kerala, are intended to provide effective coaching to Scheduled Caste / Scheduled Tribe job seekers and to equip them to appear for the competitive examinations. There are four PETCs functioning across Kerala that have proved quite successful. But the PETCs have some structural/functional limitations and this could not accommodate the ever growing number of jobseekers from the Scheduled Castes and Scheduled Tribes in the State. In this context Gulati Institute of Finance and Taxation has been entrusted with the Project "Monitoring and Evaluation of Schemes implemented through Scheduled Caste Development Department during 11th and 12th Five Year Plan period [2007- 2017]". This report focuses on the structure and functions of PETCs, their limitations, and the measures needed to improve their effectiveness.

The study team consists of Dr. N. Ramalingam, Dr. C. S. Venkiteswaran, T.S. Stuvart Raj and N. Sheeja.

We thank the SCDD and its officials and other stakeholders for extending whole-hearted support to the team. We are happy to submit this report to the Scheduled Caste Development Department, Government of Kerala. The findings and suggestions, which we hope, will contribute to policy formulation for the better functioning of PETCs.

Thiruvananthapuram   **Dr.D. NARAYANA**
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Description	
GO	Government Order
PETC	Pre-Examination Training Centre
SC	Scheduled Castes
SCDD	Scheduled Caste Development Department
ST	Scheduled Tribes
CSR	Corporate Social Responsibility
KPSC	Kerala Public Service Commission
UPSC	Union Public Service Commission
SSC	Staff Selection Commission
RRB	Railway Recruitment Board
IBPS	Institute of Banking Personnel Selection
SBI	State Bank of India
UGC	University Grant Commission
CSIR	Council for Scientific and Industrial Research
AIPMT	All India Pre-Medical Test

This report provides an analysis and evaluation of Pre-Examination Training Centers functioning under Scheduled Castes Development Department. The main objective of the study is to analyze the technical and functional quality of PETCs which includes the quality and content of PETCs education inputs, quality of infrastructure, library/reference facility, human resources etc. These were analysed through an Institutional Proforma to collect information about infrastructure, human resources, courses etc. and by conducting Focus Group Discussions with Principals, Teaching staffs and Non-teaching staffs of PETCs. A questionnaire was used to collect and evaluate the opinions and views of the students.

The Study found that the PETCs need to be revamped in order to cater to the changing employment scenario and skill set requirements of job seekers. The Study has made some suggestions that call for urgent intervention by SCDD.

Major recommendations include

- Changing the name of Pre-Examination Training Centre to Pre-Employment Training Centre so as to redefine its role and extend its scope to include more employment areas.
- Establishment of PETCs in every districts of Kerala so as to extend the area of activity and to reach out to the maximum number of Scheduled Castes population in the State.

Other recommendations include

- Duration of PSC/UPSC/IBPS may be extended to Six months

- Introduction of an new innovative course to help the students to get the jobs in private sector and also equip them to appear for different competitive examinations in government sector

- Upgradation of pedagogy and modernisation of classrooms

- Annual Training for teachers to sensitize and improve the knowledge and skill sets

- Use of Student Assessment of Teachers to increase the quality of teaching

- New building for PETC Palakkad and comprehensive arrangement for maintenance and up gradation of the computers in all centers

- A Placement Support Cell may be established in all PETCs to help the students after the completion of the training

CHAPTER 1

INTRODUCTION

The Pre-Examination Training Centers, under the aegis of Scheduled Castes Development Department, Government of Kerala, are intended to provide preparatory training for the aspirants of job seekers from Scheduled Caste Communities. Being a government training institution Pre-Examination Training Center is the first choice for the students of Scheduled Castes in Kerala, to get advanced coaching for appearing in various competitive examinations conducted by the KPSC, SSC, RRB, IBPS, SBI, UGC, CSIR and other Public Sector institutions. Coaching classes like short-term, long-term and crash programmes are also given for students appearing for various entrance examinations for professional courses also. Pre-Examination Training Centers have a talented resource pool of well experienced, qualified and dedicated teachers from various branches who are engaged in training and coaching of students.

There are a large number of qualified S.S.L.C., Graduate / Post-graduate Scheduled Caste persons who have registered their names with the employment exchanges, awaiting appointment. Quite a large number of Scheduled Caste youth appear for competitive examinations held by the Kerala Public Service Commission, Union Public Service Commission, Private and Public under Takings, Nationalized Banks and quasi government institutions every year. But due to various reasons they seldom score high ranks and thus fail to secure jobs. The Pre-Examination Training Centers were established to address this issue and are intended to provide effective coaching to Scheduled Caste / Scheduled Tribe job seekers and to equip them to appear for the competitive examinations.

1.1: Rationale of PETC

Students belonging to Scheduled Castes and Scheduled Tribes in the State are given educational concession throughout their educational career. This affirmative action has resulted in a good number of SCs and STs successfully completing their higher education with graduate and post-graduate degrees. But among them, a very large number of persons remain unemployed, as they are not able to pass the competitive examinations that need different set of skills and techniques. Taking these issues into consideration, the State Government drew up schemes as suggested by the Government of India leading to the establishment of PETCs in the State [1].

1.2: Objectives of PETC

The Pre-Examination Training Centre is primarily intended to train the Scheduled Castes and Scheduled Tribes appearing for examinations conducted by the Union Public Service Commission, Public Service Commission of Kerala and Private Sectors etc[2].

1.3: Structure of the Courses[3]

1. According to the G.O, (Ms) No. 32/70/L and SWD, dated, Trivandrum, 19th February 1970, the first Pre-examination Training Centre is to be started at a central place in the State, preferably at Ernakulam, where there is also a University Centre. This will be a fulltime course and the classes will be from 10 a.m. to 4 p.m. The duration of the course will be one year and only those students who are eligible for appearing for the respective examinations will be admitted to the course. There will be two separate units, one for graduates and another for non-graduates, as follows:

Unit I - Consisting of 35 graduates/postgraduates to be given training for appearing in the tests for the gazetted posts under the State Government or Central Government or suitable posts in quasi Government or private undertakings and also for assistants under Central Government.

Unit II - Consisting of 35 non-graduates to be given training for appearing in tests for non-gazetted posts such as Clerks, Stenographers etc. under the State Government or Central Government or suitable posts in quasi Government or private undertakings.

2. The trainees in the Unit I will be given monthly stipend at the rate of Rs. 75 and lump sum grant at the rate of Rs 75. The trainees under the Unit II will be given monthly stipend at the rate of Rs 60 and lump sum grant at the rate of Rs 75.

3. Only those candidates, who will on completion of their training within the age prescribed by the Union Public Service Commission and Kerala Public Service Commission, be admitted for training.

1.4: Subjects for Training[4]

I Unit-   English Essay, General English, Arithmetic, General Knowledge, Other special subjects such as Law, Medicine, Engineering etc.

II Unit- Other than Stenography-
           English Essay, General English, General Knowledge, Arithmetic, History of India, Geography of India.

Stenography -   English Typewriting, General Knowledge, Typewriting and Shorthand.

1.5: Staff Pattern[5]

4. For the purpose of instructions in general subjects a higher level of instructions will be followed for the trainees under Unit I and a slightly lower standard to the trainees under Unit II.

5. There will be a senior Professor in English who will function as Principal of the centre. He will be given Supervisory allowance.

6. The Senior Professor and Lecturers will be drafted to the centre either from the Collegiate Education Department or from the University of Kerala on deputation.

7. The centre will function under the control of the Director of Harijan Welfare. The selection of candidates for the training will be made by a committee consisting of the Director of Harijan Welfare and the Principal of the centre.

8. With regard to specialised technical posts (eg. Assistant Professor in Medicine, etc.), there are too many categories and therefore giving coaching for all the categories will be impossible since adequate number of candidates may not be available and appointment of staff to such categories will be disproportionate. However, in order to give coaching on specialised subjects for recruitment examinations for gazetted posts in Medical, Engineering and Judicial Services, depending upon the number of forthcoming candidates, the teaching staff from the nearest Government institution will be got deputed on part-time basis, according to requirements.

1.6: Selection and Admission of Trainees

The trainees should not be above the age of 35 years at the time of admission. Candidates who are nearing overage will be given preference for admission. The trainees will be selected by the Director of Scheduled Caste Development Department, or a Senior Officer of the Directorate authorized by the Director of Scheduled Caste Development Department along with the Principal of the centre.

1.7: Methodology of the Study

Gronroos (1984)[6] states that the service quality model has three components: technical quality, functional quality, and image quality. Technical quality pertains to the actual results or the quality of services provided. It can be seen as that which customers obtain from receiving the services. Technical quality is important, and it is the main criterion being valued by customers. Meanwhile, functional quality pertains to how customers experience the service delivery process, resulting from interaction with the employee of the service provider and appropriate resources. Functional quality is concerned with how a service is provided as well as the customer experience obtained through the delivery process. The image of the organization is highly influenced by and depends on both technical quality and functional quality.

The technical quality of PETCs education inputs, for example quality of infrastructure, library capacity, human resource, expenditure pattern, measurement of

cost per student, and so forth, are analysed through a Performa and Focus Group Discussions with Principals, Teaching staffs and Non-teaching staffs of PETCs.

The student is considered the main stakeholder in the training and educational institutions. There are important items to consider when measuring student response to service quality. Student response is valuable for performance enhancement, including the teaching aspect and curriculum design. Scholars agree that the main customers of learning institutions are students and they play multiple roles in the institution. Students are the output of the teaching and learning process, the internal customers for campus facilities and course material delivery etc... Maimunah et al. (2009)[7] observe that students' satisfaction is predicated by three factors, namely performance of trainer, service delivery, and support facilities. Therefore a questionnaire was used to evaluate student opinions towards functional quality. The questionnaire was designed based on institutional data and through proforma, Focus Group Discussions, Institution visits and experts' opinion.

CHAPTER 2

PETC THROUGH HISTORY

2.1: Establishment of First centre at Ernakulam

According to the G.O. (MS.) No. 32/70/L and SWD, dated 19th February 1970, the first Pre Examination Training Centre at Ernakulam started working in 1973 with two units. The total strength of trainees in each unit was 35. The first unit is intended to give training to Scheduled Castes and Scheduled Tribe Graduates/Postgraduates for appearing in the tests for Gazetted posts under State or Central Government or suitable posts in Quasi-Government or Private undertakings and also for Assistants under Central Government. The second unit is intended to give training to non-graduates from Scheduled Castes and Scheduled Tribes for appearing in tests for non-Gazetted posts such as Clerks, Stenographers etc. under State or Central Government or suitable posts in Quasi-Government or Private undertakings. The duration of the course is one year.

2.2: Stenography as an Individual Course

In the second unit of the Centre training in Stenography is imparted along with other subjects. But there is no course exclusively for Stenography. With a view of giving fully fledged special training in Stenography, the Government proposed to start a third unit in Stenography in the Pre-examination training centre, Ernakulam with the strength of 35 trainees.[8]

2.3: Second Centre at Thiruvananthapuram

The Pre-examination Training Centre at Ernakulam proved quite successful, but it could not accommodate the ever growing number of jobseekers from the Scheduled Castes and Scheduled Tribes in the State. Therefore one more Pre-Examination Training Centre at Thiruvananthapuram on the lines of the one at Ernakulam was envisaged.[9] Accordingly, a new PETC was established at Thiruvananthapuram in 1980. At present it is situated in a three storied building at Mannanthala, Thiruvananthapuram.

2.4: Third Centre at Kozhikode

The Pre-Examination Training Centers at Thiruvananthapuram and Ernakulam are unable to cater to the growing needs of Scheduled Castes and Scheduled Tribes job seekers in the Malabar area. Considering the above facts a new Pre-Examination Training

Centre was proposed to be started at Kozhikode like the existing Pre-examination Training Centers.[10]The centre at Kozhikode was started functioning in 1983.

2.5: Fourth Centre at Palakkad

Latest in this scheme, a Pre-Examination Training Center was established at Kuzhalmannam, Palakkad in 2005. It is functioning in the second floor of a rented shopping mall.

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STRUCTURE AND FUNCTIONS OF PETC: ANALYSIS

CHAPTER 3

INFRASTRUCTURE

Extensive and efficient infrastructure is a critical prerequisite for the effective functioning of an educational institution. According to Ehiametalor (2001) [11] , infrastructure is the operational inputs of every instructional programme and constitutes elements that are necessary for teaching and learning which include buildings, laboratories, machinery, furniture and electrical fixtures. Specifically, Jeffery (1999)[12] in his work on influence of the physical school setting on learning and literacy mentioned that schools are more than bricks and blocks, they are symbols of commitment to education, they are designs that should inspire good teaching, support productive learning, enhance learners' joy and prompt feelings of security.

According to the views of authors mentioned above, infrastructure can be viewed as the totality of all that goes into education such as classrooms, lecture halls, libraries, electricity, water, equipments and furniture etc put there-in, with the soul intention of facilitating teaching-learning process in order to achieve the purpose for which an educational institution is established. Furthermore, infrastructure has tremendous impact on the comfort, safety, protection and motivation of the students.

3.1: PETC Infrastructure: General

The PETCs at Thiruvananthapuram, Ernakulam and Kozhikode have own building, which is well-built and fully furnished. Thiruvananthapuram centre is situated in a three storied building at Mannanthala. It has five classrooms, a library and a fully furnished computer lab but there are no computers. In Ernakulam the centre is situated at Aluva in a three storied building. It has four classrooms and a conference hall. There are 13 computers in the centre but most of them are not in working condition. PETC at Kozhikode is working in a three storied building at East Hill, far away from Railway

station and Bus stand. The total area of the building is approximately 9000 sq ft. There are four classrooms and a computer lab with 9 computers in the centre. Palakkad centre is working in a rented building at Kuzhalmannam in the middle of a commercial area. Adjacent to the building there are shops and a market. This area is very noisy and it lacks the academic atmosphere. The details of infrastructure facilities in the PETCs are shown in the following Table.

Table 3: 1 Infrastructure Facilities in the PETCs						
District		Thiruvananthapuram	Ernakulam	Palakkad	Kozhikode	Total
Building	Own	1	1		1	3
	Rented	-	-	1	-	1
	Total	1	1	1	1	4
Area of the Building (Sq Ft)		-	-	3799	9000*	
Office rooms		Yes	Yes	Yes	Yes	
No: of Class rooms		5	4	4	4	
Area of the Classroom (Sq Ft)		-	-	1146	1200*	
Library		Yes	Yes	Yes	Yes	
Computer Lab		Yes	Yes	Yes	Yes	
No: of Computers		-	13**	9	14	
Drinking water		Yes	Yes	Yes	Yes	
No: of Toilets/ Latrines		5	8	5	10	
Source: Primary Sources *Approximately **Not Working						

3.2: Infrastructure: Academic

A classroom is a learning space, a room where actual teaching and learning occur. An ideal classroom attempts to provide a good academic ambience where learning can take place uninterrupted by outside distractions.

Table 3: 2 Classroom Facilities			
District	Black/ White boards	Personal Computer	Projector
Thiruvananthapuram	Yes	Yes	Yes
Ernakulam	Yes	Yes	Yes
Palakkad	Yes	Yes	Yes
Kozhikode	Yes	No	No
Source: Primary sources			

The PETCs in Ernakulam, Kozhikode and Palakkad have 4 classrooms each while the centre at Thiruvananthapuram has 5. The Classrooms in Ernakulam, Kozhikode and Thiruvananthapuram are very spacious in terms of size, but in the case of Palakkad centre, the classrooms are very small since it is functioning in a rented shopping mall. The classrooms in all centers are equipped with black/white writing boards. Except Kozhikode centre all others have personal computers and projectors in the classroom.

3.3: Library

From the dawn of civilization to the contemporary age, the accumulation of information is a direct result of human beings' insatiable pursuit of knowledge, and ever since the invention of paper and the advent of computers, libraries play an essential role in the preservation of information facilitating academic research and education, and catering to the needs of millions of students, scholars and knowledge seekers.. A library's role is always shaped by the character and needs of the institutions like schools, colleges and other professional and non-professional organizations. Obviously, the design content and facilities in a library must match its objectives and address the needs of the target group, here, job seekers and students appearing for competitive examinations. The details of the facilities in the libraries are shown in Table 3.3.

Table 3: 3 Library Resources						
District	Books(No)		Periodicals(No)		Newspapers(No)	
	Malayalam	English	Malayalam	English	Malayalam	English
Thiruvananthapuram	Yes	Yes	Yes	Yes	Yes	Yes
Ernakulam	-	-	2	-	2	1
Palakkad	20	443	2	-	1	1
Kozhikode	200	1300	1	-	4	1
Source: Primary sources						

All PETCs have library facilities with a collection of books in Malayalam and English apart from periodicals. Thozhilvartha and Tozhilveedhi are the two major periodicals which are subscribed and made available for students use. These two periodicals exclusively focus on job opportunities in various sectors and details of

different competitive examinations. All four centers have newspapers in Malayalam and English. 'The Hindu' is the only English newspaper that is subscribed in all centers.

Though adequate number of books is available, they are not issued to students for reading, but are kept for reference at the library, since the students are for short term courses. Another limitation is with regard to human resources. Even though all centers have library facility, none has got a librarian. Absence of librarian is another reason for keeping books in reference section, and not issuing to the students.

3.4: Constraints

3.4.1: Access to centers

Students find it difficult to reach the centers especially in Thiruvananthapuram, Palakkad and Kozhikode, because they are located in places far away from the bus stops/bus stand/railway station etc. Thiruvananthapuram PETC is located in Mannanthala, which is 12km away from the nearby Bus stand and Railway Station. Palakkad centre is situated in Kuzhalmannam, which is around 20 km away from Palakkad town. The distance between Kozhikode PETC and Bus stand/Railway Station is 6 km. Also the centre is located in 1.50 km away from Bus stop. Expense for Autorikshaw cannot be met by many students, and public transport facility is not frequent to the locality where these institutions are situated.

3.4.2: Bus Concession and Hostel Facility

All the four PETCs are situated in four districts in Kerala catering to different geographic zones. As such presently, one PETC is catering to students from three to five districts in the State. As a result, students from nearby districts who apply for the courses find it difficult to make use of the facilities offered by PETCs as they will have to travel considerable distance. PETCs also do not have hostel facilities for such students. A student of Stenography at PETC Kozhikode says "I am coming from Vadakara on a daily basis which is 45 km away from the institute. A friend of mine and many others joined the course and left immediately because of the lack of hostel facilities". "Authorities are trying to fool the Scheduled Castes community by calling for admission from students of three districts without having any hostel facilities or Bus concession. I

am forced to travel on my expense from Kottarakkara to Trivandrum (66km) on every day since the authorities failed to provide accommodation or Bus concession" says a student of PSC Coaching at PETC Thiruvananthapuram. One of the major reasons for dropout of students from PETCs is lack of proper accommodation and non availability of concession for daily travel.

3.4.3: Library

Library facilities are not offered to students undergoing PSC coaching, as the duration of the course is too short. The students in other courses like Stenography could not avail library facilities properly due to the absence of a librarian. In all centers, students are complaining about library facilities. A student of PSC coaching at Thiruvananthapuram PETC says that "at present library facilities are not open for students of PSC Coaching since it is a three months course. So if possible please increase the duration of the course to six months and open Library facilities for all students". Another student, "I am a student of Stenography at PETC Thiruvananthapuram. We have a library in the centre with moderate collection of books but it is not open for us because of the lack of library staff. At the same time I am in a two year programme and don't have any access to library during the course. We need a library hour in our time table and there should be provisions to issue books to students."

3.4.4: Computer Facility

All PETCs have computer lab facilities with poor functionality. There is a fully furnished computer lab at Thiruvananthapuram but there are no computers. Ernakulam, Kozhikode and Palakkad have 13, 9 and 14 computers respectively but most of them are not working. Some students of Stenography at PETC Thiruvananthapuram says, "We have a well built/fully furnished computer lab in our centre but there are no computers. Now a day's efficiency in computer knowledge is a must in getting a placement in our field. So please make necessary actions to enhance computer facility in our center". The network speed in all the centers is also very poor.

3.4.5: Maintenance and Repairs of Building

There are many issues with the repairs and maintenance of the institute. There are issues related to the quality of classrooms, fans, computers and toilets etc. students are of opinion that the campus at Mannanthala has not well designed. The class rooms have no proper ventilation system and they are not well protected with sound proof mechanism. The toilet system in the Palakkad centre is not hygiene while the electrical installations (Ceiling fan) in Kozhikode are defunctive.

CHAPTER 4

HUMAN RESOURCES

Human resources are the people who make up the workforce of an organization. The success of any organization depends on the quality of its human resources. Human resources constitute the most important and valuable asset. Dynamic, competent and motivated human resources build a sustainable organization and enable the organization to achieve its goals. An organization's performance and resulting productivity are directly proportional to quantity and quality of its human resources.

4.1: Human Resource: Administrative

Table 4: 1 Strength of Administrative Staff					
Designation	Thiruvananthapuram	Ernakulam	Palakkad	Kozhikode	Total
Principal	1	1	1	1	4
JrSuperintedent	1	1	1	1	4
Clerk 1	1	-	1	1	3
Clerk 2	-	1	-	-	1
Typist 1	1	1	-	1	3
Office Attendant	1	1	1	1	4
Night Watchman	-	-	1	-	1
Watcher 1	1	1	1	1	4
Sweeper 1	1	1	1	1	4
Scavenger 1	1	1	1	1	4
Total	**8**	**8**	**8**	**8**	**32**
Source: Primary sources					

The strength of administrative staff in the centers is uniform, ie 8 personnel in each center. But the category of staff is different. The posts of Principal, Jr.Superintendent, Office Attendant, Watchman, Sweeper and Scavenger are identical in

all the centers, ie one each. But other categories such as Clerk, Typist and night watchman are different as shown in the table 4.1.

4.1.1: Mode of Appointment

The mode of appointment may be either permanent or contract and part time basis. Details are given in the table 4: 2

	Thiruvananthapuram				Ernakulam				Palakkad				Kozhikode			
Designation	Permanent	Contract	Part-Time	Total	Permanent	Contract	Part-Time	Total	Permanent	Contract	Part-Time	Total	Permanent	Contract	Part-Time	Total
Principal	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-	1
Jr Superintend	1	-	-	1	1	-	-	1	1	-	-	1	1	-	-	1
Clerk 1	1	-	-	1	-	-	-	-	1	-	-	1	1	-	-	1
Clerk 2	-	-	-		1	-	-	1	-	-	-	-	-	-	-	-
Typist 1	1	-	-	1	1	-	-	1	-	-	-	-	1	-	-	1
Office Attendant	1	-	-	1	1	-	-	1	1	-	-	1	1	-	-	1
Night Watchman	-	-	-	-	-	-	-	-	1	-	-	1	-	-	-	-
Watcher 1	-	-	1	1	-	-	1	1	-	-	1	1	-	-	1	1
Sweeper 1	-	-	1	1	-	-	1	1	-	-	1	1	-	-	1	1
Scavenger 1	-	-	1	1	-	-	1	1	-	-	1	1	-	-	1	1
Total	**4**	**1**	**3**	**8**	**4**	**1**	**3**	**8**	**4**	**1**	**3**	**8**	**4**	**1**	**3**	**8**

Table 4: 2 Staff - Mode of Appointment of Administrative Staff

Source: Primary sources

Principals are recruited on contract basis from Directorate of Collegiate Education with a meager payment of 20,000 pm. All principals are retired faculties from different colleges in Kerala. There are twelve part-time employees in the post of Watcher, Sweeper and Scavenger. The centers have permanent staff in core administrative positions such as Jr Superintendent, Clerk, and Office Attendant etc. Altogether there are 16 permanent staff members, 4 contract staff and 12 part-time employees working at PETC. Details are given in the table 4.3.

Table 4: 3 Mode of Appointment – Total Staff				
Designation	Permanent	Contract	Part-Time	Total
Principal	-	4	-	4
JrSuprent	4	-	-	4
Clerk 1	3	-	-	3
Clerk 2	1	-	-	1
Typist 1	3	-	-	3
Office Attendant	4	-	-	4
Night Watchman	1	-	-	1
Watcher 1	-	-	4	4
Sweeper 1	-	-	4	4
Scavenger 1	-	-	4	4
Total	16	4	12	32
Source: Primary sources				

4.2: Human Resource: Academic

The Distribution of PETCs by Location and the strength of Faculty is shown in table 4.4.

Table 4: 4 Faculties in PETCs		
District	No: of Faculty	Percent
Thiruvananthapuram	25	24
Ernakulam	39	37.5
Palakkad	22	21.2
Kozhikode	18	17.3
Total	104	100
Source: Primary sources		

The PETCs don't have permanent faculties except for Stenography. Kozhikode Centre has one permanent faculty for Stenography. All PETCs have a panel of faculties for various subjects. Usually they will be invited as and when their services are required for conducting classes. Ernakulam Centre has a higher ratio in teaching staff with 37.5 while it is 24 percent for Thiruvananthapuram Centre, Palakkad and Kozhikode centers have around 20 percent. Faculties are hired on an hourly rate basis which is very low in comparison with industry standards. Their remuneration at present is fixed at Rs 300 per

hour. The details of availability of faculty for various subjects in PETCs are given in table 4.5.

<table>
<tr><th colspan="7">Table 4: 5
PETC-wise and Subject wise availability of Faculty</th></tr>
<tr><th>Subject</th><th>Thiruvana nthapuram</th><th>Ernakul am</th><th>Palakkad</th><th>Kozhiko de</th><th>Total</th><th>Percent</th></tr>
<tr><td>Biology</td><td>-</td><td>-</td><td>1</td><td>-</td><td>1</td><td>1</td></tr>
<tr><td>Botany</td><td>2</td><td>-</td><td>-</td><td>-</td><td>2</td><td>1.9</td></tr>
<tr><td>Chemistry</td><td>2</td><td>-</td><td>2</td><td>-</td><td>4</td><td>3.8</td></tr>
<tr><td>Economics</td><td>1</td><td>-</td><td>-</td><td>-</td><td>1</td><td>1</td></tr>
<tr><td>English</td><td>3</td><td>-</td><td>3</td><td>-</td><td>6</td><td>5.8</td></tr>
<tr><td>Geography &Edn</td><td>1</td><td>-</td><td>-</td><td>-</td><td>1</td><td>1</td></tr>
<tr><td>GK</td><td>-</td><td>-</td><td>6</td><td>-</td><td>6</td><td>5.8</td></tr>
<tr><td>GK, GS</td><td>-</td><td>-</td><td>1</td><td>-</td><td>1</td><td>1</td></tr>
<tr><td>History</td><td>2</td><td>-</td><td>-</td><td>-</td><td>2</td><td>1.9</td></tr>
<tr><td>ICT</td><td>2</td><td>-</td><td>-</td><td>-</td><td>2</td><td>1.9</td></tr>
<tr><td>Law</td><td>2</td><td>-</td><td>-</td><td>-</td><td>2</td><td>1.9</td></tr>
<tr><td>Malayalam</td><td>1</td><td>-</td><td>-</td><td>-</td><td>1</td><td>1</td></tr>
<tr><td>Mathematics</td><td>2</td><td>-</td><td>5</td><td>-</td><td>7</td><td>6.7</td></tr>
<tr><td>Philosophy</td><td>1</td><td>-</td><td>-</td><td>-</td><td>1</td><td>1</td></tr>
<tr><td>Physics</td><td>3</td><td>-</td><td>3</td><td>-</td><td>6</td><td>5.8</td></tr>
<tr><td>Politics</td><td>1</td><td>-</td><td>-</td><td>-</td><td>1</td><td>1</td></tr>
<tr><td>Zoology</td><td>2</td><td>-</td><td>1</td><td>-</td><td>3</td><td>2.9</td></tr>
<tr><td>Not Reported</td><td>-</td><td>39</td><td>-</td><td>18</td><td>57</td><td>54.8</td></tr>
<tr><td>Total</td><td>25</td><td>39</td><td>22</td><td>18</td><td>104</td><td>100</td></tr>
<tr><td colspan="7">Source: Primary sources</td></tr>
</table>

As data regarding the faculties in centers, namely; Ernakulam and Kozhikode are not available. Therefore the analysis of the strength of faculties in core subjects could not be attempted.

4.3: Qualification of Faculties

It is found that all centers have highly eligible faculties in respective subjects. Among them, 92.8 percent of the faculties are postgraduates and 14.4 percent have doctorates in their fields. This indicates the high academic quality of the faculty in PETC. As far as teaching experience is concerned, except for a few, all others are college lecturers with many years of experience in coaching students for various competitive examinations. The academic qualifications of the faculties are shown in table 4.6.

Table 4: 6 Qualifications of Faculties					
Qualification	Thiruvananthapuram	Ernakulam	Palakkad	Kozhikode	Total	Percent
B Tech	-	3	-	1	4	3.8
B. Sc, B Ed	-	1	-	-	1	1
B.A	-	1	-	-	1	1
B.A, B Ed	-	-	-	1	1	1
B Ed	-	1	-	-	1	1
M Ed	-	-	1	-	1	1
M. Sc	4	12	7	3	26	25
M.Sc. B Ed	1	4	4	2	11	10.6
M.Sc. M Ed	1	1	-	1	3	2.9
M.A	8	5	2	4	19	18.3
M.A. B Ed	-	3	2	3	8	7.7
M.A LLB	1	-	-	-	1	1
M.A. LLM	1	-	-	-	1	1
MCom	-	1	1	1	3	2.9
MBA	-	1	2	-	3	2.9
MCA	-	1	-	-	1	1
MTech	1	1	-	-	2	1.9
Ph.D	8	2	3	2	15	14.4
Not Reported	-	2	-	-	2	1.9
Total	**25**	**39**	**22**	**18**	**104**	100
Source: Primary sources						

CHAPTER 5

COURSES

The PETCs offer different types of courses during the academic year. First are short term courses exclusively targeting different competitive examinations, including PSC Examination, Examinations of Institute of Banking Personnel Selection (IBPS) and Railway Recruitment Board (RRB) etc. Secondly there are two types of Med-Eng Entrance Coaching being offered through PETC - long term courses for students studying in +1 and +2 classes and short term crash courses for students who have completed their +2 class examination. Thirdly, there are two year diploma course in Stenography and six months diploma course in DTP/Data Entry. During 2014-2017 PETCs offered all these courses and in addition Thiruvananthapuram centre conducted a short term course in Coaching for All India Pre-Medical Test (AIPMT).

Initially training in Stenography was imparted along with other subjects. But there was no course exclusively for Stenography. With a view of giving full fledged special training in Stenography, the Government proposed to start a third unit in Stenography in the Pre-Examination Training Centre, Ernakulam with strength of 35 trainees. This proposal aimed at producing qualified and efficient Stenographers from among the Scheduled Castes. Apart from training in Stenography, the trainees will be given training in all other subjects now being taught in the I[st] and IInd Units. The duration of the course will be two years as it takes time to mould trainees into efficient Stenographers. The first year of the course is devoted entirely to equip them to appear for the Government Technical Examination, while during the second year; intensive practice in shorthand writing is given.

Minimum qualification for admission for Stenography is passing in S.S.L.C. Examination, though preference is given to graduates.[13]

5.1: Course wise distribution of batches

The details on course wise distribution of batches in PETCs from 2014-15 to 2016-17 are furnished in table 5.1.

PETC/Course	Trivandrum			Ernakulam			Palakkad			Kozhikode			Total		
Table 5: 1 Course wise details 2014-15 to 2016-17															
Course	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Stenography	-	-	-	1			1	1	1	1	1	1	3	2	2
Computer Course	-	-	-	2			4	4	3	6	6	2	12	10	5
PSC Examination Coaching	3	2	2	4	5	7	3	3	2	3	5	4	13	15	15
IBPS (Clerical & PO)/ RRB	2	2	1	2	1		2	1	1	1	-	-	7	4	2
Med-Eng Entrance Course	3	3	3	3	2	2	1	1	1	3	3	3	10	9	9
AIPMT	1	-	-	-	-	-	-	-	-	-	-	-	1	-	-
Total	9	7	6	12	8	9	11	10	8	14	15	10	46	40	33

Source: Primary sources

During the period from 2014 to 2017 the PETCs offered 119 courses in Stenography, DTP/Data Entry, PSC Examination Coaching, Coaching for IBPS and RRB, Coaching for Medical-Engineering Entrance and AIPMT. Kozhikode PETC conducted 39 courses, Palakkad and Ernakulam 29 courses each and Thiruvananthapuram 22 courses. During the same period all centers together conducted 43 PSC Examination Coaching courses and 28 Medical-Engineering Entrance coaching classes. In 2014-15 Thiruvananthapuram centre conducted a course in Coaching for All India Pre-Medical Test. The PETCs offered coaching for IBPS and RRB in 13 batches during last three years.

5.2: Distribution of Students in Institutions and Course

Tables 5.2 and 5.3 provide comprehensive data on the strength of intakes in PETCs and their percentage distribution during 2014-17.

Table 5.2 Intake in PETCs during 2014-17					
Course	Thiruvananthapuram	Ernakulam	Palakkad	Kozhikode	Total
Stenography	-	6	29	63	98
Computer Course	-	53	202	182	437
PSC Examination Coaching	255	799	693	627	2374
IBPS (Clerical & PO)/ RRB	187	131	162	23	503
Med-Eng Entrance Course	523	496	386	372	1777
AIPMT	17	-	-	-	17
Total	**982**	**1485**	**1472**	**1267**	**5206**
Source: Primary sources					

Table 5.3 Intake in PETCs during 2014-17 (percent)					
Course	Thiruvananthapuram	Ernakulam	Palakkad	Kozhikode	Total
Stenography	-	0.4	2	5	1.9
Computer Course	-	3.6	13.7	14.4	8.4
PSC Examination Coaching	26	53.8	47.1	49.5	45.6
IBPS (Clerical & PO)/ RRB	19	8.8	11	1.8	9.7
Med-Eng Entrance Course	53.3	33.4	26.2	29.4	34.1
AIPMT	1.7	-	-	-	0.3
Total	**100**	**100**	**100**	**100**	**100**
Source: Primary sources					

The total number of students who studied in all the four PETCs during 2014-17, works out to5206.Of them45.6 percent of students took Coaching for PSC 34.1 percent did Med-Eng Entrance. This shows the magnitude of demand for PSC and Med-Eng coaching classes. A total of 2374 students pursued PSC coaching classes in all four PETCs. In Ernakulam, Palakkad and Kozhikode highest number of students attended for PSC classes. At the same time in Thiruvananthapuram more students attended Med-Eng Entrance Coaching than PSC coaching. Stenography, the only two year full time course shows a very poor performance with regard to the number of students. A total of

8.4 percent students attended DTP/Data Entry course in three PETCs. Only 9.7 percent of students attended coaching for IBPS and RRB examinations in all centers together.

The details of students' strength in the various PETCs during 2014-17 are shown in figure 5.1 also.

Figure 5: 1 Students Strength in PETCs during 2014-17
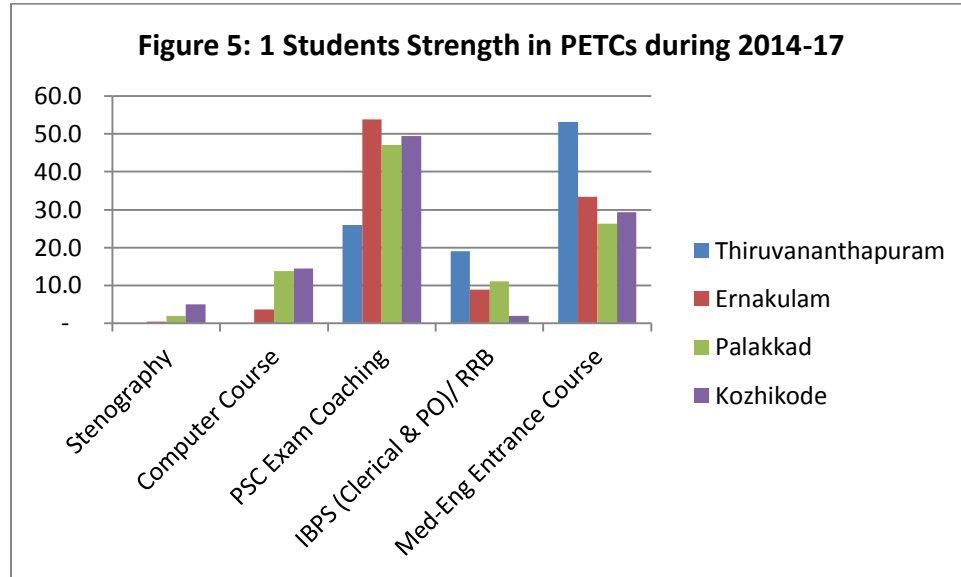
Source: Primary sources

A significant portion of the students studied for PSC and Med-Eng Entrance coaching in all centers. 45.6% students studied PSC coaching and 34.1% of the total intake was for Med-Eng Entrance Coaching. 9.7% of the students admitted for coaching in IBPS/ RRB and DTP/Data Entry course had 8.4% intake. Admission for Stenography is very low in all centers and it constitutes only 1.9% of the total number of students studied in all centers during 2014-17.

5.3: Students over the years by Institution and course

The year wise and course wise details of admission during 2014-15 to 2016-17 are given in table 5.4

<table>
<tr><th colspan="16">Table 5: 4
Details of year wise Admission during 2014-15 to 2016-17</th></tr>
</table>

Course	2014-15					2015-16					2016-17				
	Thiruvananthapuram	Ernakulam	Palakkad	Kozhikode	Total	Thiruvananthapuram	Ernakulam	Palakkad	Kozhikode	Total	Thiruvananthapuram	Ernakulam	Palakkad	Kozhikode	Total
Stenography	-	6	11	27	44	-	-	9	13	22	-	-	9	23	32
Computer Course	-	53	64	67	184	-	-	91	75	166	-	-	47	40	87
PSC Examination Coaching	69	216	269	150	704	105	201	188	234	728	81	382	236	243	942
IBPS (Clerical & PO)/RRB	44	94	104	23	265	80	37	18	-	135	63	-	40	-	103
Med-Eng Entrance Course	186	265	111	135	697	178	157	153	102	590	159	74	122	135	490
AIPMT	17	-	-	-	17	-	-	-	-	-	-	-	-	-	-
Total	316	634	559	402	1911	363	395	459	424	1641	303	456	454	441	1654
percent	16.5	33.2	29.3	21	100	22.1	24.1	28	25.8	100	18.3	27.6	27.4	26.7	100

Source: Primary sources

In the academic year 2014-15 there were 1911 students for various courses in all the four PETCs. In the year Ernakulam had the highest intake with 33.2 percent of students, Palakkad had 29.3 percent of students, Kozhikode 21 percent and Thiruvananthapuram had an intake of only 16.5 percent. During 2015-16, altogether 1641 students studied in PETCs. Palakkad centre has the highest intake of 28 percent students, followed by Kozhikode with 25.8 percent students, Ernakulam and Thiruvananthapuram had 24.1 percent and22.1 percent of students respectively. 2016-17 had a total of 1654 students in all four PETCs. Ernakulam has the highest intake in this year with 27.6 percent students; Palakkad had 27.4 percent students, Kozhikode and Thiruvananthapuram have 26.7 percent and 18.3 percent of students respectively. Palakkad and Kozhikode centers had more than 400 students in all the three academic years. However, the total strength of students in the centers showed a decreasing trend over the years. The total strength declined to 1641 during 2015-16 from 1911 than the previous year. During 2016-17 it was 1654 which shows a slight increase.

The diagrammatic representation on year wise and institution wise intake of students is shown in figure 5.2.

Figure 5.2 Institution wise strength of Students
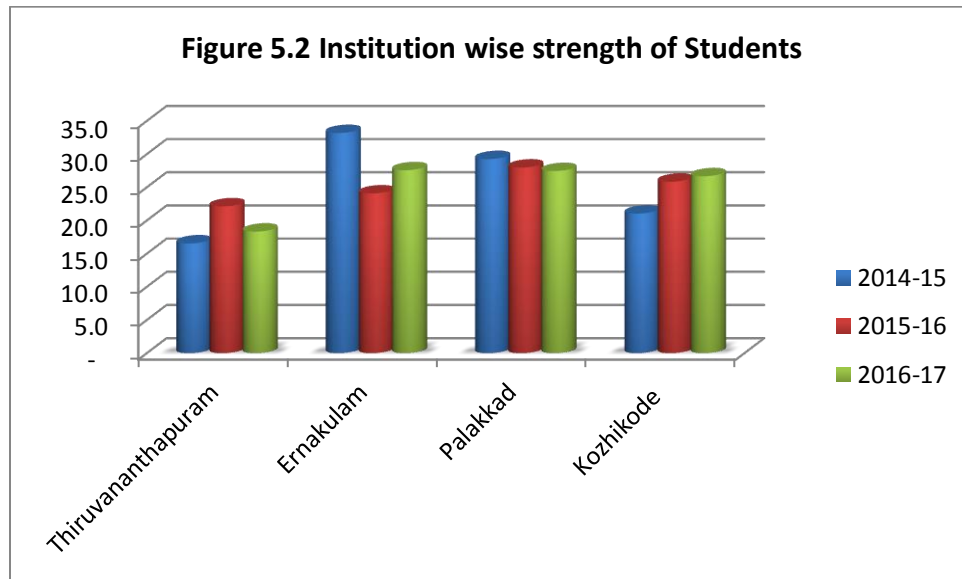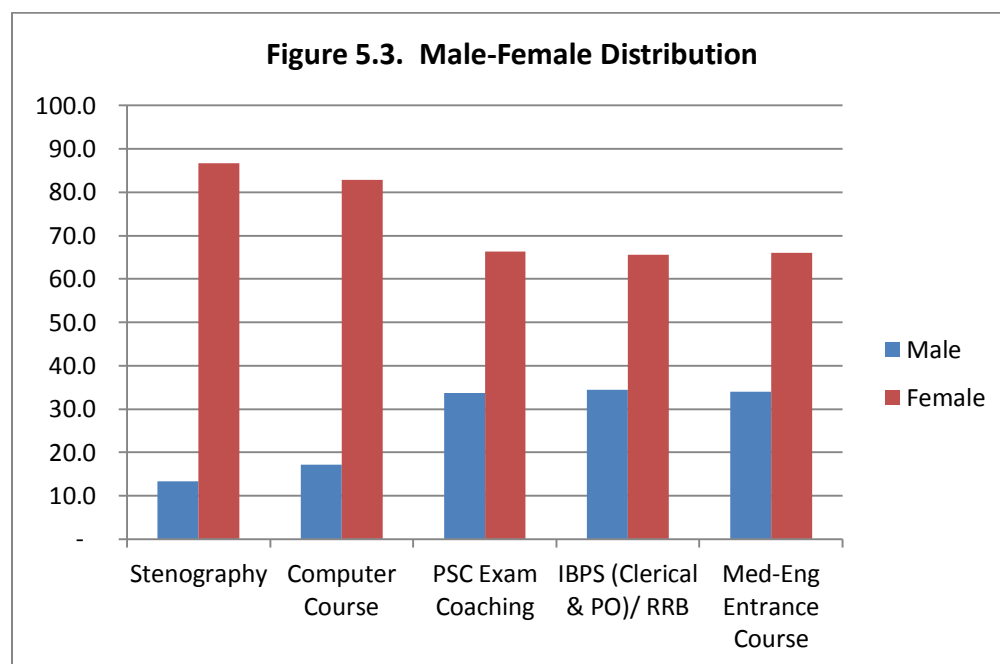
Source: Primary sources

The Thiruvananthapuram PETC has the lowest intake of students during all the three years. The Palakkad centre was the most consistent in admission of students during 2014-17.

5.4: Distribution of Students by Course and Gender

The gender wise details of students during the three years (2014-15 to 2016-17) are given in table 5.5.The gender wise distribution of students in three years (2014-15 to 2016-17) shows that, all centers have significant majority of female students. Out of 5206 total number of students, 68 percent are female and male student's population is only 32 percent. Thiruvananthapuram centre had a total 982 students, out of which there are 67.1 percent female and 32.9 percent male students. There are 1485 students in Ernakulam centre and among them there are63.4 percent female and 36.6 percent male students. Palakkad has the highest intake of female students with 71.5 percent and28.5 percent male students. In Kozhikode there are 69.1 percent of female students and 31 percent of male students.

Course	Tvm			Ernakulam			Palakkad			Kozhikode			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Table 5: 5															
Distribution of Students by Course and Gender															
Stenography	-	-	-	2	4	6	0	29	29	11	52	63	13	85	98
Computer Course	-	-	-	11	42	53	27	175	202	37	145	182	75	362	437
PSC Examination Coaching	110	145	255	274	525	799	210	483	693	205	422	627	799	1575	2374
IBPS (Clerical & PO)/ RRB	73	114	187	45	86	131	52	110	162	3	20	23	173	330	503
Med-Eng Entrance Course	135	388	523	212	284	496	130	256	386	126	246	372	603	1174	1777
AIPMT	5	12	17										5	12	17
Total	323	659	982	544	941	1485	419	1053	1472	382	885	1267	1668	3538	5206
Percent	32.9	67.1	100	36.6	63.4	100	28.5	71.5	100	30.1	69.9	100	32	68	100

Source: Primary sources

The details on male-female distribution of students are shown in figure 5.3.

Figure 5.3. Male-Female Distribution
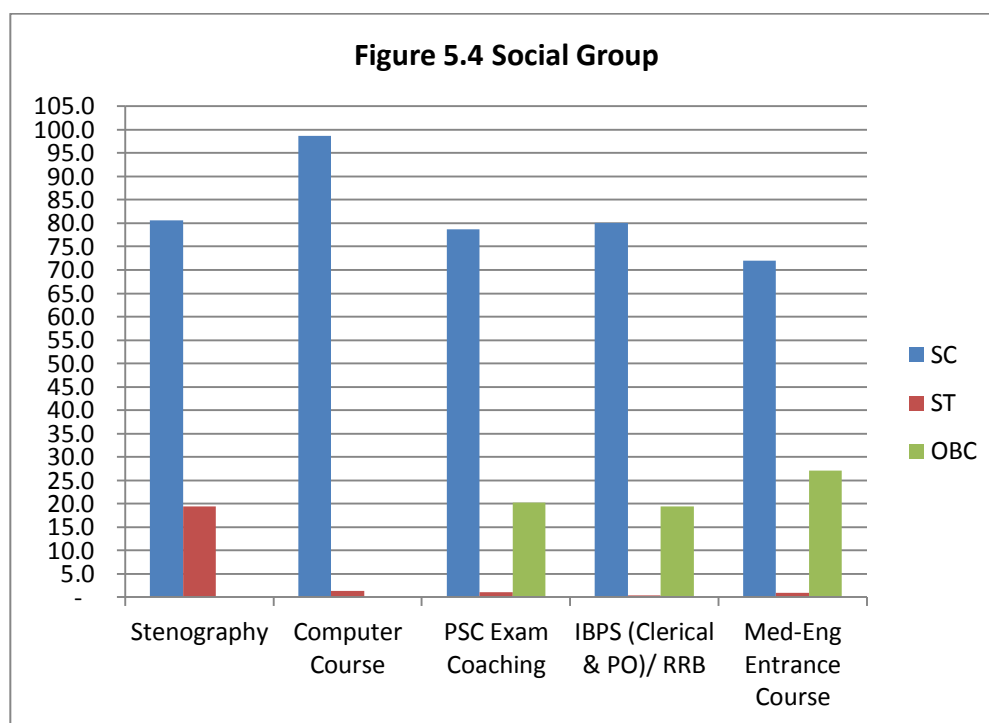
Source: Primary sources

Stenography and DTP/Data Entry course having the highest proportion of female students ie 86.7 percent and 82.8 percent respectively. In PSC, IBPS/RRB and Med-Eng Entrance coaching, one third of total intakes are female students i.e. 66.3 percent, 65.6 percent and 66.1 percent respectively.

5.5: Distribution of Students by Course and Caste

The community wise details of students admitted in the PETCs during the years 2014-15 to 2016-17 are given in following Table.

Course		Stenography	Computer Course	PSC Examination Coaching	IBPS (Clerical & PO)/ RRB	Med-Eng Entrance Course	AIPMT	Total
Thiruvananthapuram	SC	-	-	198	159	349	17	723
	ST	-	-	4	1	3	0	8
	OBC	-	-	53	27	171	0	251
	Total	-	-	255	187	523	17	982
Ernakulam	SC	4	53	624	103	355	-	1139
	ST	2	0	12	1	13	-	28
	OBC	0	0	163	27	128	-	318
	Total	6	53	799	131	496	-	1485
Palakkad	SC	29	202	556	126	297	-	1210
	ST	0	0	0	0	0	-	0
	OBC	0	0	137	36	89	-	262
	Total	29	202	693	162	386	-	1472
Kozhikode	SC	46	176	489	15	278	-	1004
	ST	17	6	9	0	1	-	33
	OBC	0	0	129	8	93	-	230
	Total	63	182	627	23	372	-	1267
Total	SC	79	431	1867	403	1279	17	4076
	ST	19	6	25	2	17	0	69
	OBC	0	0	482	98	481	0	1061
	Total	98	437	2374	503	1777	17	5206

Table 5: 6
Distribution of Students Caste and Course

Source: Primary sources

All students in PETCs are belonging to three main categories, i.e. SC, ST and OBC. There are 4076 SC students, 69 ST students and 1061 OBC students who completed their course during the three years period 2014-15 to 2016-17. Palakkad centre has the highest intake of SC and OBC students of 1210 and 262 respectively. At the same time this centre doesn't have a single ST student during the last three years, even though Palakkad district has significant ST population. Except Thiruvananthapuram other three centers had more than thousand SC students during the last three academic years. The distribution (percent) of social group of students is shown in figure 5.4.

Figure 5.4 Social Group

Source: Primary sources

In all the four PETCs, during the last three years 80.6 percent of SC students and 19.4 percent ST students studied Stenography. There is no OBC student for this course because Stenography course is restricted only to SC and ST students. Another course DTP/Data Entry which also is only for SC and ST students has an intake of 98.6 percent of SC and 1.4 percent of ST students. Among the PSC aspirants in PETC 78.6 percent are SC students, 1.1 percent ST students and 20.3 percent OBC students. There

are 80.1 percent SC, 0.4 percent ST and 19.5 OBC students for Med-Eng Entrance coaching. As intended, the majority of beneficiaries of PETC are students from Scheduled Castes, who constitute 78.3 percent of total students apart from 1.3 percent from Scheduled Tribes and 20.4 percent from among OBC.

5.6: Gender Distribution of Scheduled Castes Students

The details of SC students are given in table 5.7.

Table 5: 7 Gender Distributions of Scheduled Castes Students														
Course	Thiruvananthapuram			Ernakulam			Palakkad			Kozhikode			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Stenography	-	-	-	1	3	4	0	29	29	10	36	46	11	68	79
Computer Course	-	-	-	11	42	53	27	175	202	36	140	176	74	357	431
PSC Examination Coaching	85	113	198	207	417	624	158	398	556	158	331	489	608	1259	1867
IBPS (Clerical & PO)/ RRB	61	98	159	37	66	103	36	90	126	2	13	15	136	267	403
Med-Eng Entrance Course	73	276	349	141	214	355	103	194	297	93	185	278	410	869	1279
AIPMT	5	12	17	-	-	-	-	-	-	-	-	-	5	12	17
Total	224	499	723	397	742	1139	324	886	1210	299	705	1004	1244	2832	4076

Source: Primary sources

Among the 4076 SC students a significant majority are female students in all centers. There are 1244 male and 2832 female students in the SC category. In Thiruvananthapuram Centre 224 male and 499 female are there out of 723 SC students. Ernakulam Centre had given training for 397 male and 742 female students out of 1139 SC students. At Palakkad there were 324 male and 886 female students out of 1210 SC students. Kozhikode Centre hosts 299 male students and 705 female students out of 1004 SC students.

5.7: Gender Distribution of Scheduled Tribes Students

The gender distribution of ST students is given in table 5.8

Course	Thiruvananthapuram			Ernakulam			Palakkad			Kozhikode			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Stenography	-	-	-	1	1	2	-	-	-	1	16	17	2	17	19
Computer Course	-	-	-	-	-	0	-	-	-	1	5	6	1	5	6
PSC Examination Coaching	1	3	4	5	7	12	-	-	-	0	9	9	6	19	25
IBPS (Clerical & PO)/ RRB	1	0	1	1		1	-	-	-	0	0	0	2	0	2
Med-Eng Entrance Course	2	1	3	12	1	13	-	-	-	0	1	1	14	3	17
AIPMT	0	0	0	-	-	-	-	-	-				0	0	0
Total	4	4	8	19	9	28	-	-	-	2	31	33	25	44	69

Table 5.8
Gender Distribution of Scheduled Tribes Students

Source: Primary sources

The representation of Scheduled Tribe students' is very low in PETCs. Palakkad Centre does not have a single student from ST population even though this district has a significant ST population. At Thiruvananthapuram among 8 ST students, the proportion is 4 male and 4 female. 28 ST students received training from Ernakulam Centre including 19 male and 9 female. Kozhikode Centre has given training for 33 ST students, highest in any centers and there proportion is 2 male and 31 female students. The most interesting figure in this table is that, there are 17 ST students who attempted for Med-Eng and they constituted 14 male and 3 female students.

5.8: Distribution of OBC Students

The male and female distribution of OBC students in the PETCs during 2014-15 and 2016-17 is given in table 5.9.

	Thiruvananth apuram			Ernakulam			Palakkad			Kozhikode			Total		
Course	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Stenography	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Computer Course	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PSC Examination Coaching	24	29	53	62	101	163	52	85	137	47	82	129	185	297	482
IBPS (Clerical & PO)/ RRB	11	16	27	7	20	27	16	20	36	1	7	8	35	63	98
Med-Eng Entrance Course	60	111	171	59	69	128	27	62	89	33	60	93	179	302	481
AIPMT	-	-	-	-	-	-	-	-	-	-		-	-	-	-
Total	**95**	**156**	**251**	**128**	**190**	**318**	**95**	**167**	**262**	**81**	**149**	**230**	**399**	**662**	**1061**

Table 5.9
Distributions of PETCs by OBC Students Admitted and Course

Source: Primary sources

If one looks at the gender distribution of the intake, out of a total of 1061 OBC students who studied at PETCs, 399 students were male and 662 female. Ernakulam Centre has the highest intake of OBC students with a total of 318. Out of 318 there were 128 male and 190 female students. With a total of 262 OBC students Palakkad Centre stands next, with 95 male and 167 female students. There are 230 OBC students in Kozhikode Centre with 81 male and 149 female students. At Thiruvananthapuram there are 251 OBC students, among them there are 95 male and 156 female students.

5.9: Growth Rate of Students

There has not been any significant increase in the number of students for various courses. Details are given in table 5.10.Short term PSC Examination coaching is the only course which shows a significant growth in terms of yearly intake during the period 2014-17. All other courses show very clear decline. The average growth rate of PSC Coaching is 16.40 which show significant increase while Stenography is (-) 2.27, DTP/Data Entry is (-) 28.69, IBPS/RRB is (-) 36.38 and Med-Eng Entrance Coaching is (-) 16.15.

Table 5.10 Growth Rate of Students over the Years			
Course	2015-16	2016-17	Growth Rate
Stenography	-50.00	45.45	-2.27
Computer Course	-9.78	-47.59	-28.69
PSC Examination Coaching	3.41	29.40	16.40
IBPS (Clerical & PO)/ RRB	-49.06	-23.70	-36.38
Med-Eng Entrance Course	-15.35	-16.95	-16.15
AIPMT			
Source: Primary sources			

The figure 5.5 provides the status of admission during the three years, for various courses.

Figure 5.5 Admissions over the Years
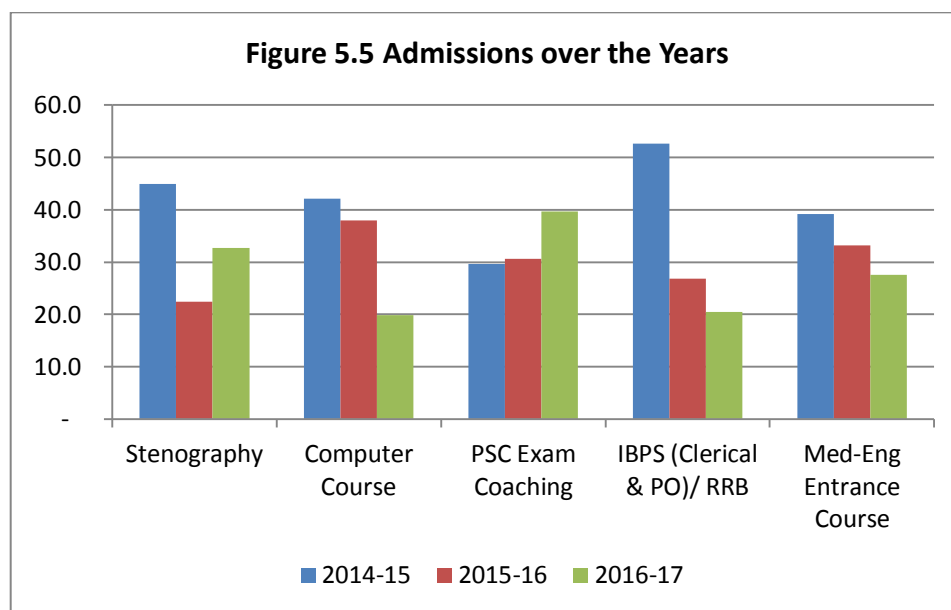
Source: Primary sources

If 44.9 percent of students who studied Stenography during 2014-15 it came down to 32.7 percent in 2016-17. Short term course in DTP/Data Entry also had a consistent fall during the same period. It declined from 42.1 percent in 2014-15 to 19.9 percent in present academic year. The number of students joining for PSC Coaching is increasing every year. If during 2014-17, 29.7 percent of students were PSC aspirants it

raised to 39.7 percent in three years. Courses like IBPS/RRB and Med-Eng Entrance Coaching also witnessed significant decline during last three academic years.

Figure 5.6 Admissions over the Years
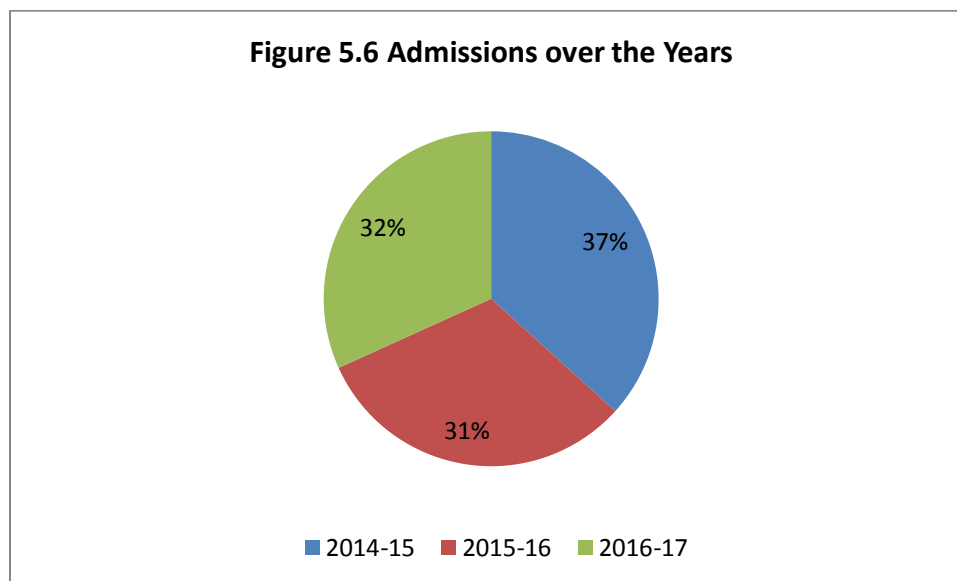
Source: Primary sources

Of the total number of 5206 students admitted in PETCs during the last three years, the highest number was during 2014-15 with 37 percent. This has declined to 31 percent during 2015-16 but rose to 32 percent in the year 2016-17. The admission details are shown in figure 5.6.

5.10: Growth Rate of MALE Students

The total number of male students admitted during the last three years works out to 1668. Of them, the highest intake was for PSC Examination coaching which is 499 (48%).

The number of male students has increased only in Stenography and PSC Examination coaching. Stenography course had 4 male students 2014-15 and 7 in the present academic year. There were 224 male students admitted for PSC Coaching in 2014-25 and the number increased to 303 in 2016-17.In DTP/Data Entry, IBPS/RRB and Med-Eng Entrance coaching, strength of male students is decreasing over the years.

Med-Eng Entrance Coaching had major decline from 258 in 2014-15 to 141 in 2016-17. The course-wise details are shown in the following table.

Table 5: 11				
Course wise details of Male students				
Course	2014-15	2015-16	2016-17	Total
Stenography	4	2	7	13
Computer Course	42	13	20	75
PSC Examination Coaching	224	272	303	799
IBPS (Clerical & PO)/ RRB	95	54	24	173
Med-Eng Entrance Course	258	204	141	603
AIPMT	5			5
Total	628	545	495	1668
Source: Primary sources				

The representation of male students in various courses during different years is shown in figure 5.7.

Figure 5: 7 Growth of Male students
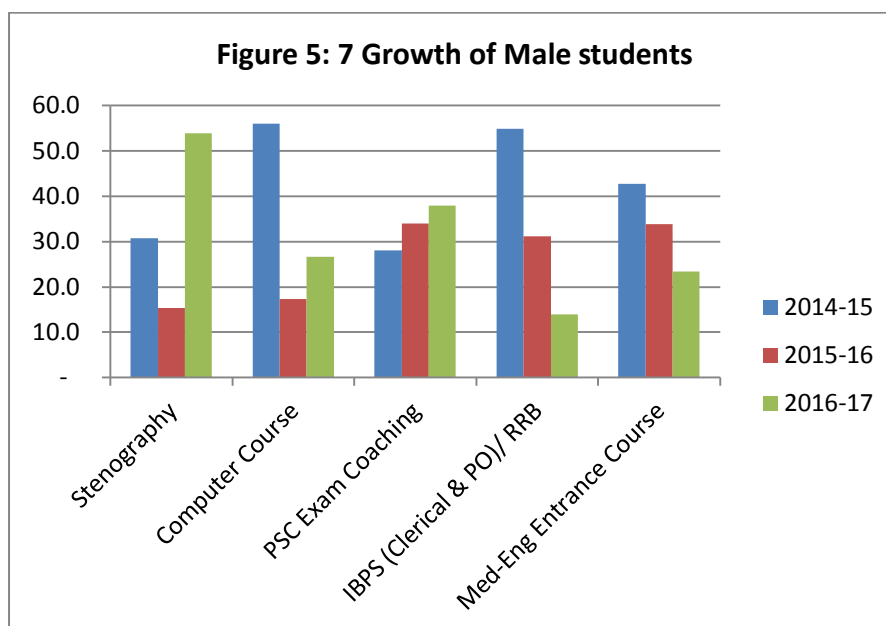
Source: Primary sources

Present academic year (2016-17) has the highest strength of male students in Stenography with 53.8 percent. DTP/Data Entry had the lowest strength of male students in 2015-16 with 17.3 percent. The number of PSC aspirants studying in the present academic year (37.9%) is almost ten points lesser than 2014-15. Strength of male

students in IBPS/RRB declined from 54.9 percent in 2014-15 to 13.9 percent in 2016.17. Med-Eng Entrance coaching also the strength of male students has declined from 42.8 percent in 2014-15 to 23.4 percent in the present academic year.
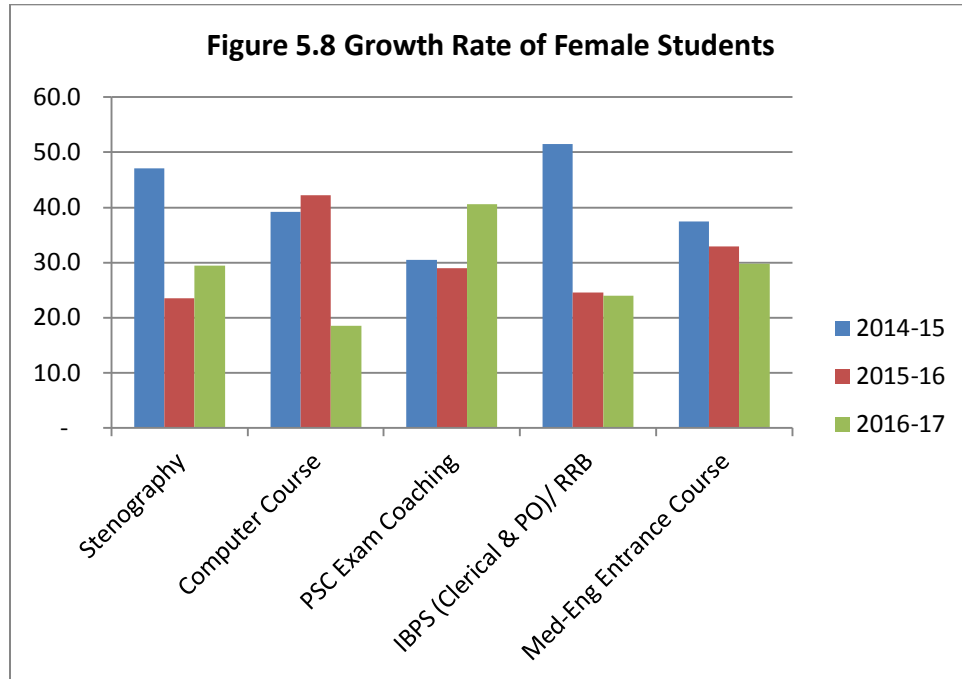
5.11: Growth Rate of FEMALE Students

Of the total number of 3538 female students admitted for the various courses in the PETCs during last three years, the majority (1575) was attending the course for PSC Examination Coaching. They represent 45 percent of the total females. The next attraction for girls was Med-Engg Entrance Coaching which absorb 1174 female (33%) over the years. However, the strength of female students has declined from 1283 in 2014-15 to 1159 during 2016-17. Details are given in table 5.12.

Table 5: 12 Course wise details of Female students				
Course	**2014-15**	**2015-16**	**2016-17**	**Total**
Stenography	40	20	25	85
Computer Course	142	153	67	362
PSC Examination Coaching	480	456	639	1575
IBPS (Clerical & PO)/ RRB	170	81	79	330
Med-Eng Entrance Course	439	386	349	1174
AIPMT	12			12
Total	**1283**	**1096**	**1159**	**3538**
Source: Primary sources				

The growth in the number of female students in PETCs is there only for PSC Examination coaching which has grown to 639 students at present from 480 in 2014-15. Stenography had 40 female students in 2014-15 and it came down to 20 and 25 respectively in 2015-16 and 2016-17. There were 153 female students in DTP/Data Entry course in 2015-16 which declined to 67 in present academic year. IBPS/RRB had 170 female students in 2014-15 which is come down to 79 in 2016-17. 439 female students attended Med-Eng Coaching programme during 2014-15 and at present the strength declined to 349.

Growth rate of female students in different years is shown in figure 5.8.

Figure 5.8 Growth Rate of Female Students

Source: Primary sources

There is significant growth of female students in PETCs in PSC Examination coaching with 40.6 percent of students at present which was 30.5 percent in 2014-15. Stenography had 47.1 percent of female students in 2014-15 and it came down to 23.5 percent, 29.4 percent respectively in 2015-16 and 2016-17. There were 39.2 percent female students in DTP/Data Entry course during 2015-16 which declined to 18.5 percent in the present academic year. IBPS/RRB courses had 51.5 percent of female students in 2014-15 which has come down to 23.9 percent in 2016-17. 37.4 percent female students attended Med-Eng Coaching program during 2014-15 and at present the strength is declined to 29.7 percent.

5.12: Combined Growth Rate

The combined growth rate of Male and Female students during the last three years is shown in figure 5.9.

Figure 5.9. Male Female growth Rate
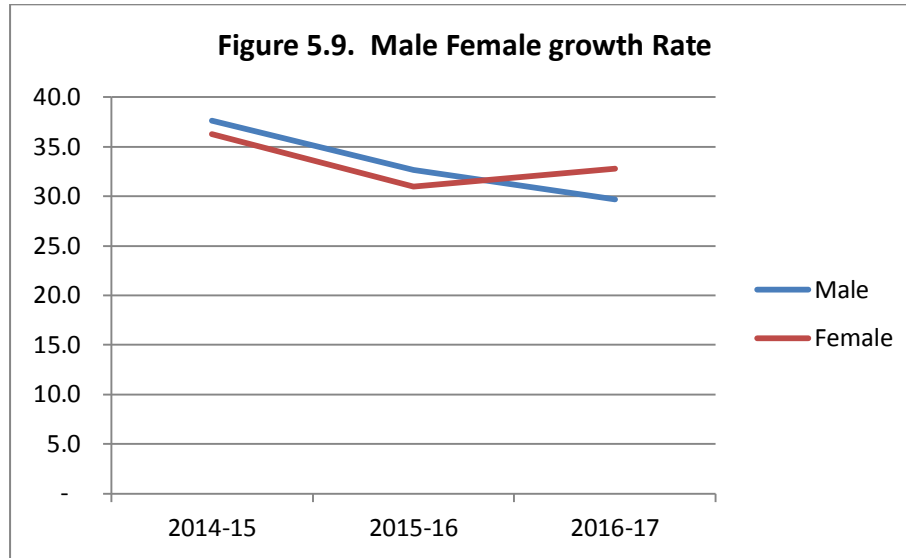
Source: Primary sources

The above graph shows a consistent decline of male students from 37.6 percent in 2014-15 to 29.7 percent in the present academic year. At the same time strength of female students too declined to 31.0 percent in 2015-16 from 36.3 percent in 2014-15, but it shows slight growth during 2016-17.

5.13: Growth Rate of SC Students

The growth rate of SC students over the years is negative. The strength of SC students was 1510 during 2014-15 which declined to 1308 in 2015-16 and 1258 during 2016-17. Details are given in table 5.13.

Course	2014-15	2015-16	2016-17	Total
Stenography	32	19	28	79
Computer Course	183	165	83	431
PSC Examination Coaching	557	584	726	1867
IBPS (Clerical & PO)/ RRB	204	111	88	403
Med-Eng Entrance Course	517	429	333	1279
AIPMT	17			17
Total	**1510**	**1308**	**1258**	**4076**

Table 5: 13 — Strength of SC Students

Source: Primary sources

The Primary objective of PETCs is to prepare students from SC category for competitive examinations. The growth of SC students in PETCs is very important since the primary beneficiary of this scheme is SC students. But over the years their number is increasing only for PSC coaching. During 2014-15 altogether, 32 students were studying Stenography which fell to 28 in 2016-17. There were 183 SC students in DTP/Data Entry in 2014-15 but it came down to 83 in the academic year 2016-17. IBPS/RRB courses had 204 students in 2014-15 and their number also came down to 88 in 2016-17. 517 students attended coaching classes for Med-Eng during 2014-15, but this has came down to 333 in 2016-17.

5.14: Comparison

Coaching Centre for Muslim Youth (CCMY)

Table 5: 14 Coaching Centre for Muslim Youth Vs PETC		
	CCMY	**PETC**
Total in Number	16	04
Salary of Principal	25000	20000
Remuneration of Faculty (ph)	500	300
Students Stipend	1000	400
Source: Data collected from CCMY, Trivandrum		

Directorate of Minority Welfare, Government of Kerala initiated a scheme to start Coaching Centre for Muslim Youth (CCMY) in 2015. CCMY is primarily intended to give training for attending any kind of competitive examinations, like PETC. But it's functioning is clearly distinct from PETC in structure and function. CCMY started functioning in 2015 with 16 centers across Kerala while there are only four PETCs even after 40 years. The table 5.13 clearly shows the differences in salary and stipend in both schemes.

CHAPTER 6

STUDENTS SURVEY

The strong and effective educational system is intended to improve the academic performance of the students. The educational institutions and administration that provide quality services always earn goodwill leading to increasing demand for admission from students. In order to make the institution progressive and effective the institution should be able to live up to the expectations of the students', which in turn will reflect in positive perceptions on the part of the students about the academic environment of the institute (Palacio, Meneses and Perez 2002)[14]. This is all more crucial with regard to students coming from economically backward conditions; they need more attention and better academic ambience and quality education. Apart from providing facilities for learning, it should be an institution that fosters confidence and self esteem of the students. According to (Rowley, 1996)[15] the students of those institution are more capable, good performers and productive who retain the better educational service quality and provide their students what they want for their strong academic and career accomplishment. The students seek empathy, responsiveness and assurance during their academic development process which then facilitates them to gain extra potential to compete in the market. It is therefore, the effectiveness of the administration and management of an educational institution that facilitates the students with quality assurance and personality grooming so that the students can take maximum out of it (LeBlanc and Nguyen 1997)[16].

The level of satisfaction plays an important indicator of the effectiveness and quality of a system especially in the field of education where higher the level of satisfaction the higher will be the level of students' skill development, course knowledge and mentality. According to Zeithaml (1988)[17] satisfaction is the resultant outcome of an

institution's administrative as well as educational system's coherent performance. For this, the institution has to provide an environment which facilitates learning with proper infrastructure and human resources geared to the professional and academic development of students. Rodie and Kleine[18] posited a view that the students will be more motivated, loyal and good performers if their institution holds essential educational facilities with effective staff of teaching and training. The teachers' performance in the class and outside the class is a significant feature enhancing students' impartiality, motivation and satisfaction. According to Wachtel[19], the students' rate their course instructors' performance and methodology of teaching as the prime indicators in their educational development and successful completion of their studies. Teachers' ability, excellence, coordination and reasonability greatly influence the performance of the students.

With the objective of assessing the views and opinions of the students, who are the prime stakeholder in any academic institution, an opinion survey was conducted among sample students from different PETCs in the State. The study team also held Focus Group Discussions with the students, teachers and administrative staff in the four PETCs. The opinion/rating of the students was collected on the following aspects: Infrastructure facilities, course, administration and self assessment which are given in table 6.1.

Table 6.1 Institution/Course-wise Sample Distribution					
PETC/Course	PSC	Stenography	Data Entry	Total	percent
Thiruvananthapuram	32	5	-	37	11.8
Ernakulam	90	-	-	90	28.7
Kozhikode	61	6	6	73	23.2
Palakkad	94	12	8	114	36.3
Total	277	23	14	314	100
percent	88.2	7.3	4.5	100	-
Source: Sample Survey					

The survey was conducted among 314 students in four PETCs. Among them 11.8 percent students from Thiruvananthapuram, 28 percent from Ernakulam, 23.2 percent from Kozhikode and 36.3 percent are from Palakkad. In course wise distribution

of students, 88.2 of students are from PSC Examination coaching. There are 7.3 of students from Stenography and 4.5 from DTP/Data Entry course. The survey team hasn't got any one from Med-Eng Entrance coaching since there was no ongoing batch at the period of the survey.

6.1: Duration of the Course

At present PETCs have courses of different duration. PSC and IBPS/RRB coaching courses are of three months duration. DTP/Data Entry course are for six months and Stenography, which has the longest duration, is for two years. The PETCs offer two different types of Med-Eng entrance coaching. A two year weekend batch for higher secondary students and a crash course for those who have completed their higher secondary examination. The opinion of the students elicited through the Survey, with regard to the duration of courses is highlighted in figure 6.1.

Figure 6.1 Duration of the course
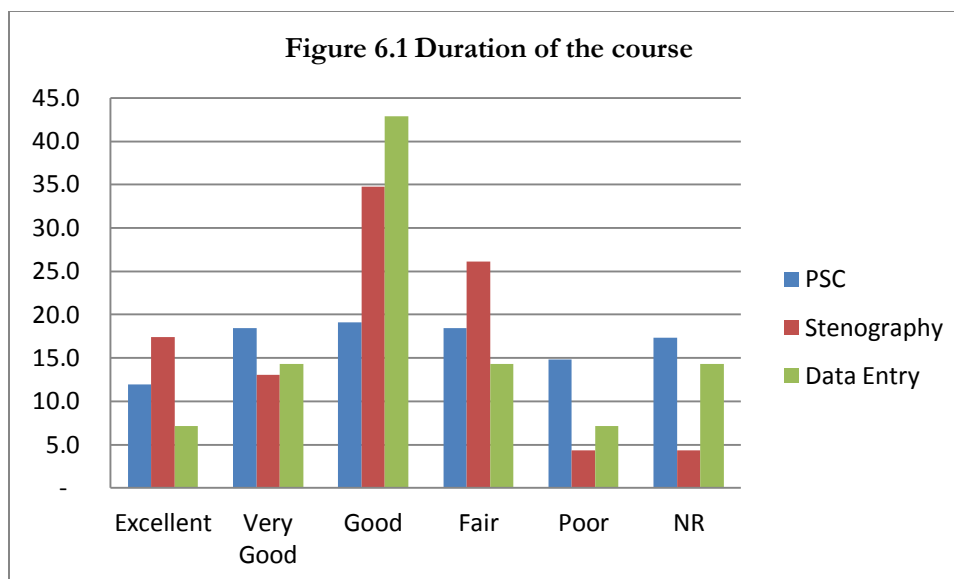
Source: Sample Survey

In total, only 12.1percent of the students rates the duration of the course as 'excellent'. Also significant is that 13.7 percent of the students think that the duration of the course is 'poor'. Like students majority of the faculties are also not satisfied with the duration of the coaching programs. They found it very difficult to complete the PSC examination coaching in three months and equip the students for examination. In a PSC

coaching class there is a syllabus for various subjects, daily examinations and also special training to attend interviews etc. Therefore some of the faculties suggested that if duration is increased up to six months, the course can be delivered more effectively and successfully. Many students commented on this issue during survey. Certain participants of the PSC Examination Coaching is expressed the view that the faculties are good, but the duration of the course is short.

6.2: Curriculum

A principal objective of a quality curriculum is to enable students to acquire and develop the knowledge, skills, values, associated capabilities and competencies that will lead them to meaningful and productive lives. A quality curriculum maximizes the potential for the effective enhancement of learning. Key indicator of an effective curriculum include the quality of the learning achieved by students, and how effectively students are able to use that learning for their personal, social, physical, cognitive, moral, psychological and emotional development. Of prime importance in the fact that good teaching and learning are greatly enhanced by the quality, relevance and effectiveness of the curriculum. The opinion of the students on curriculum content derived out of the Sample Survey is given in figure 6.2.
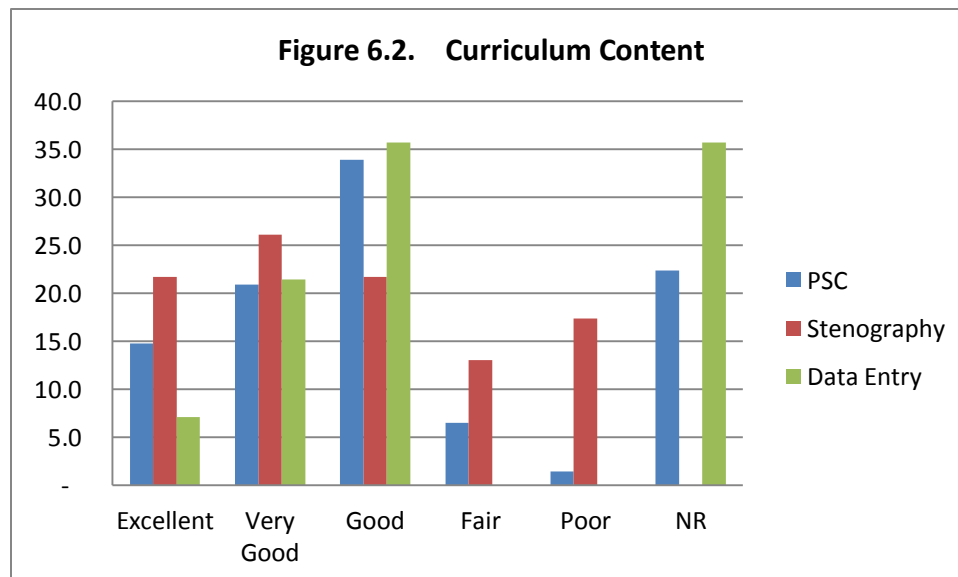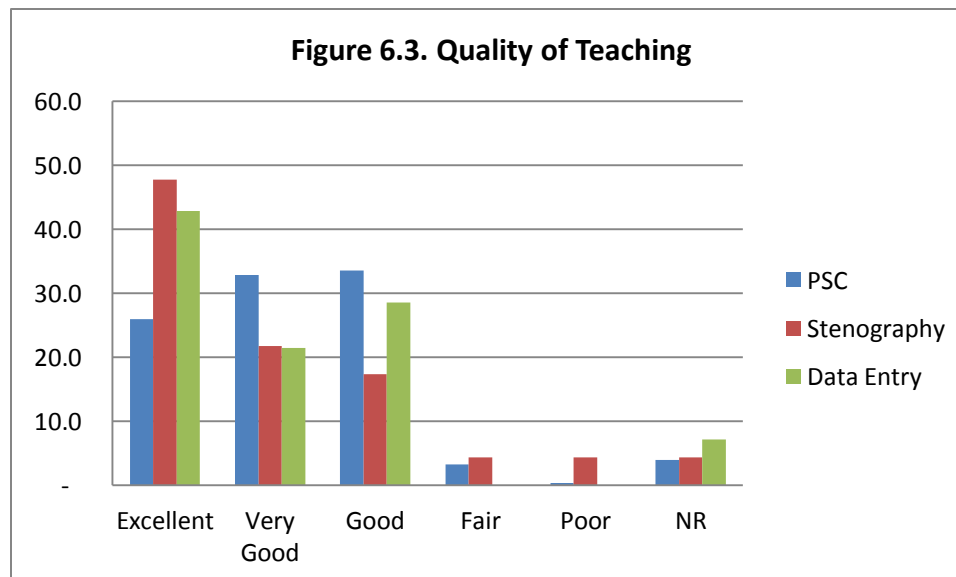

Source: Sample Survey

Majority of the students are satisfied with the quality of curriculum in PETCs. Around 70 percent of the students have given good rating about curriculum content. At the same time more than 30 percent of the Stenography students are not at all happy with the curriculum. This might also be a reason for lower rate of admission in Stenography in recent years.

6.3: Quality of teaching

Harvey and Green (1993)[20] distinguish four definitions of quality that can help us to understand what Quality Teaching might be. First, quality as "excellence"- the traditional conception of quality- is the dominant one in many old elite higher education institutions. Second, quality can be defined as "value for money"- a quality institution in this view is one that satisfies the demands of public accountability. Third, quality may be seen as "fitness for purpose"- the purpose being that of the institution, for instance getting students to learn sciences efficiently. The last definition is that of quality as "transforming". According to this definition, Quality Teaching is teaching that transforms students' perceptions and the way they go about applying their knowledge to real world problems. The remarks of students on quality of teaching in PETCs, as elicited from the Sample Survey are shown in figure 6.3.

Figure 6.3. Quality of Teaching

Source: Sample Survey

More than 90 percent of the students have given a rating of 'good very good and excellent', which means they are satisfied with the quality of teaching. 26 percent of the PSC students, 47.8 percent of the Stenography students and 42.9 percent of the DTP/Data Entry students say that quality of teaching in PETC is excellent. Major reason behind this response is that PETCs have highly competitive faculties in the field. Usually PETCs have a panel of teachers consisting of college faculties and expertise in the field for teaching. Many students shared positive responses on the quality of teaching during the interaction.

6.4: Training to Face Interviews

Figure 6.4. Training for Attending Interviews
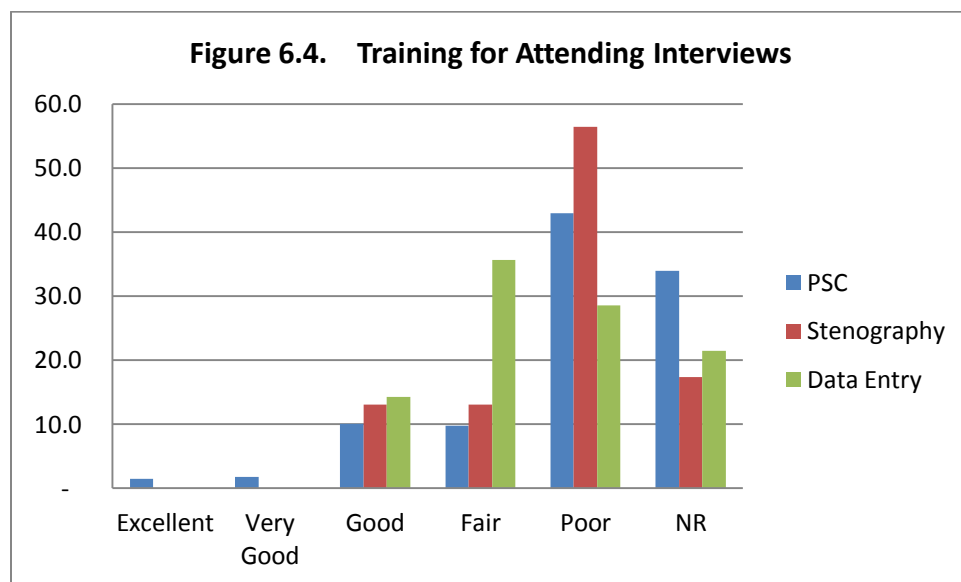
Source: Sample Survey

A significant portion of the students did not respond to this question. It might be because PSC doesn't have any kind of job interview during the selection process of employees. Hence the lack of such a component in the course. At the same time students from Stenography and DTP/Data Entry need to be given training to attend interviews, as selection for most such jobs include personal interview. Since PETCs doesn't provide any training in skills for attending interviews, a huge majority of 43.3 percent of the students think that the performance of the center is poor in assisting students in developing such skills.

6.5: Extracurricular Activities

Educational theorists and practitioners alike emphasize the importance of extracurricular activities, but sometimes it can be difficult for students to see just how extra time and dedication will benefit them. From strengthening the mind to promoting better time management skills, extracurricular activities can help students in much more than just their academic endeavors. The students rating of extracurricular activities are shown in figure 6.5.


Figure 6.5. Extra Curricular Activities
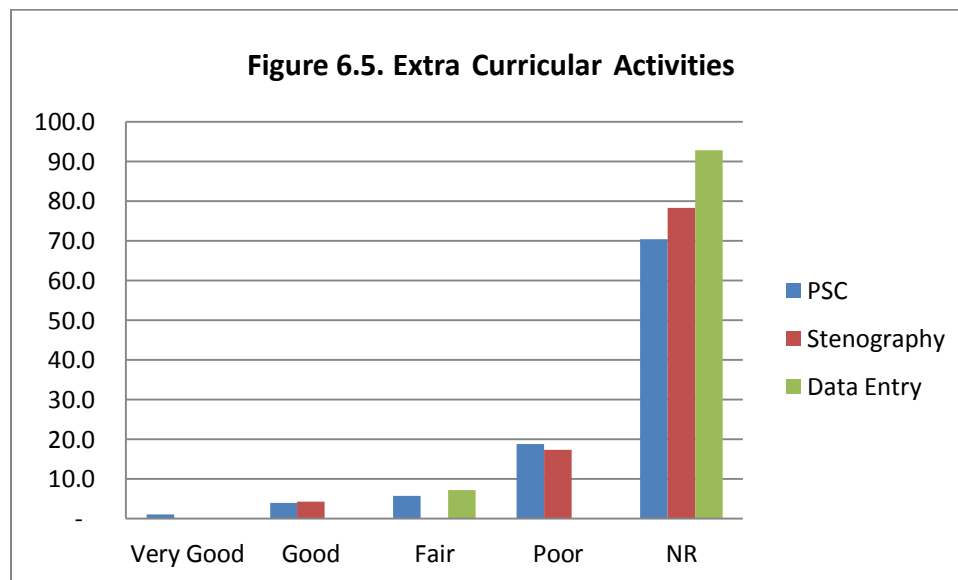
Source: Sample Survey

Altogether 72 percent of the students have not responded to the question because PETC is not providing any kind of extracurricular activities. From those who responded to the query, 17.8 percent of the students say the performance of the institute in providing extracurricular activities is poor. According to a student of Stenography "the institution is not offering any kind of extracurricular activities during a two year course. Also important is that we don't have access to the Library even though there is a good collection of books. The institution should provide us at least an hour of library time in a day." There is no provision for extracurricular activities in the PETCs. Opportunities for using the library are denied for PETC students. There are no librarians in the institutions, though a large number of books have been acquired.

6.6: Stipend Amount

Majority of the students are unhappy about the monthly stipend they received. The amount is inadequate even to meet their daily travel expenses. Their dissatisfaction is reflected in figure 6.6.

Figure 6.6.   Stipent Amount
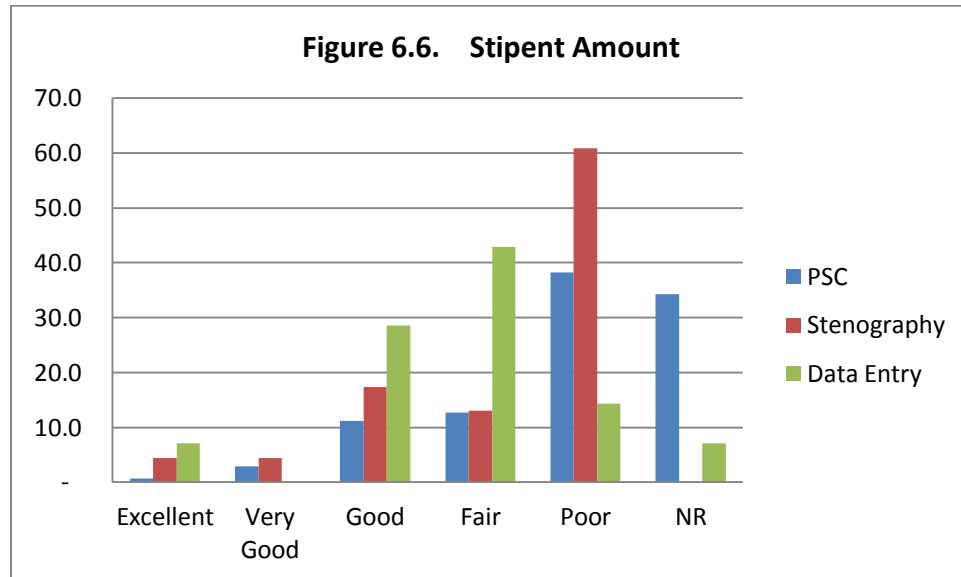
Source: Sample Survey

As per Order.No.Edn.B1.7047/95.Director SCDD.dt.10-03-1995, the stipend per student attending short term courses is Rs 400/- per month which is very low. Meanwhile many students hailing from poor background and coming from other districts are struggling to attend the classes regularly because of high travelling cost. According to 38.9 percent of the students the stipend amount is poor. 'Coaching Centre for Muslim Youth' a similar kind of institute which is run by Department of Minority Welfare, Government of Kerala is offering Rs 1000 per month as stipend. Therefore the authorities should address this issue in favor of students as soon as possible. A student of PSC Coaching at Trivandrum PETC says "I am 28 and coming from Thumpamon, Kottarakkara. I have joined the course in the hope of getting hostel facility since I am coming from another district. Gradually I have learned that there is no hostel facility for PETC students and at present I have two hours of travel to reach to the institute every day. Also I am struggling to meet every day travel expenses since it costs me more than Rs 150 per day. The stipend amount of Rs 400 is not helping me anyways".

6.7: Regularity in Stipend

The distribution of stipend is not prompt and regular as indicated in figure 6.7.

**Figure 6.7. Regularity in Stipend**
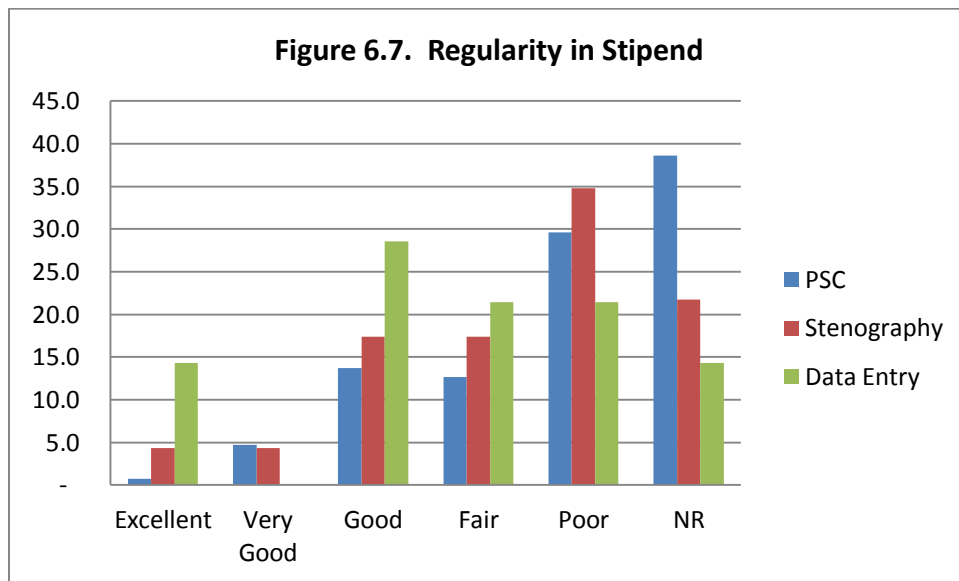
Source: Sample Survey

According to the above chart 29.6 percent of the students say that the regularity in providing stipend in time is poor. Also significant is that 36.3 percent of the students did not respond to the question. That means they are totally unaware or not concerned about the stipend amount, regularity etc.

6.8: Self-Assessment - Knowledge Improvement

Majority of the students are satisfied with the improvement in knowledge and skill due to attending course in PETCs. It is evident from figure 6.8 that the self-assessment of students is either 'excellent', 'very good' or 'good'.

Quality improvement of knowledge and skills are considered as core competencies of a training institute. Students have given favorable opinion on their own improvement after joining PETCs. Around 90 percent of the students say that their knowledge has increased significantly after joining PETCs. Stenography students are not very happy in this area compared to students from other courses. It might be because they are pursuing a full time two year course and PETC is not up to the standards in

dealing with the requirements of full time courses. A student of PSC Coaching at Kozhikode PETC observes "I am 30 year old and studied in different coaching centers in the past few years. But coaching at PETC made a great impact on me regarding the improvement of Knowledge and Skills. With the support of quality teachers, my level of knowledge is improved a lot and hoping to get a placement in near future."
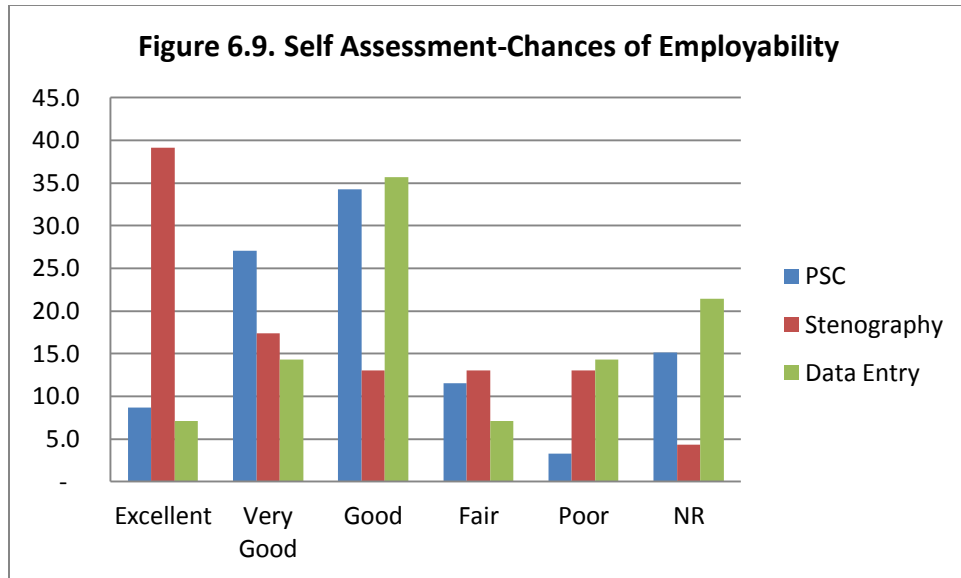

Figure 6.8.
Self Assessment - Improvement of Knowledge
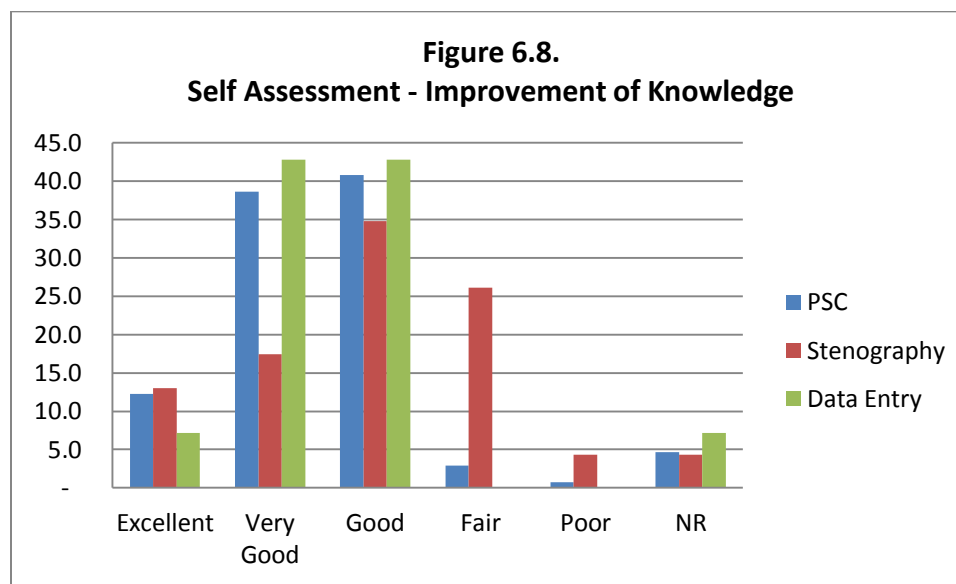
Source: Sample Survey

6.9: Self Assessment - Chances of Employability

The most important thing that should be offered by an institution like PETC is to enhance the employability of Scheduled Castes through coaching, mentoring, etc.. This will also improve the confidence levels, and self esteem of students. The assessment of students on employability due to attending the course in PETCs is shown in figure 6.9.
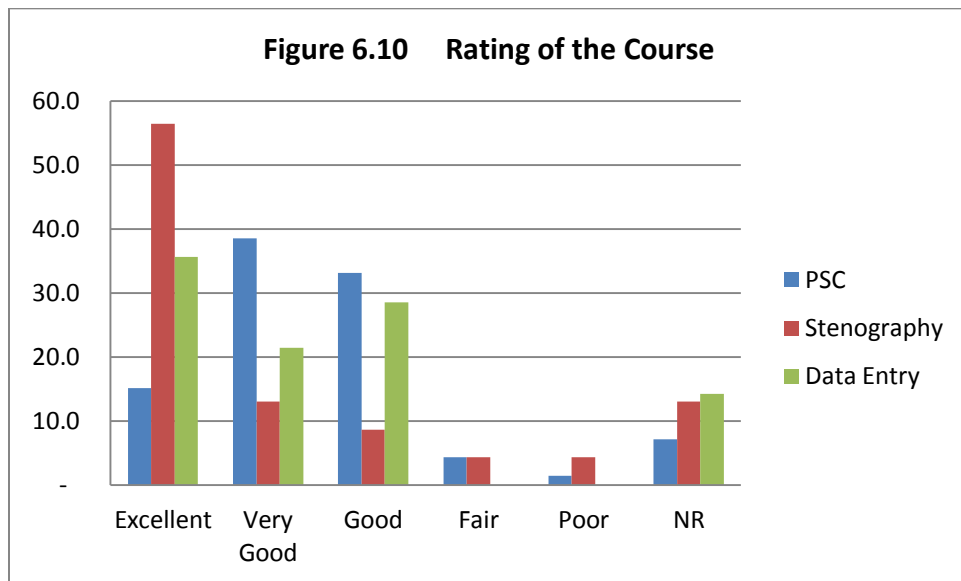
Altogether 69.4 percent of the students think that their chances of employability have significantly increased after they attended training at PETC. Among them, there are 70.1 percent of the PSC students, 69.5 percent of the Stenography students and 57.1 percent DTP/Data Entry students.

Figure 6.9. Self Assessment-Chances of Employability

Source: Sample Survey

6.10: Rate Your Course

The impressions of students on their courses are reflected in figure 6.10.

**Figure 6.10   Rating of the Course**

Source: Sample Survey

Among the sample respondents, 15.2 percent of the PSC students, 56.5 percent of the Stenography students and 35.7 percent of the DTP/Data Entry students think that their course is excellent. 38.6 percent of PSC aspirants, 13 percent of Stenography

students and 21.4 percent of DTP/Data Entry students opine that the course is very good. Overall 86.3 percent of total students think that the course offered to them at PETC is good.

6.11: Rate Your Institute

Majority of the students, as seen in figure 6.11, are greatly proud of their institution.

Figure 6.11   Rating of the Institute
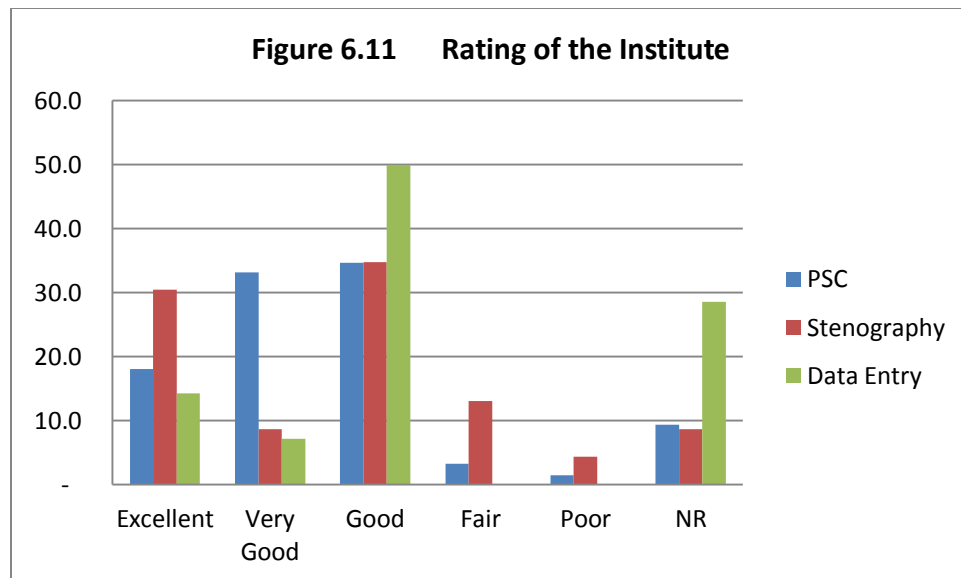
Source: Sample Survey

According to the above chart, 18.8 percent of the students think that the performance of PETC as an institution is excellent, while 30.3 percent of students opine that it is a very good institute. Overall 84.5 percent of the students have a favorable opinion about PETC.

CHAPTER 7

RECOMMENDATIONS

7.1: Institution

- **New Name for PETC** – The name (Pre-Examination Training Centre) itself restricts the institution from introducing innovative courses or skill development programs, as its mandate is restricted to examination training. It is imperative that a more inclusive and open name be considered so that the institution can cater to changing scenario in the job market and examination patterns. Suggestion: **Pre-Employment Training Centre**

- **One PETC in every district –** At present there is only four PETCs across the State which is in Ernakulam, Thiruvananthapuram, Kozhikode and Palakkadu. Year wise details of admission show that there is a huge demand for PSC coaching and Medical Engg Entrance courses in all four districts. Job seekers from other districts are not able to join in PETCs because of distance and lack of hostel facilities. One PETC in every district will help all Scheduled Caste job seekers in the State to avail the scheme.

7.2: Course

Duration

- The duration of **PSC/UPSC/IBPS coaching classes** should be extended to Six Months which at present is three months. Three months is not enough to cover the whole syllabus and to prepare the students for the examination. So duration of PSC/UPSC/IBPS coaching classes must extend to six months.

- Reduce the duration of **Stenography** course to one year from two years. Experts in the field suggest that type writing be removed from the syllabus, which can be

considered as additional eligibility condition for application i.e. Plus two + type writing. This will make one year exclusive course on Stenography.

Admission

- **Admission of OBC students for Stenography** - At present OBC students are not admitted to this course. It is suggested that OBC students too admitted for the Stenography course, as is done in the case of other short-term courses.

New Innovative Courses

- **Add-on Courses in key areas to enhance competitiveness**- Knowledge in English (communicative and written), Mathematical skills, basic accounting, management etc are the key elements for success in competitive examinations and for jobs in the private sector. Therefore innovative courses based on Communicative/written English, Tally, Accounting, Management, Entrepreneurship development etc., can be developed and offered. To begin with, it can be offered in selected PETCs where resource persons and reference facilities are readily available. This one year course will help the students to get the jobs in private sector and also equip them to appear for different competitive examinations in government sector.

- **Courses of Non-governmental Jobs** - At present PETCs offer coaching only for Government jobs. Considering the scope and volume of job opportunities in private sector, PETCs should identify certain key areas of employment where the demand for personnel is high; courses should be designed and offered to enhance the proficiency and competence of SC students for such jobs.

- **IBPS** – At present, the demand and application for IBPS courses are not showing a very healthy trend. According to faculty members of PETCs, it is lack of awareness about the job opportunities and also fears of the examination topics that discourage SC youth from joining these courses. Special outreach programmes should be organized in colleges to conscientise the SC students about job opportunities in the field and encourage them to avail the training facilities at PETCs.

Pedagogy

- **Evaluation & Upgradation of Pedagogy**: The teaching curriculum and methods followed by PETC at present has not radically changed since its inception, and is textual, lecture-based and conventional. The course design, structure and curriculum also follow the same line. Taking into account the changing job market, examination patterns, levels of competency and skill expected, and mode of evaluation, soft skill requirements etc, there is an urgent need to revamp the courses and their pedagogy. For this, there is a need for intense interaction between experienced faculty in PETC, expert trainers and coaches, and also prospective employers, so that their inputs can be used to redesign PETC courses. An expert committee with representatives from all the areas mentioned above may be constituted for this purpose.

- **Modernisation & E-Teaching/Learning**: At present the PETCs are following very conventional teaching and instruction modes and methods, which give central importance to texts and lectures. It has to include creative and effective use of audio/video materials and equipments for training and teaching. Necessary audio/video materials can be developed or bought for training purposes which can be used in all PETCs across the State. There are good Tutorials and Audiovisual training materials that can be customized and used in all PETCs.

Timing

- **Weekend Batches** – Since a large number of educated Scheduled Castes youth are working as laborers in various organizations and in the informal sector, there is a growing demand for weekend batches to cater to them, especially for PSC coaching. This will be a boon to many SC youngsters who are educated but are now yoked to some small time, low paid jobs to make both ends meet or to look after their families. The week end courses will offer an opportunity to seek and find new careers in government and public sector.

7.3: Students

- **Stipend** - Students' stipend should be increased to Rs 1500[21] from Rs 400 - As per Order.No.Edn.B1.7047/95.Director SCDD.dt.10-03-1995, stipend per student attending short term courses is Rs 400/- per month. Students hailing from poor background and coming from other districts are unable to attend the classes regularly. If the monthly stipend is increased to Rs 1500/-, students from other districts and faraway places will be encouraged to join PETCS. It will also bring down the number of dropouts.

- **Bus Concession** - There are students coming to attend classes in PETCs from neighboring districts on a daily basis. Most of them are from economically weaker backgrounds and struggling to meet the travel expenses. Gradually this discourages from joining PETC and also in the increasing number of drop-outs during the course. Bus concession be given to PETC students.

Add-on Programmes

Today, the conventional modes of recruitment and placement have changed especially since administration and management have become IT-based. In the present context, the employers are looking for employees who are capable of multi-tasking, have computer skills, and communication abilities. High scores in written competitive examinations are only one criteria among many. In this context, the students of PETC need to be mentored through focused programmes to enable and empower them to face competitive tasks and also perform well in all walks of life. Confidence building, communication skills, and knowledge in English etc are some of the key areas that need to be given more focus and attention.

- **Confidence Building Programs** - There is a consistent tendency to drop-out during the initial stages in almost all courses, usually during the first two weeks of a course. That is very unusual because generally drop-outs occur at later stages of a course. This is most probably due to lack of confidence in pursuing the course. This calls for confidence building classes by experts in the beginning weeks which

might be helpful to stop early drop-outs. The support of audio/video or Smart Class Room can use for this.

- **Visits by successful alumnus** to the institute during a course – Visits by successful alumni would help a lot in creating confidence among the students as they are living examples of what one can do in life. For this, the PETCs should keep track of their students and build an alumni network that will also help the students in finding jobs.

7.4: Human Resources - Faculty

- **Partnership with Other Educational Institutions:** Instead of depending wholly on in-house faculty, PETC should explore partnerships and joint programmes with academic institutions that can cater to the needs of PETC students. For this, Faculty Exchange / Internship / Combined Model Examinations with other coaching centers of Government may be encouraged.

- **Expert Faculty from Outside**: There is an urgent need to improve the quality of training in PETC, by bringing the present faculty and students in touch with new and emerging trends in pedagogy and also the job market. For this constant and regular interaction with experts from other parts of the country is a must. For this PETCs should regularly invite national / international level experts from the relevant fields at least once in a year. Their talks can be recorded and used as course material in all PETCs. Such experts can be sourced by the Directorate and a lecture-tour programme arranged throughout the state.

- **Salary of DTP instructor** should be enhanced - Certificate course in DTP and Data Entry is a very successful course in three centers. Certificate is issued by LBS. The computer instructor works on all days including Saturdays for a meager remuneration of Rs 5000 per month which was fixed in 2002. In Thiruvananthapuram, the course has been terminated for the last three months since the existing instructor had left for a better job. So the remuneration rate must be enhanced in line with that of similar institutions. The suggested rate is Rs 20,000 per month.

- **Recruitment of Permanent faculty** - Subjects like English, History - Indian History / Western History / Kerala History, Mathematics - Numerical Awareness / IQ etc are mandatory in every coaching program. Therefore recruiting permanent faculties in core subjects will increase the productivity of the institute.

Faculty Improvement

- **Annual Training for Teachers** – There is a need to sensitize and improve the knowledge and skill set of the trainers. They also need to be updated about the recent trends in the job market. With these in view, an annual training programme for PETC teachers may be considered for increasing the quality and effectiveness of teaching. This comprehensive programme should address the new developments in Teaching for Competitive Examinations in detail, for eg, new perspectives/approaches in reasoning, IQ, Computer-based tests etc...

- **Review of Performance of Faculty** - At present there is no mechanism to review the eligibility and quality of faculties or their performance in terms of teaching or outcome (number of students who got employment). So standardized criteria need to be developed to review the eligibility and efficiency of teachers, which should also include student evaluation and appraisal.

- **Student Assessment of Teachers -** Use of Students Assessment Sheet of Teachers might increase the quality of teaching.

7.5: Human Resources - General

- **Appointment of Librarian** – Library and reference facilities are crucial to the success of job seekers. For this, full time librarians have to be appointed at PETC along with facilities for the students to read, refer and borrow books from the library.

- **Honorarium of faculties should be increased**- There is difficulty in getting more experienced teachers in the various subjects because of low rate (Rs300 for per hour) of remuneration. Honorarium paid at PETC should be at par with what is paid in similar institutions like Minority Coaching Centers for Muslim Youth etc. This problem is more acute in the case of faculty for Entrance coaching. As a

result, the teachers are not motivated enough or are reluctant to take classes for such a meager amount. So honorarium should be increased to a moderate amount to attract good teachers.

- **Enhancements of Principals' salary** - At present Principals are working for Rs 20,000 per month. It may be increased to an appropriate scale.

7.6: Infrastructure

Smart Classrooms

- Establishment of Smart Class Rooms – Taking into account the changing technologies of learning and teaching, it is imperative that Smart Class Rooms be established in all PETCs.

Own Building

- At present PETC at Palakkad centre is working in a rented building which severely affects its academic atmosphere. New building, in an appropriate location, has to be constructed for PETC, Palakkad.

Computer Facilities

- Efficiency of **Computer lab** - Three centers have separate space for computer lab with furniture. But most of the computers are not in working condition. Steps should be taken to provide new computer systems and also to have a comprehensive arrangement for maintenance and up gradation of the computers in all centers.

Hostel Facility

- **Hostel facility** for students – Students who apply for the courses from the neighboring districts do not join or are discontinuing the course because of lack of hostel facility. Therefore hostel facility is an imperative need for the students who attend the courses from faraway places.

7.7: Publicity & Outreach

Lack of publicity is a major problem faced by PETC centers. Though there is a large population of SC youth who are educated and unemployed, only a small proportion is aware of an institution like PETC and the facilities available there. There is a need to reach out to the potential beneficiaries through various means.

- Provisions for proper **advertisement in major Visual and Print media**
  a. Yearly advertisement about PETC with stories of successful candidates
  b. Specific advertisements before the commencement of each course

- Design of a **Web page for PETC** which provides information about PETCs and keeps track of admissions, with FAQ etc
- **Collaboration with other institutions under SCDD** - SCDD has other institutions like MRS which caters to students who are the potential candidates for PETC. An outreach programme from PETC officials for students at MRS will get them more students.
- **Aadhar linked Mobile alert system** to inform the eligible students about coaching programmes, job advertisements and vacancies.
- Active collaboration with **community organizations** to identify potential students and to encourage them to join PETCs
- The services of **SC Promoters** may be utilized to spread information about PETC among SC colonies and potential students in their locality.

7.8: Placement/Recruitment

- **Placement Support** – At present, there is no follow up programme to monitor the students who have completed their courses at PETC. Nor is there any supporting mechanism for trained students to enable them to get placement, or continuously inform them about job opportunities. A Placement Support Cell must be established in all PETCs to monitor the students after the complete the courses.

- **PETC Placement Web Portal** – a web portal for all PETCs at the state level should be established which should facilitate placement for its students. The web portal should have registration facility of all the students in PETCs in the state. This portal will provide and update relevant information about job opportunities, examination dates, upcoming tests etc to the students on time. Relevant information, advertisements and tutorials can also be linked to this site.

- **Registration for Job Seekers** – This web portal can also develop into a placement cell of sorts if job seekers from among the youth in the SC community register in it with their qualification details and experience etc. The portal will provide information to the registered candidates about job vacancies in Government, public and private sector.

- **Refreshment programmes and online model examinations** for the alumnus on a regular basis should be conducted. The web portal can be used for this purpose.

Increasing Employability

- **Exploring CSR as a source for improving Facilities**: At present the teaching equipments and facilities available at PETC are conventional and outmoded. State-of-the-art teaching equipments and tools like interactive tutorials, web-based applications etc need to be introduced in a phased and need-based manner. For this, collaboration with leading corporate firms can be sought, as such initiatives of modernization can be made part of their Corporate Social Responsibility Scheme for getting support for PETCs in the form of teaching equipments, faculty support etc. Such partnership could also translate into job opportunities for PETC students in the said firms.

- **Linking with Potential Employers**: Develop a Resource Pool consisting of Executives, Entrepreneurs etc to help the students for getting placed in private sector and also to sensitize them about the current trends in the job market.

- **Interaction with Potential Employers** – PETC should be conceived as an institution to produce competitive and skilled job seekers and not just as an agency equipping the youth to appear for conventional job tests and interviews. As the

job opportunities at the governmental level are fast shrinking, the training at PETC should also equip the students with knowledge, skill sets and ability to compete in the job market in the private sector also. In this context, it will be useful to have focused interactions with potential employers like the CEOs of public and private sector corporate institutions, and employers in different sectors. Apart from motivating the students, this will sensitize the job seekers about the current trends in job market, skills/knowledge/attitudes that are expected from them by prospective employees etc.

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[1] The Government of India in their letter, dated 21st September 1967 have informed the State Government that they have decided that the Scheme of Pre-examination Training of the Scheduled Caste/Scheduled Tribe students for appearing at the State Civil Services Examinations should also include training for examinations conducted by the Union Public Service Commission for Assistance Grade, Stenographers and L.D. Clerks and they have requested to open such a centre in this State at a suitable place which is centrally located so that Scheduled Caste, Scheduled Tribe communities could make the best use of it. The Government of India have pointed out in this connection the end of the Fourth Plan the expenditure on this scheme will be treated as a committed expenditure to be borne by the State Government. In the letter, dated 19th January 1969 the Government of India have informed that the working group which discussed the establishment of a Pre-examination Training Centre by the State Government for Scheduled Caste, Scheduled Tribe candidates appears at State Public Service Commission Examinations etc, and recommended a plan allocation of Rs 5 lakhs and Rs 1 lakh the year 1969-79. – taken from: G.O, (Ms) No. 32/70/L and SWD, dated, Trivandrum, 19th February 1970.

[2] G.O, (Ms) No. 32/70/L and SWD, dated, Trivandrum, 19th February 1970

[3] ibid

[4] ibid

[5] ibid

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[8] G.O. (MS) No. 58/80/DD, dated 31st May 1980 Development (V) Department

[9] G.O. (Ms) No. 134/80/DD, dated, Trivandrum, 18th November 1980

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