

NAVIK JEEVAN

A Survey on the Life of
Indian Seafarers and Pre-sea Students

November 2021



An Initiative of the
Research and Training Committee -
Indian National Shipowners' Association



Supported by the
Maritime Training Trust



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Foreword

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Government of India
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MINISTRY OF PORTS, SHIPPING AND WATERWAYS
नौवहन महानिदेशालय
Directorate General Of Shipping



FOREWORD

No.DGS/AK/2021

Dated: 24th Nov., 2021

Global supply chain can only be maintained efficiently if the ships are operated and maintained by competent and committed seafarers. India, with its strong educational and training base, English language proficiency, and the family based social value system, has been a preferred destination in the world for selecting these seafarers. Thanks to the focused efforts of the Government of India and the commitment of our shipowners, Maritime Training Institutes, and our Seafarers, the percentage share of Indian seafarers in the global shipping industry has been constantly increasing.

As the Maritime Administration of the country it is our responsibility that we provide a mechanism to not only promote the growth of the seafaring profession, but to also assess the life of our seafarers and the cadets and establish correcting measures, as necessary. I am happy that the Training & Research Committee of INSA has taken the initiative of conducting this well-structured study of understanding different issues affecting the life of our seafarers as well as the students undergoing training in pre-sea institutes in the country.

I am especially happy that the study is aptly named "Navik Jeevan Survey", which means the 'survey on the life of seafarers'. I am sure that the outcome of this study will be of immense value to our industry and we will be able to take appropriate measures for the benefit of the Indian and global maritime industry.

In the end I urge different stakeholders to study the report in detail, arrange suitable events for discussions and deliberations, and initiate changes, as necessary.


Amitabh Kumar

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Preamble

In 2018 during a meeting of the Training & Research Committee of the Indian Shipowners' Association (INSA), a survey report on the training practices, conducted by a group of organizations in Europe was tabled and discussed. While it was acknowledged that the study was good and useful, it was felt that an India focused study would be more useful to our industry. With this in mind a proposal was submitted to the Board of INSA. I am grateful to Capt. Anoop Sharma, the then President of INSA, as well as the then Board members for approving this project.

It was felt that the scope of this exhaustive study should not be limited to the training issues but cover all aspects of the life of the seafarers. Some of these were employment, training, discrimination & harassment, fatigue & stress, motivation & happiness, safety & environment, working on board etc. Fittingly the project was named "Navik Jeevan" (A Survey on the life of seafarers). It was further felt that the study should also include an analysis of different aspects in the life of a student undergoing training in a pre-sea program in a maritime institute in the country.

A project of such magnitude requires two main things, namely a dedicated team led by a focused and committed leader and adequate financial support. It was decided that the project will be planned and executed, under the aegis of the Training & Research Committee, by a team of faculty members of the three INSA owned training institutes, namely Tolani Maritime Institute (TMI), Induri, Great Eastern Academy, Lonavala, and Maritime Training Institute, Powai. Capt. Manoj Hirkane, Vice Principal, TMI was the team leader. I acknowledge the excellent work done by Capt. Hirkane and his team. In spite of their full schedule at work they took the time out for this unique project. I acknowledge the constant support and guidance given by the members of the Training & Research Committee. The work could not have been completed without the guidance of Dr. Sujata Naik-Tolani, President, INSA and the support of the INSA staff, especially Mr Anil Devli, CEO and Capt. A. Kumar, Advisor.

The financial support for the project was made available by the Maritime Training Trust (MTT). I thank its Chairman, Mr. Amitabh Kumar, IRS, Director General of Shipping, as well as the other trustees of MTT for this gesture and the confidence in our proposal. I am also thankful to Mr. R.S. Kabra, CEO of MTT for his support.

A project of this scale needs sufficient planning. At the outset it was accepted that no one questionnaire will be suitable for all levels of seafarers. Further it was felt that a large cross-section of the industry should be in the respondents so that meaningful correlations and analysis could be resulted. Thus questionnaires were developed for active seafarers (management level, operational level and ratings); company executives; maritime teachers and trainers; surveyors and examiners etc. Of course few questions were common to some of the questionnaires. Each questionnaire had about 50 to 70 questions on different aspects. Most of the questions required selecting a choice out of four or five options.

Questions were formed after meeting and interviewing working professionals from different related fields, including active seafarers. Inputs were also taken from officials as well as company representatives of FOSMA, MASSA and INSA. I take this opportunity to thank these organizations for their inputs and support. I must put on record the support of the offices of the Directorate General of Shipping which made it possible to contact the respondents. A pilot survey was initially conducted and the responses analyzed to validate the questions.

The project was started before the COVID-19 pandemic hit all of us. However, while all other activities were halted, operation of ships continued globally. No word of praise will be enough for the seafarers who kept the ships moving in spite of many difficulties like delayed return to their families, anxiety about the welfare of their near and dear ones back home etc. The duration of the study was extended to cover this unique situation. It is however, possible that the responses to some of the questions are little skewed. It may be a good idea to repeat the survey after few years.

Finally, it is with great satisfaction that we present the report to the industry. I am sure the analysis and correlations will initiate debate in the industry and positive changes will be made by drawing inferences from the study.

Dr. Brijendra K. Saxena

*Chairman, Training & Research Committee, INSA
November 2021*

List of Abbreviations

Abbreviation	Meaning
DGS	Directorate General of Shipping
DMET	Directorate of Marine Engineering Training
FOSMA	Foreign Ship-owners Representatives and Ship Managers Association
GEIMS	Great Eastern Institute of Maritime Studies
IMMTS	The Indian Mercantile Marine Training Ship
IMO	International Maritime Organization
IMU	Indian Maritime University
INSA	Indian National Shipowners' Association
MASSA	Maritime Association of Shipowners, Shipmanagers and Agents
MET	Maritime Education & Training
MTI	Maritime Training Institute
MTT	Maritime Training Trust
RIMS	Royal Indian Marine Ship
RPSL	Recruitment and Placement of Seafarers' Licence
STCW	Standards of Training, Certification and Watchkeeping for Seafarers
TMI	Tolani Maritime Institute
TS	Training Ship
UNCTAD	United Nations Conference on Trade and Development
WMU	World Maritime University

Executive Summary

This report focuses on Navik Jeevan to understand the life of Indian Seafarers and Pre-sea Students. The objective of this study is to identify various issues faced by the seafarers and students during their service on board and training respectively.

The report is broken down to present the purpose of the survey, select work on seafarers around the world, research methodology, and perspective of the Indian Seafarers and Pre-sea Students.

Introduction

This section of the report provides information on Indian Shipping Industry – Existing issues and future requirements, Career at sea, and Indian Maritime Education and Training. It also discusses about the genesis of the idea for this survey and various categories.

Seafarers & Pre-sea Students – A Literature Survey

This section contains brief information regarding the social fabric of India and the select work carried out so far on seafarers around the world.

Research Methodology

This chapter is concerned with detailing and developing the research methodology adopted for the design and validation of questions, software for the survey, data generation, acquisition and analysis.

Indian Seafarers' Perspective

The total number of respondents in the seafarer category is 2203; the female seafarers are adequately represented to the count of 1.6%. Nearly 70% respondents are graduate and above. In this section, the perspective of Indian Seafarers has been presented in various categories, such as career, colleagues' perception, competency, employment contract, culture including discrimination & harassment, enhanced training, fatigue & stress, safety & environment, motivation & happiness, Maritime Administration, etc.

Some of the noteworthy points are:

Training

- Close to one-fourth of the pre-sea trainers report that pre-sea students have difficulties in English communication.
- 94% of the pre-sea trainers recommend that physical activities should be a compulsory part of pre-sea training.
- More than 60% of respondents feel that the value added training greatly help them to improve their performance on board. Around one-third of the junior officers and ratings say that their company does not provide financial support for value added training.
- Approximately 9% of the respondents are critical to safety drills and say that the drills are conducted only for formality or only a few drills are conducted.

Competency

- Overall 61.3% respondents suggested that the preparatory courses for the competency exams should continue. However, 90% of the post-sea trainers and officers recommend preparatory courses.
- About 41% of respondents disagree that the competency exams are aligned with the on board operational requirements for the rank. Interestingly 51.7 % of shipping company representatives opined similarly.
- 40% of respondents feel that junior staff lacks practical skills and more than 60% of respondents suggest that more emphasis should be given to simulators based training.

Career

- Almost 40% of junior officers and ratings are not satisfied with the system of the appraisal in their companies.
- Nearly 60% respondents would not like their sons and 80% would not like their daughters joining merchant navy. Surprisingly, the percentage is higher in case of senior officers i.e. 80% and 91% respectively.

Opinion about their company & its policies

- Around 37% of respondents express that company policies and procedures are bypassed at times which is a major cause of concern.
- About one-fourth of officers on board and company representatives are not happy with the QHSE policy implementation.
- More than 40% of the company representatives and crew on board accept that there is no proper grievance redressal mechanism available in their companies. In some cases, there is no such system exists at all.

Working environment on board

- 43% of the senior officers on board responded that their decisions nowadays are affected by the response of shore management. Around 30% of respondents informed that they need to consult the shore management to take decisions in the interest of the safety of the ship and the crew.

Colleagues' Perception

- Around 83% of the juniors believe that their seniors are helpful and caring.
- More than 81% of respondents believe that Indian seafarers are competent enough to handle the jobs on ships as compared to their other counterparts from different nationalities.

Culture including Discrimination & Harassment

- Roughly three-fourths of the Indian seafarers find no difficulty working in teams with a multinational crew.
- A fairly large percentage of seafarers i.e. 67.8% agree that no discrimination takes place

in their organization. Although the discrimination is not much but it is higher amongst ratings. Almost 27% of respondent crew members from Cruise ships reported that there is discrimination based on nationality in the company's hiring policies.

Safety & Environment

- Almost 60% of the respondents have experienced that their organisation encourages safe working culture even at the expense of profit, whereas the remaining respondents are not happy with the safety culture on board.
- Roughly half the respondents hold individual human errors responsible for most accidents, followed by 31% for unsafe work culture and around 12% for poor management on board. Only 3% of respondents report that machinery failure is responsible for accidents on board.

Fatigue & Stress

- Three major causes of fatigue on board are improper rest, short voyages and reduced manning. Nearly three-fourths of senior officers are stressed during operations at ports. Almost one-third of senior officers feel that there is a lot of scope for improving the monitoring mechanism of fatigue of seafarers on board.
- 75% of the respondents agree that yoga/meditation exercises should be conducted as a part of the daily routine on board for better mental health.

Motivation & Happiness

- Approximately 79% of the officers on board enjoy working on ships.
- Timely appreciation from senior officers motivates more than 40% of the ratings.
- Roughly one-third of the on board crew is unhappy due to insufficient rest while other reasons are tough physical working conditions, lack of teamwork, improper work culture, frustration and anger.

Women Seafarers

- Around 43% of the women seafarers responded that their choice of seafaring career cast a strain on their family relationship, further more they were discouraged in the institute by seniors and trainers for choosing seafaring as their profession.
- Around 57% of the women seafarers responded that they were discouraged by their seniors or fellow seafarers for choosing seafaring as their profession and reported that the working environment is not conducive for more women to join seafaring careers.
- Nearly 80% of the company representatives accept that the female seafarers are at par with male seafarers. However, around 43% of women seafarers responded that Indian male seafarers find it difficult to accept a woman in the senior position as compared to other nationalities.
- Women seafarers expressed that they are not trained by their companies to handle sexual advancements/harassment.

- 29% of women seafarers responded that they would quit sailing before planning a family. Additionally, 43% responded that they would like to work in the company office for few years before returning to sailing after giving birth to a child.
- To ensure more women joining shipping career, 50% of the shipping company representatives would provide office jobs to women seafarers who have recently become mothers.

Maritime Administration

- 18.4% of respondents feel that completing documentation in the Maritime Administration is very challenging.
- Regarding the measures related to grievance redressal, nearly 85% of the respondents believe that the measures taken by Maritime Administration are effective.

Indian Pre-sea Students' Perspective

This section covers various aspects of Indian Maritime Education and Training from the perspectives of Indian pre-sea students, such as safety and environmental protection practices, human factors, various facilities at their institute, opinion regarding the courses, placements, etc.

Some of the noteworthy points are:

- Around 62% of the students got the information about this career from their family, relatives, friends or acquaintances.
- 58% of the students are from the Northern or Southern part of India.
- One-third of the students had to take bank loans and 7% of them had to sell their family assets for pre-sea training.
- 21% of the students have experienced discrimination based on religion, caste or language.
- 12.2% of the students faced ragging in their institutes.
- Due to very strict rules for getting passes to enter a port, nearly 40% of students could not visit a ship.
- Around two-thirds of students are satisfied with the ability of the placement cell to attract reputed companies to their institute. Four out of five students are satisfied with the process of grooming them for placement.
- Mostly, the students are satisfied with their overall educational experience at their institutes. However, some of the respondents feel there is some scope for improvement in various areas.

Key Findings

This section highlights the important points for the maritime training institutes, shipping companies, and the Maritime Administration.

Introduction



Shipping has been the world's first globalised industry. The shipping industry is inherently international and serves nearly 90 per cent of global trade by carrying huge quantities of cargo cost-effectively, environment friendly and safely. Responding to an increased pace of globalisation with greater technological advances, shipping has changed substantially in the last four decades. To achieve economies of scale larger ships were built for carrying oil and other raw materials so as to keep the transportation costs low. Further, modern container ships accommodate a larger number of containers for carrying finished goods. With the advancement in aviation industry, passenger shipping has greatly diminished. Now cruise shipping is fast developing in a big way where large ships with all modern amenities provide excellent holidays.



India has a coastline of around 7,517 kms with 12 major ports and around 200 notified non-major ports. [1]

Indian Shipping Industry

According to UNCTAD Review of Maritime Transport 2020 (Table 2.3 Ownership of World Fleet), there are 1042 ships of Indian ownership (including 183 ships of foreign flag) out of 52,961 ships accounting for 1.97% of the world fleet. [3] India has consistently provided quality seafarers for national and international shipping. Indian seafarers, both officers and the ratings are always in demand in the maritime industry. 'The four year period from 2013 to 2017 saw an unprecedented growth of 42.3% shipboard jobs for Indian seafarers. The Indian seafarers employed on ships worldwide increased from 1,08,446 in 2013 to 1,54,349 in 2017. India now provides 12% of the global seafarers and ranks third in the list of the large seafarers supplying nation to the world maritime industry. [4] The quality of our seafarers and the efficient functioning of the shipping industry are extremely important if India has to remain one of the front leaders in the global market. Therefore, the quality of maritime education and training in the pre-sea sector becomes a critical issue. This survey is an attempt to capture the views of seafarers from pre-sea to officer level. It is our expectation that this study will provide insights to industry, academic institutions and other stakeholders, that will be used for continual improvement in policymaking and training.



Among the major Indian ports, Deendayal Port handled the maximum Overseas Cargo of 105.85 million tonnes; a share of 19.4% of the total Overseas Cargo handled by Major ports in India during 2019-20. [2]

While the Indian seafarer has made a place in the global shipping industry and has been preferred as against other nationalities, it is imperative that he/she continues to excel to maintain this privileged status. The maritime education and training institutes have a significant responsibility in imparting knowledge, developing skills, improving intellectual capabilities, inculcating values, and developing a positive attitude in their students. All this has to be at a quality acceptable at international levels. It is, therefore, necessary that the activities of the maritime institutes are industry focused.

Career at sea

Ships are high value assets that require technically and commercially competent crew to operate them with minimal accidents or breakdowns in a cost effective manner.

Ship operations include loading and discharging the cargo from the ship, navigating it from one port to another, operating and maintaining different types of machinery fitted on the ship, taking care of the ship, cargo, people and marine environment while the ship is in operation. A ship has different types of machinery on board, main propulsion engine, electrical power generation and distribution system, steam generation, freshwater generation system, sewage treatment plant, and many other associated systems and machinery. The cargo operations also are of different types. While oil cargoes are pumped in or out of the ship, cranes on the ship lift containerised cargoes, bulk cargoes like iron ore or coal etc., are loaded by a system of conveyor belts. It can therefore be appreciated that staff on board needs to be trained in all these varied areas.

The ships' complement is divided into three categories namely nautical officers, engineering officers and ratings. Without exceptions all crew members must be appropriately trained and certified. The certificates are referred to as certificates of competency and certificates of proficiency and are awarded by the government of the country in which the seafarer was trained and assessed.

Industry Requirements

The mandatory requirements regarding training and certification for different positions on board a merchant ship stem from STCW Convention 1978, as amended. This is the minimum acceptable level of competency required to serve on ships. However, the shipping industry requirements are higher than these and include greater professionalism, dedication, commitment, and sound technical knowledge and skills. There is also a constant need to upgrade one's skills and competency to remain globally competitive.



The performance of Indian officers and ratings in the last three decades has been excellent. However, new nationalities are now competing to enter the international market and share a bigger slice of the pie. These include China, Philippines, Indonesia, Myanmar, and many East European countries. Officers and ratings from these countries are able to work for comparatively lower wages. It has now therefore become necessary that Indian officers and ratings perform better than before and improve their quality of work. Hence it is essential to synchronise with the requirements of the shipping industry and bridge the gaps as necessary.

Among the Non-Major Ports, Gujarat Maritime Board (GMB) handled the maximum Overseas Cargo of 364.90 million tonnes with a share of 70.0% of the total Oversea Cargo handled by Non-major ports in India during 2019-20. [5]

Many of the organisations state that college graduates tend to have unrealistic expectations about organisational life, job responsibility, etc. Some of these

are the sentiments of the shipping companies as they comment on the lack of ship-specific awareness, despite having exceptional knowledge and skills. Mariners should have multifaceted traits and should be available in a timely fashion at a reasonable cost to shipping companies.

The Indian maritime industry and therefore the Indian seafarers' professional life is governed by various requirements as shown in the figure below:



Figure –Requirements governing the Indian Seafarer

Issues faced by the Shipping Industry

A few decades ago, about 50 seafarers were required on board to operate a ship. However at present, due to advanced technology, the standard complement of a large merchant ship is only about 20 or 22 with the distinct possibility of this being reduced even further.

With the increased productivity at the ports, the cargo loading-unloading work is completed in much shorter time than before, thereby reducing the turnaround time in ports. The requirement to ensure smooth cargo operations, various maintenance work on machinery and equipment, looking after receipt of supplies in port, increased security and safety measures and environmental protection being a top priority, have resulted in reduced possibilities of going ashore in an exciting new country.

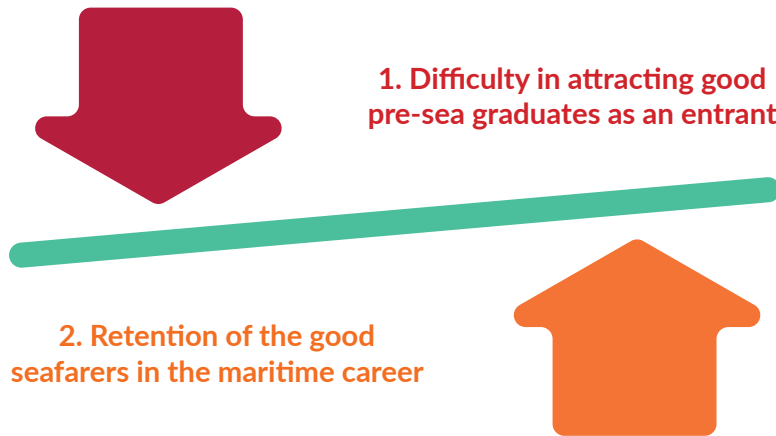
Lack of companionship on board, increased workload, long sailings, increased isolation, etc. have resulted in significant mental agony among the seafarers. This eventually affects the morale of the crew and their productivity. Further there is a tendency for the Indian seafarer to leave a sailing career at an early age.

A maritime country with a developed economy and higher life standard has few seafarers because of the availability of lucrative land based jobs. Majority of the present-day seafarers come from developing countries, however in the near future more and better options ashore would be available making a career at sea less attractive.

Increased use of automation has resulted in giving better performance and has reduced the need for heavy physical work but at the same time demanding

educated and trained manpower to handle the new technology effectively.

All of the above issues are eventually culminating in the following two main challenges which are presently plaguing the industry:



Indian Maritime Education and Training



Maritime Education & Training (MET) is an integral part of the maritime industry. With a large coastline, shipping is a significant activity for India. While ship owning and operating have yet to grow considerably, ship management and MET activities in India have made their mark in the global maritime industry.

The number of students in India who enroll for the various courses related to a career in merchant navy on an average is 14000 per year. [6]

The first training ship in India was RIMS Dufferin which was acquired by the Department of Commerce and converted into a training ship. In December 1927, the first batch of 50 nautical cadets joined the TS Dufferin and subsequently marine engineering training was added. In 1949, the training of marine engineers was transferred ashore to a new Engineering College at Calcutta, known as Directorate of Marine Engineering Training (DMET) with a branch in Bombay. TS Rajendra replaced TS Dufferin in 1972, and TS Chanakya replaced TS Rajendra in 1993. Keeping with the liberalisation policy, the Government of India decided in 1997 to allow private sector participation in maritime education and training. The birth of Indian Maritime University was a long-cherished dream of the maritime community of India. The Indian Maritime University was established in November 2008 as a Central University. One of the main objectives of the University was to facilitate and promote maritime studies, training, research and extension work with a focus on emerging areas of studies like oceanography, maritime history, maritime laws, maritime security, search and rescue, transportation of dangerous cargo, environmental studies and other related fields. At present (as on January 1, 2019), there are 19 maritime institutes in the country affiliated with IMU. [7]



As on July 21, 2021, there are 4475 faculty and instructors (including visiting faculty) in Indian maritime education and training, out of which 1511 faculty and instructors are non-mariners. [8]

The Directorate General of Shipping plays a significant role in the Indian Maritime Education and Training. It is an attached office of the Ministry of Ports, Shipping and waterways, Govt. of India and deals with all administrative matters relating to merchant shipping. Indian shipping remained a deferred subject till independence. It was only after that, the development of shipping attracted the state policy. The subject of shipping was, in the beginning, dealt with by the Ministry of Commerce, till 1949, and subsequently, in 1951, it was shifted to the Ministry of Transport and Shipping. In 1947, the Government of India announced the National Policy on Shipping, aiming at the total development of the industry. To accelerate the developmental efforts, the necessity for a centralised administrative organisation was felt and accordingly, it was in September 1949, the Directorate General of Shipping with its headquarters at Bombay was established. This Directorate deals with all matters concerning the Maritime Administration, Maritime Education and Training, development of Shipping Industry and other related subjects. Currently (on July 8, 2021), there are 140 DG Shipping approved maritime training institutes in the country, including the institutions that only offer modular or short-term courses. [10]

In the early 1980s, it was recognized within IMO that there was a shortage of well-qualified, highly educated maritime experts, particularly in lesser developed nations. This led to the establishment of the World Maritime University (WMU) by IMO in 1983. [9]

Future Needs of the Indian Shipping Industry

The needs of the Indian shipping industry are constantly becoming more and more demanding. The ships are becoming more complicated with the introduction of modern technology and automation. The ships are also getting more expensive and have to be operated efficiently without any delays or breakdowns that may have financial ramifications. The manpower on board is regularly reduced due to advancement in technology. Looking at the customers' (industry, students, parents, society, etc.) requirements, immediate future needs of the shipping industry to fulfil, this research work has been taken up. MTT with active assistance from INSA, FOSMA, MASSA, and a few maritime institutes proposed to go for research in bridging the gap between maritime education and maritime industry.

An Idea – its genesis

A meeting of all stakeholders of the Indian Shipping Industry was called on 29th January 2019 to discuss the need to carry out a research survey to determine different aspects affecting Indian Seafarers, including the effectiveness of Indian Maritime Education and Training at various levels such as pre-sea, on board, and post-sea levels. The outcome of this research would be presented to the industry for taking suitable action if required. Primarily, a survey titled “Navik Jeevan” was planned to study the life of Indian Seafarer, subsequently, it was also decided to study the life of pre-sea students. The Navik Jeevan survey would be carried out in the following two categories:

Category-1

The main objective for Category-1 was to understand various factors affecting the life of Indian seafarers, such as Colleagues' perception, competency, employment issues, training facilities (Pre-Sea, Post-Sea, and on-board), work environment, on-board culture including discrimination & harassment, fatigue & stress, safety & environmental protection, motivation & happiness, organisation policies, maritime administration, etc. In this category following respondents were selected:

- Seafarers – Support level staff (Crew/Ratings)
- Seafarers - Operational level staff (Junior officers)
- Seafarers - Management level staff (Senior officers)
- Instructors/Faculty members from Pre-Sea institutes
- Instructors/Faculty members from Post-Sea institutes
- Representatives from Companies (Management/Ownership)
- Surveyors from Class/ Administration/ Examiners (internal & external)

There were exclusive questions asked to women seafarers and crew working on cruise ships to get their perspective about specific issues.

Category-2

Category-2 is for the students currently studying in pre-sea maritime institutes in India. The main objective for Category-2 was to understand the various factors related to the students pursuing maritime training, such as level of awareness about shipping, their reasons for joining, financial strength, training facilities, safety & environment, motivation, stress level, placement scenario, etc.

The proposed study is regarding the survey on the life of seafarers and students to uncover answers to specific, important questions concerning seafarers and students. It is aimed that this research will help gather meaningful opinions, comments, and feedback from respondents who are more likely to provide open and honest inputs in a more private and confidential method. The result of this study will provide constructive suggestions and address the topics of importance to maritime training institutes specifically and the maritime industry in general.

Institutes involved in the survey

Three maritime training and education institutes have carried out the survey, i.e. Tolani Maritime Institute Induri, The Great Eastern Institute of Maritime Studies Lonavala and the Maritime Training Institute Powai. It was guided by Indian National Shipowners' Association and supported by Maritime Training Trust.

Seafarers & Pre-sea Students - A Literature Survey



A review of related literature was done to analyse previous findings in the field, identify research gaps and strengthen the need for the study. The literature review comprised various areas of the life of a seafarer; such as:

- The relevance of maritime education and training at the secondary level
- The motivations and expectations of students pursuing maritime education
- Maritime education in India
- Training effectiveness in the maritime transportation sector
- Factors affecting female students' choice of maritime majors
- Seafarers' Quality of Life: organisational culture, self-efficacy and perceived fatigue

The Social Fabric of India

One's family is of enormous importance for Indians and is a dominant institution in an individual's life. It is not uncommon for three or more generations to be living together under one roof, showing just how important family life is in the country. Such a joint- family structure is more often than not seen to have a positive impact on the holistic development of the family members.

Generally, in India, the elderly are obeyed, revered and considered fountains of knowledge and wisdom. Old age is expected to be a time of relaxation and solitude, where they no longer have to worry about running the household or finances. In most cases, the elderly will live with and care for their grandchildren and will generally be consulted regarding essential aspects of life. It is not difficult to imagine that a seafarer, leaving home for several months, is reasonably well assured that all members of his/her joint-family will have each other to depend on in his/her absence.

Due to western influence in the country, younger generations are increasingly turning away from the joint family structure. While the family is still necessary, the geographical proximity and hierarchal authority are not as important to some families as it once was. However, frequent visits are still encouraged, and because of this, families are still seen to be as close as under the traditional joint family structure. Due to an increasing number of nuclear families (which an expatriate family would be considered), this new structure is beginning to be preferred as a way of family life in modern Indian culture.

Seafarers are not an exception to this culture and while this career option is attractive for bringing up the financial condition of the family to a better level, family members become emotional when their child is going away for a better future and better earning option in the shipping world.

The general perception about the merchant navy is that life at sea is lonely and takes a toll on one's social life; some prefer it, and some don't. With the amount of work and lack of free time to pursue social interests, ship's life can get quite hard for a person. Modern ships have internet and satellite phones which virtually reduce the distance from friends and family; however, it is no replacement for the usual social life onshore, and more than that, the work leaves little or no room to engage in long conversations over the phone. Following is a review of the research done on various aspects of the life of seafarers.

The research paper '**The Motivations and Expectations of Students Pursuing Maritime Education**' presents the ever-changing global environment of maritime education and training. The maritime industry serves as the illustrative example, of which it has transformed from a traditionally largely unskilled, labour-intensive industry to a capital-intensive, sophisticated one. This has transformed the nature of maritime education from an efficient, hands-on approach to a tertiary education emphasising business and analytical skills, as characterised by the increasing number of tertiary institutions offering undergraduate and postgraduate maritime programs. In this study, a questionnaire survey has been conducted on undergraduate and postgraduate students who pursue maritime programs. The aim was to understand their profiles, motivations and expectations of the respective programs that these students had enrolled in. Constructive recommendations and strategies are provided to contribute to effective planning and management of program articulation. However, the motivations and expectations of students pursuing such programs have remained under-researched. [11]

The research paper '**Training Effectiveness in Maritime Transport**' presents recent developments in training and assessment that have focused on training non-technical skills. The maritime industry has made significant investments in training and assessment in safety. Previous literature has discussed whether training and assessment pay off in terms of improved safety at the sharp end. However, they have not provided ample evidence on the effectiveness of Customer Relationship Management (CRM) training on safety. The report also gives an overview of maritime transport. The emphasis here is maritime transport's safety performance compared to other transport modes. Resource Management and Simulation-Based Training have been introduced in the maritime industry. The research aims to document the effectiveness of training and assessment. [12]

The research paper '**The Relevance of Maritime Education and Training at the Secondary Level**' presents the relevance of MET at the secondary level that is necessary to increase awareness and mitigate the trends and challenges influenced by the philosophical and sociological changes experienced in society and the maritime industry. Firstly, this study examines the purpose of secondary education, the secondary curriculum, factors that may require MET at the secondary level and the effectiveness of early awareness of maritime concepts to youth aged 11-18 years. Secondly, a mixed-method approach was applied in collecting and analysing data through surveys and interviews. Considering the objectives of the study, the purposive sampling and random survey methods were utilised to get a wide cross-section of participants to be able to answer the five research questions. Thirdly, the findings reveal that the relevance of MET at the secondary level is weighted by geographical, economic and country's interest in the industry, and to bring awareness and career opportunities. The findings established that stakeholders lack awareness of the industry and therefore do not promulgate policies for implementing MET at the secondary level. Further, the literature has noted the lack of concentrated effort in promoting the industry to the youth. There is a need for a paradigm shift in the education system to reform the secondary curriculum to make it relevant to society in terms of exposure to the maritime industry. [13]

The research paper '**Maritime Education in India- A Study on Productivity Enhancement**' presents the central theme of this research paper: to study the feasibility of enhancing maritime education and training in India. This study also examines the challenges faced by Indian Maritime Administration at different levels of maritime education, training and development and the possible solutions to overcome the challenges by enhancing maritime capacity building and employability. The need to advance maritime education from basic skill-based to research-based is yet to be comprehensively perceived as the focus is only on the short-term perspective. On

that score, the role played by a maritime university is imperative to create a change in maritime education from the skill-based domain to the research-based domain. A maritime university in India is challenged by parallel norms, stipulation and demand from accrediting, approving and awarding authorities. Thus, this study intends to haul out the existing and potential impediments in the path and progress of enhancing the productivity of maritime education and training in India. [14]

The research paper **'Factors Affecting Female Students' Choice of Maritime Majors'** presents that gender equality has gradually become a prominent topic in social science. However, for employees in traditional industries, such as sailors in the maritime industry, society has long held preconceived notions regarding gender and different societal expectations for different genders. The research explored the degree of influence of gender culture beliefs and social information on female students' choice of maritime majors in the current study. Research conducted group discussions to formulate the study hypotheses and administered a questionnaire survey to 474 students at two marine-oriented institutes located in the north of Taiwan to collect data. Results of a regression analysis reveal two main conclusions: (i) The gender culture beliefs of female students in marine-oriented institutes are significantly and negatively related to the choice of a gender-atypical major, and (ii) social information from professional referents is critical in determining female students' choice of a gender-atypical major. [15]

The research paper **'Seafarers' Quality of Life: Organizational Culture, Self-Efficacy, and Perceived Fatigue'** investigates the factors influencing the quality of life of seafarers. This study surveyed 320 seafarers who have lived and worked on a ship for more than six months. This self-administered questionnaire included questions on organisational culture and support, self-efficacy, perceived fatigue, and the quality of work life. Organisational culture and self-efficacy were identified as factors affecting the quality of work-life, while organisational support was found to have an indirect effect through self-efficacy and perceived fatigue. The final model accounts for 63.1% of the variance in seafarers' quality of life. This study shows that self-efficacy is necessary for the quality of life of seafarers, having both direct and indirect effects. Moreover, organisational support may prove to be the primary intervention point for relieving perceived fatigue and enhancing self-efficacy, thus improving the quality of work life. [16]

Marine Learning Systems, New Wave Media and the World Maritime University, these three organisations came together to provide insight into MET to the maritime industry in 2018. On such insight, in India, earlier focused efforts are less observed, so INSA, by taking the lead together with MTT and other organisations thought of studying about bridging the gap between MET and maritime industry practices through the perspectives of seafarers and pre-sea students in India.

Research Methodology

This chapter is concerned with detailing and developing the research methodology adopted for data collection, treatment, comparison and verification of the viewpoints of stakeholders to measure the present condition of the workforce and the culture developed in the shipping industry. To verify the extent to which the expectations of stakeholders are fulfilled, a detailed questionnaire was designed. The latter part of the chapter discusses the philosophy of framing the questionnaires and the tools & techniques used to receive responses and analyse the findings.

The majority of Indian seafarers join the foreign fleet ships and it was felt necessary to understand the expectations of Indian seafarers from the maritime industry and vice versa.

This project is a brainchild of INSA which is developed in the spirit of shared dedication and commitment to safe, efficient and sustainable operations in the maritime industry. It is felt that these can be optimally achieved through best practices in training and that such training can only be achieved if it is based on accurate data. Furthermore, INSA recognised that training could be continuously improved given the necessary performance indicators.

The philosophy behind the Design of Questionnaire

The questionnaire has been designed to reflect all possible needs and expectations of all the stake holders. The research team has attempted to capture every activity of ship operation, which is user-centric and the maritime education system, which is learner-centric. A large number of questions have been formulated in the questionnaire for the professionals working on a ship and for pre-sea students. This element of the system has emotional bearings with many other elements like the style of working, human values, human relations, stress undergone, the infrastructure facilities, teacher, teaching style, the assessment process, the placement opportunities, etc.

Preparation of Questionnaire

The questionnaire was prepared based on the inputs taken from the following stakeholders:

- Designated Person Ashore
- Technical Superintendents
- Fleet personnel departments
- Shipping Company Representatives
- Senior Officers from DG Shipping
- Classification Society Surveyors
- Marine Pilots
- Institute Owners/Directors/Faculty Members
- Seafarers
- Students

During the process of questionnaire preparation, several interviews were held and communication established with many professionals to obtain clarity regarding their opinions about the life of seafarers. The data obtained was analysed and the questions were reframed to encompass the expectations and requirements of the stakeholders. The questionnaire was developed to assess the satisfaction level of the crew on board and the pre-sea students. It was also envisaged that the questions would help in identifying the gaps that exist between the expectations and the actual reality.

Design of Questionnaire

A distinct and exclusive question set was designed for each stakeholder. Following 15 factors were identified, which allowed the research team to design the questionnaire. Questions were designed for the employees on board the ship, shipping companies, women seafarers, passenger ship crews and students at the pre-sea level.

	Factors / Topics of Questions	Selected Questions
1	Career	25
2	Colleagues' Perception	11
3	Opinion about their Company	16
4	Competency	9
5	Employment Contract	5
6	Culture including Discrimination & Harassment	10
7	Enhancement Training	9
8	Fatigue & Stress	7
9	Motivation & Happiness	10
10	Organisational Policies	4
11	Training	17
12	Safety & Environment	6
13	Training - Organisational Perspective	4
14	Working environment on board	9
15	Maritime Administration	6

Validation of Questions

The draft questions were sent to the members of MASSA, FOSMA and INSA for their inputs and modifications as deemed appropriate prior finalizing same.

Software for the survey, data generation and acquisition

For this online survey, a web application was developed by vendor CALPAQ on the WordPress platform. The questionnaire was made available on the website <https://navikjeevan.org/online-survey/> from June 25, 2020, to February 28, 2021. Point to be noted that the survey was kept open over an extended period of time due to the current COVID-19 pandemic. Regular reminders were sent to the stake holders for completing the survey.

Total 5541 respondents took part in these two surveys. 2203 respondents took part in the survey 'Life of Indian Seafarers' and 3338 respondents took part in the survey 'Life of Pre-sea Students'.

Data Analysis

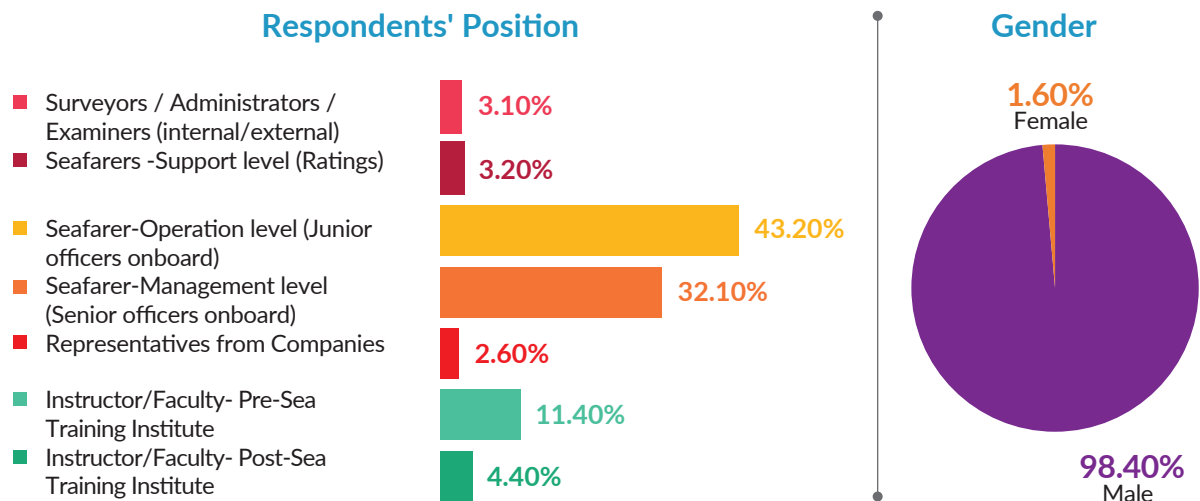
The data was analysed using descriptive statistics, regression analysis and cross-functioning tools. The results were categorised to determine the gap between the expectations and the requirements.

Indian Seafarers' Perspective

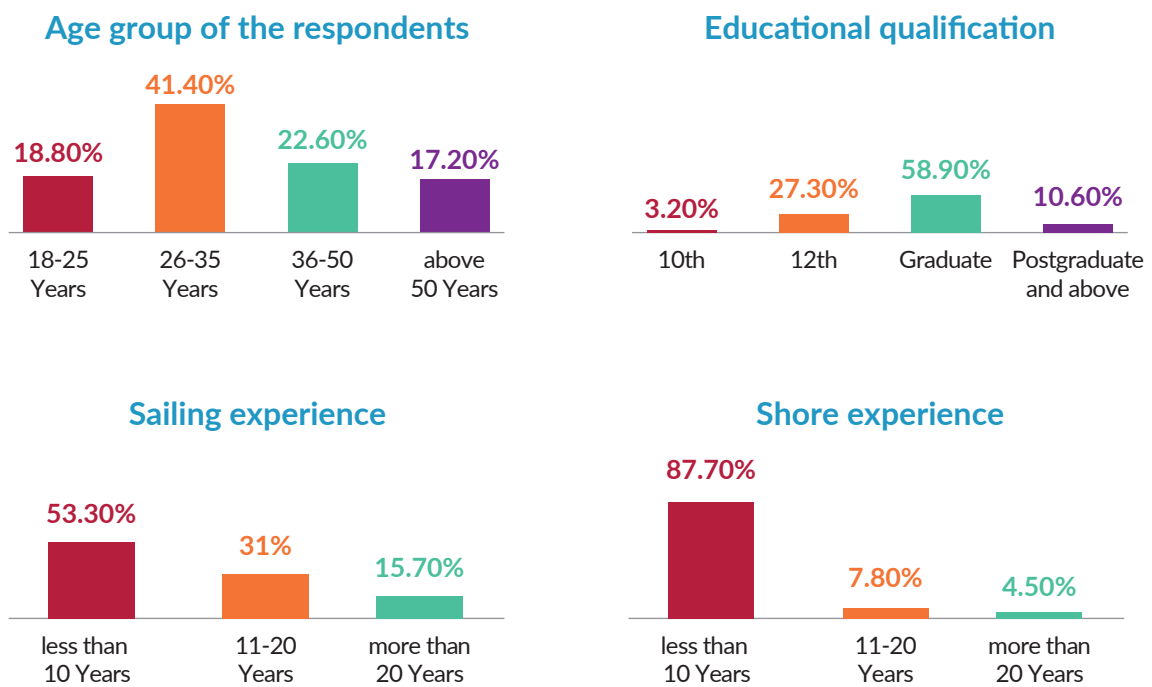


About the Respondents

The total number of respondents in the seafarer category was 2203. There were 07 categories of respondents. 98.4% of the respondents were male.



The average age of the respondents is 37 years at the time of the survey, with the majority of these being senior and junior officers on board. A small number of the respondents (2.4%) is crew members on cruise liners. A large majority has acquired at least a graduate degree. Nearly half of the respondents have more than 10 years of sailing experience.



The responses have been analysed in the following categories:

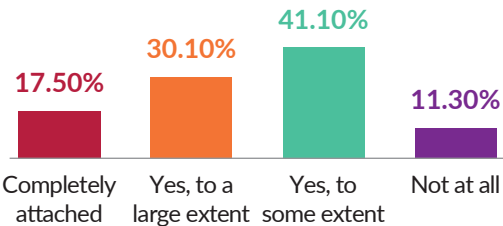
1. Career
2. Colleagues' Perception
3. Opinion about their company
4. Competency
5. Employment Contract
6. Culture including Discrimination & Harassment
7. Enhancement Training
8. Fatigue & Stress
9. Motivation & Happiness
10. Organisational Policies
11. Training
12. Safety & Environment
13. Training - Organisational Perspective
14. Working environment on board
15. Maritime Administration

There were exclusive questions for women and crew on sailing on cruise liners.

Career

Most of the on board officers and ratings, surveyors, administrators and examiners feel that they are attached to their current organisation. However, a small number of the respondents feel no attachment with their current organisation.

Attachment with the organisation



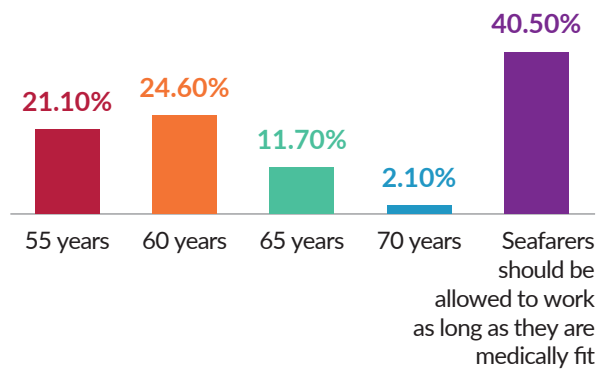
Shipping career opens many options for career growth



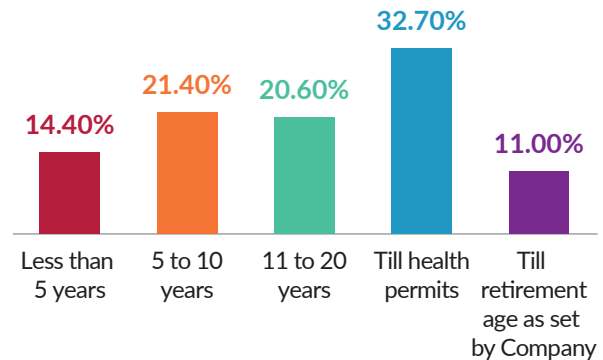
Nearly two-thirds of the respondents believe that a shipping career opens only shipping related career growth options.

A remarkable percentage of the post-sea trainers, company representatives, senior officers on board, surveyors, administrators and examiners opine that seafarers should be allowed to work on board as long as they are medically fit. Whereas, around 45% of the on board crew wish to continue sailing career until their health permits or retirement age.

What should be the retirement age for seafarers?

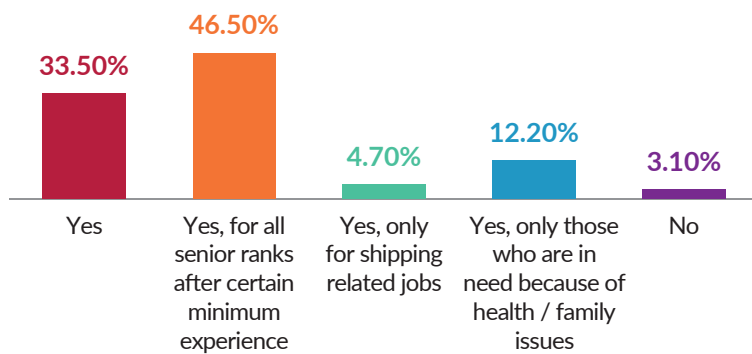


I would like to continue sailing career

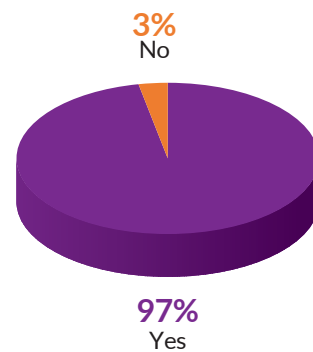


Most of the respondents consider that they should be trained for alternative jobs ashore. However, a small number of the respondents (4.7%) prefer only shipping related offshore jobs.

Seafarers should be trained for alternative jobs ashore

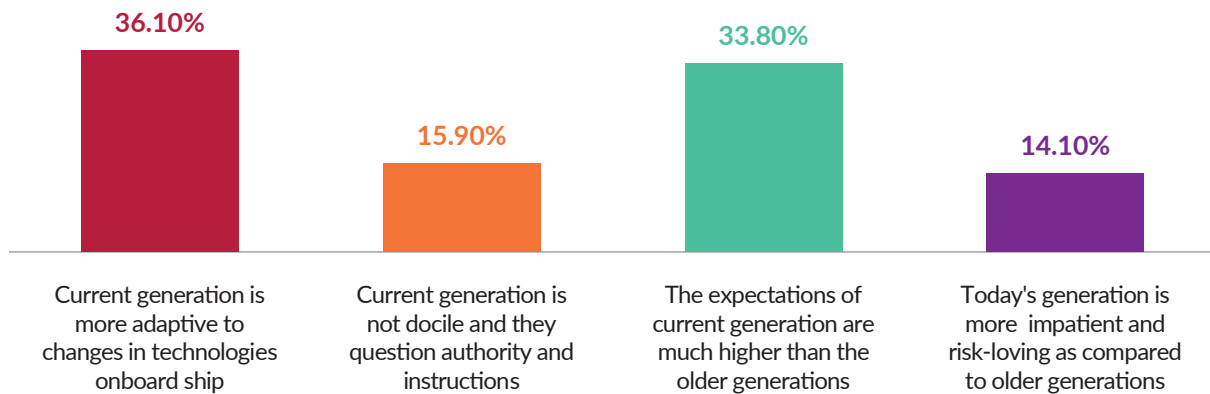


Seafarers should be trained for alternative jobs ashore



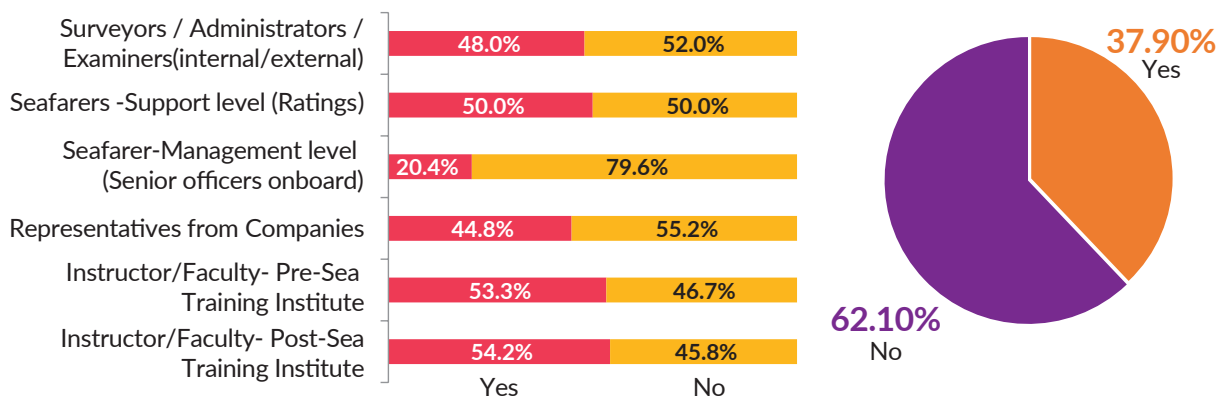
Roughly one-third of the pre-sea and post-sea training instructors/faculty, company representatives, senior officers on board, surveyors, administrators and examiners accept that the current generation is more adaptive to changes in technology on board ship. However, 14.1% of the respondents believe that the new generation is more impatient and risk-loving as compared to older generations.

Is current generation more adaptive to changes in technologies on board ship?



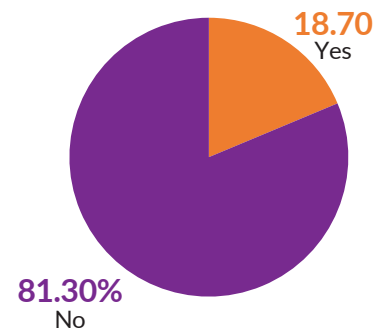
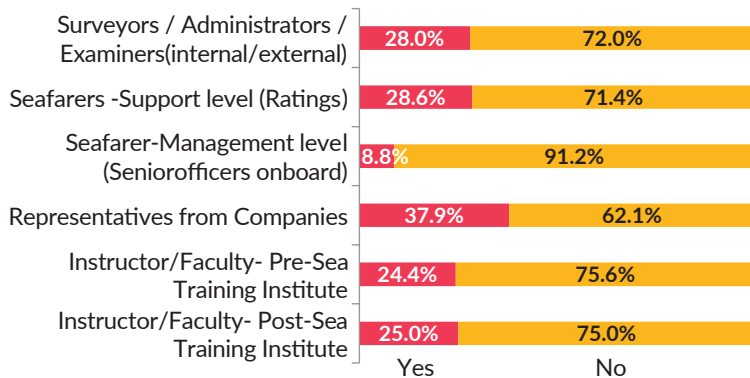
About 60% of respondents would not prefer their sons joining the merchant navy as a career.

I would gladly have my son take up the job on ships.



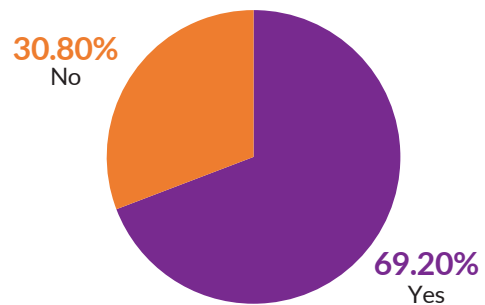
Close to 80% of respondents would not prefer their daughters joining the merchant navy as a career.

I would gladly have my daughter take up the job on ships.



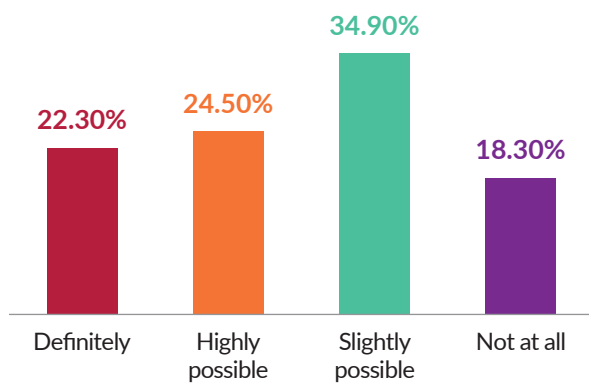
Nearly 70% of the company representatives and on board crew trust that their company practices a well-defined and transparent promotion policy that is communicated to all the employees.

Well-defined and transparent promotion criteria in your company

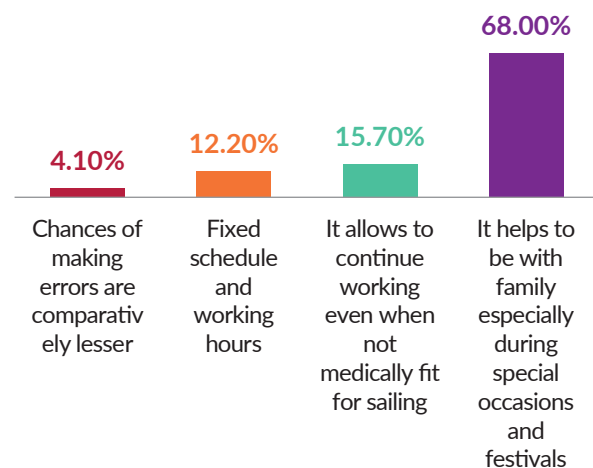


About half the on board officers would like to shift to a shore job if they are given a choice. The main reason for switching shore jobs is a family commitment.

Would like to shift to a shore job



Why do you prefer a shore job?



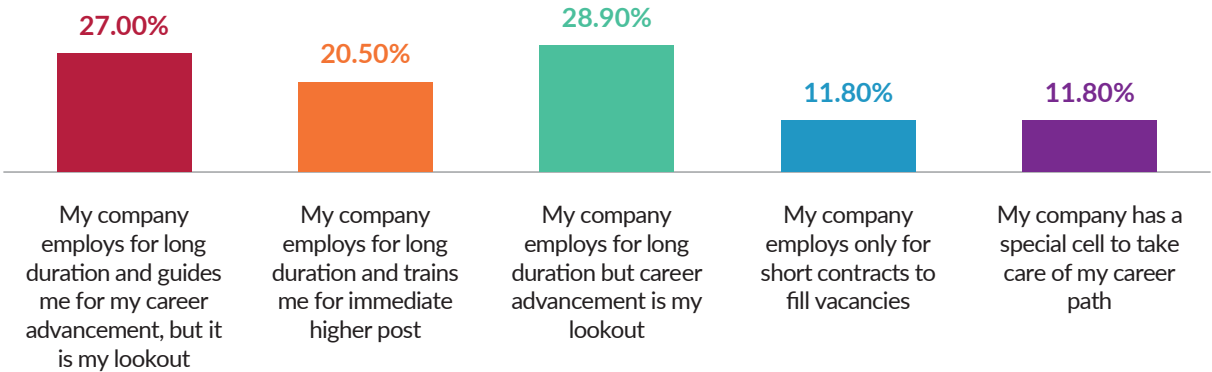
Around 40% of junior officers and ratings are not satisfied with the system of the appraisal report in their companies.

Appraisal report



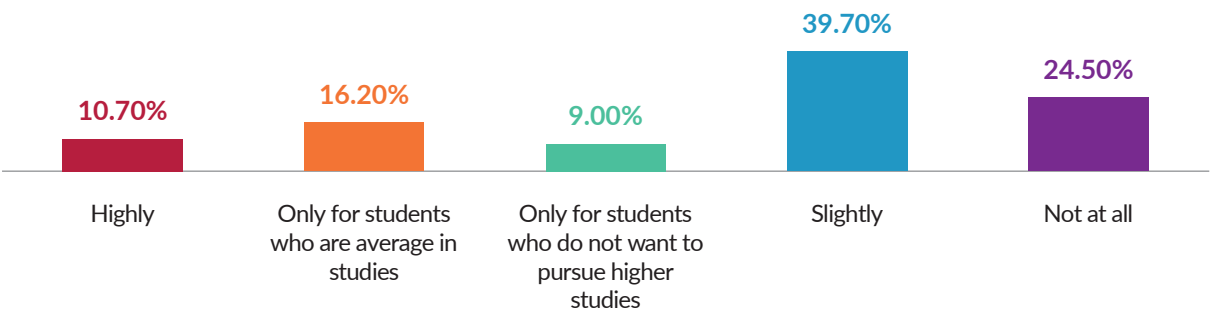
Approximately half of the company representatives, on board officers, surveyors, administrators, and examiners confirm that their company employs them for a long duration and help them for their career advancement. Even some companies have a special cell to take care of the career path of their employees.

Career advancement



Only 10.7% of pre-sea training instructors/faculty, company representatives and on board officers feel that shipping is a much sought after career among young students.

Is shipping a much sought after career among young students?



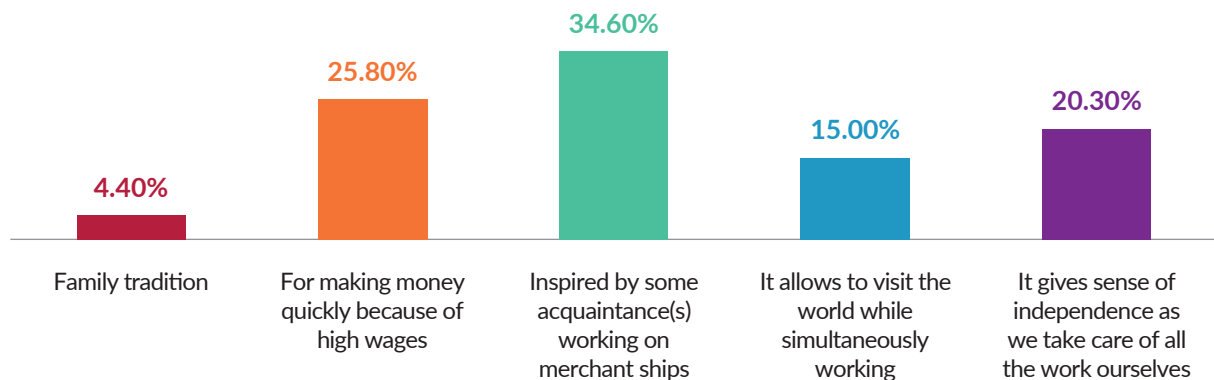
More than half the respondents cited better financial prospects as the most valid reason for today's generation opting for a career in the merchant navy.

Opinion about today's generation opting for merchant navy as a career



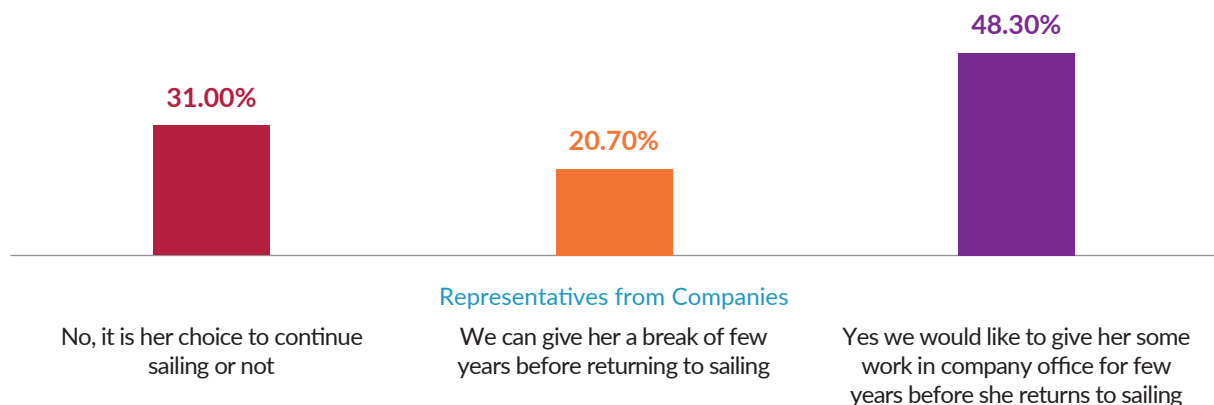
The majority of the junior officers and ratings decided to become seafarers mainly because of two reasons, (i) for making money quickly, (ii) Inspired by some acquaintance(s) working on merchant ships.

Why did you decide to become a seafarer?



Almost half the representatives from shipping companies would like to give women seafarers some work in company office for a few years before they return to sailing to take proper and required care of their child.

Do you consider providing alternate job to women seafarer (for few years) who have just become mothers?



Colleagues' Perception

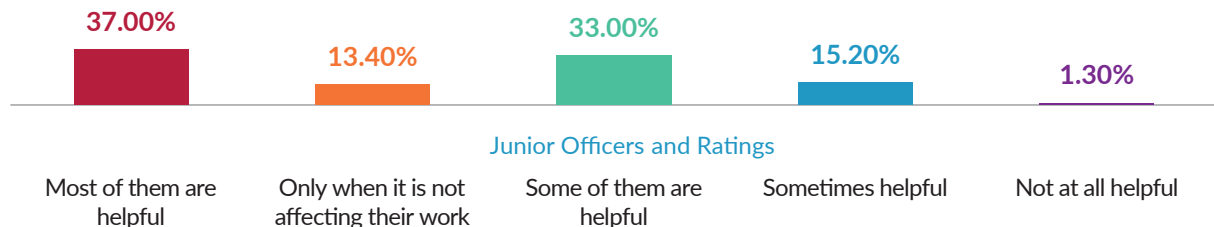
More than half the post-sea trainers, company representatives, on board officers, surveyors, administrators, and examiners think that junior staff is aware but lack understanding of their rights and responsibilities.

Do you feel current generation of seafarers (junior staff) are aware of their rights and responsibilities?



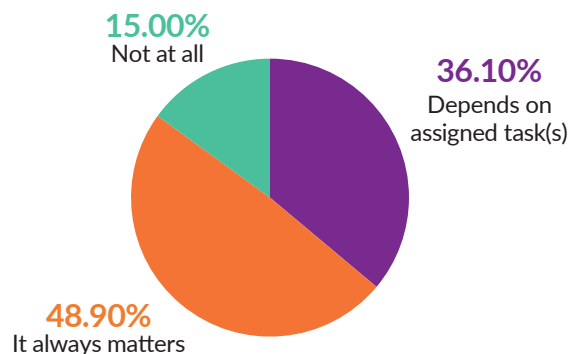
Around 83% of the respondents believe that the seniors are helpful.

Support from senior colleagues



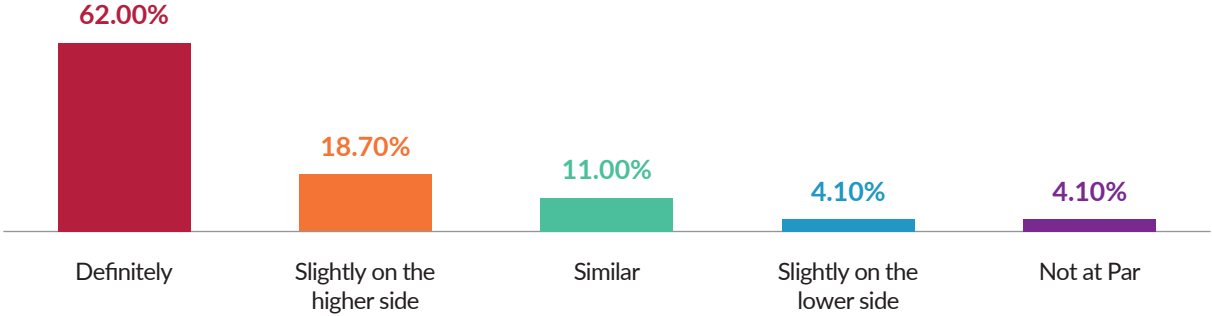
Most of the instructors/faculty from pre-sea training institutes reckon that basic education impacts cadets' performance during training.

Impact of basic education on performance during Pre-sea training



More than 80% of representatives from companies, senior officers on board, surveyors, administrators and examiners believe that Indian seafarers are competent enough to handle the jobs on ships compared to their other counterparts from different nationalities.

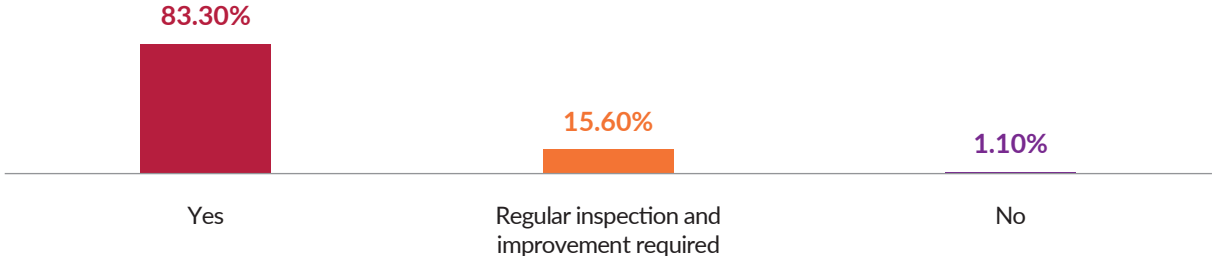
Are Indian seafarers competent enough to handle the jobs on ships as compared to their other counterparts from different nationalities?



Opinion about their company

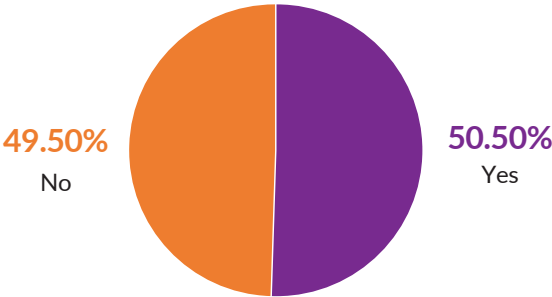
Most of the on board staff say that cleanliness and hygiene levels are well maintained on board.

Are cleanliness and hygiene levels well maintained on board?

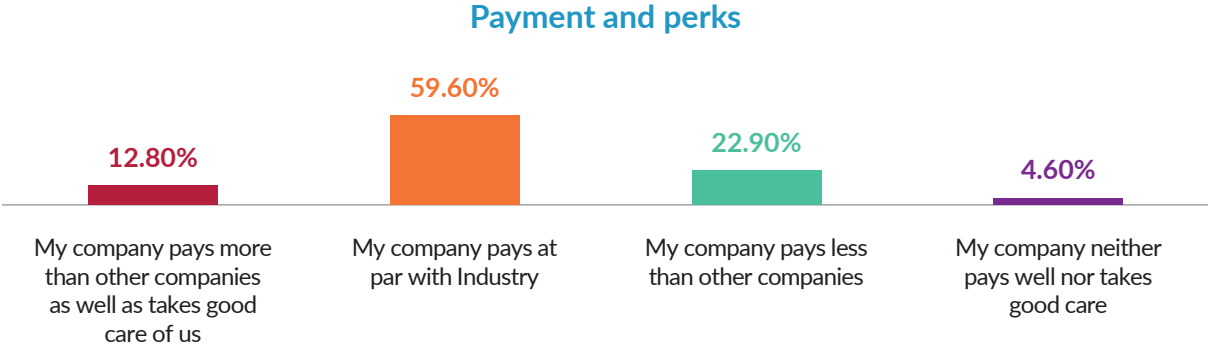


Half the on board staff say that their companies do not have a psychologist/counsellor.

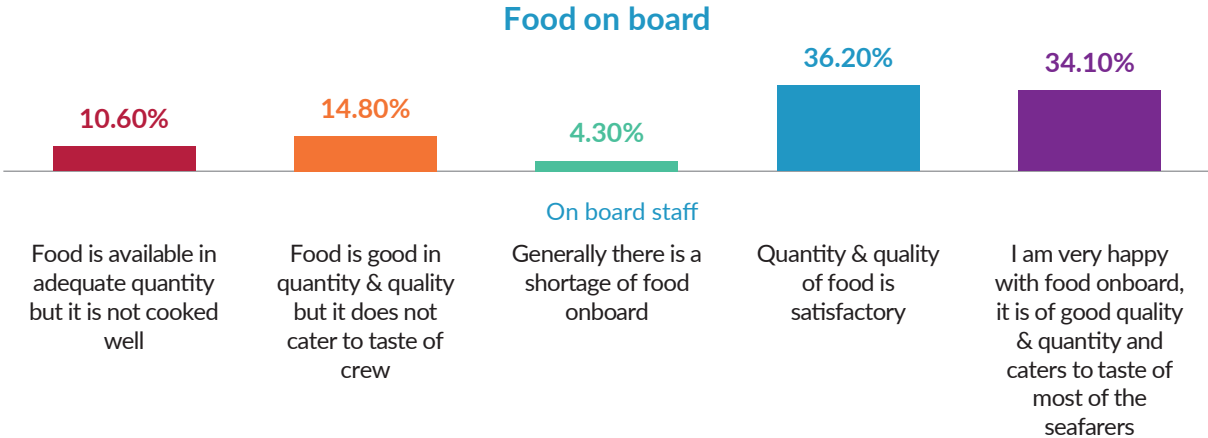
Does your company have a psychologist/counsellor, who can be approached by employees?



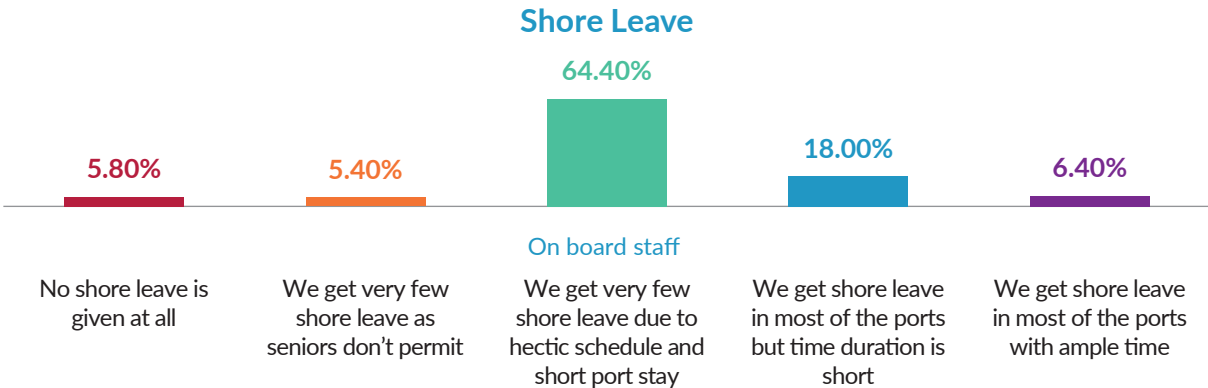
About 28% of the on board staff is not happy with the payments and perks in their company.



Almost 30% of the on board staff are not satisfied with the food served on board.



Around 76% of on board staff would like to have more shore leave.

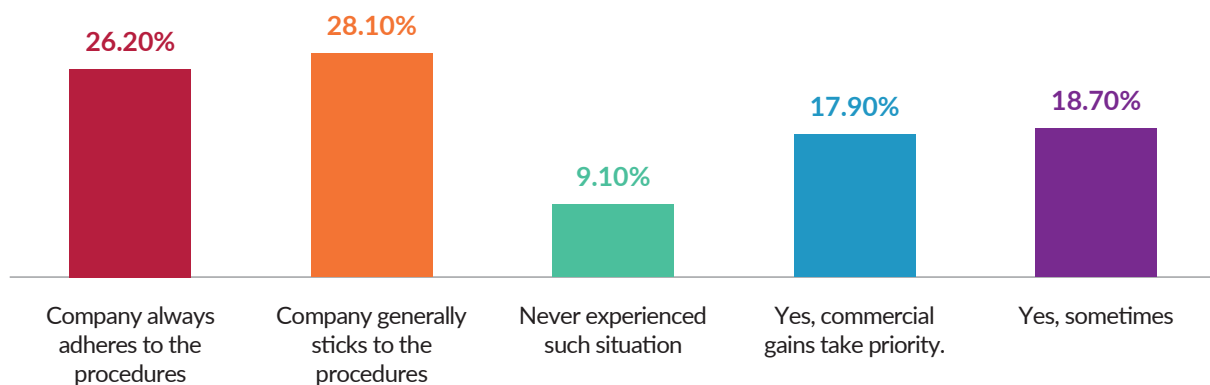


Most of the company representatives state that they endeavour to provide shore leave wherever possible.



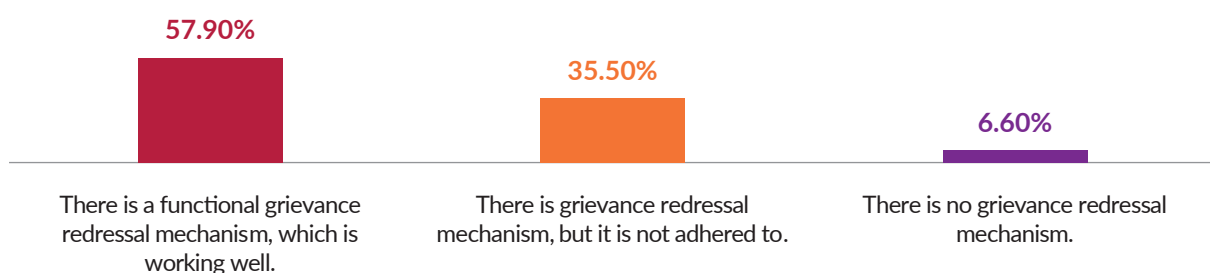
More or less 37% of the company representatives, senior officers on board, surveyors, administrators and examiners express that company policies and procedures are bypassed.

Are company policies/procedures bypassed for commercial gains/commitments?



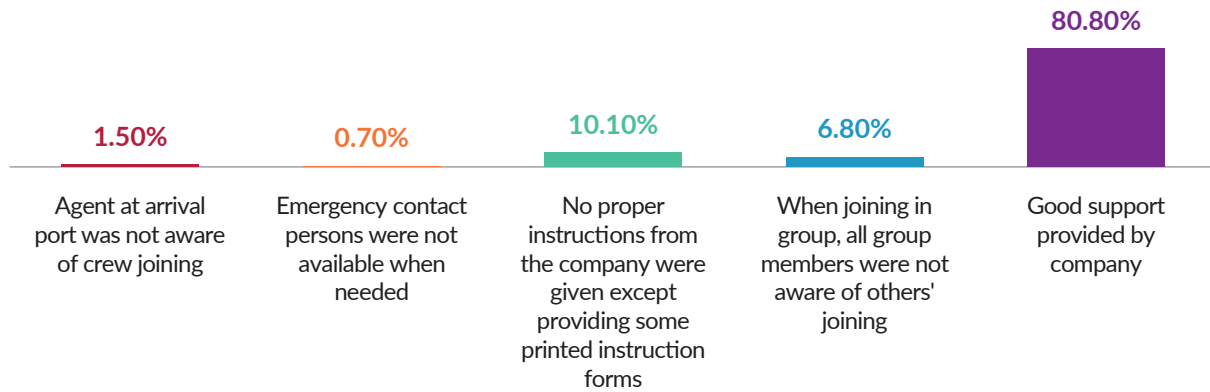
Close to 42% of the company representatives and on board crew accept that there is no proper grievance redressal mechanism available in their companies. In some cases, there is no such system at all.

Grievance redressal mechanism



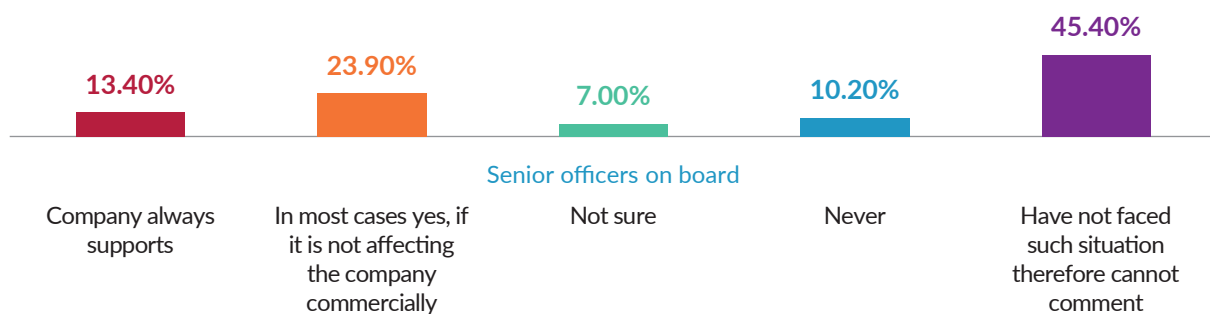
Nearly 20% of junior officers and ratings are not happy with the support while joining their ship.

Support while joining the ship



On the question of support provided by the company in case of making a mistake during the work and one is left to defend the same with authorities, around 40% of the senior officers on board mention that they get proper support from their companies whereas 17% of the respondents are not happy with the support from their company.

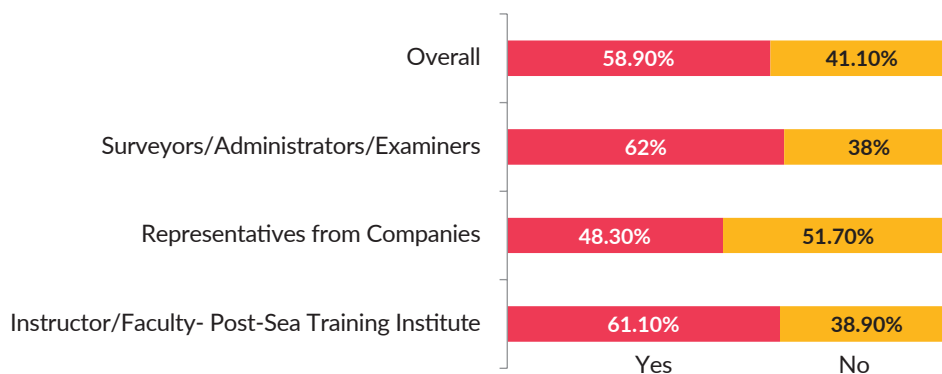
Support from the company



Competency

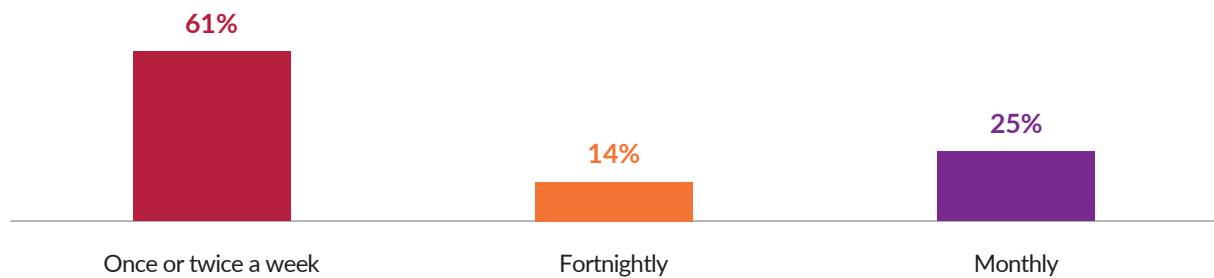
58.9% of respondents agree that the competency exams are aligned with the on board operational requirements for the rank.

Are the competency exams aligned with on board operational requirement for the rank?



More than 60% of pre-sea and post-sea training instructors/faculty, company representatives, on board officers, surveyors, administrators and examiners suggest that the exposure to simulator-based training during pre-sea should be more frequent.

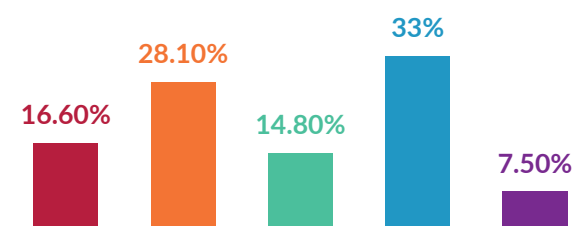
What should be frequency of exposure to simulator based training during pre-sea?



Opinions of the post-sea trainers, company representatives and senior officers on board about the following points

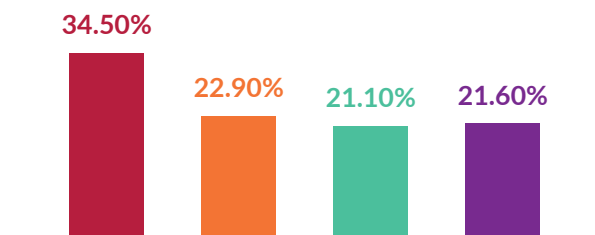
- The preparedness of seafarer after completing the minimum required sea time for the next level
- The preparedness of seafarers after completing the post sea training for the next level
- The competency level of seafarers
- The competency level of junior staff to handle the job

How would you rate the preparedness of seafarer after completing the minimum required sea time for the next level?



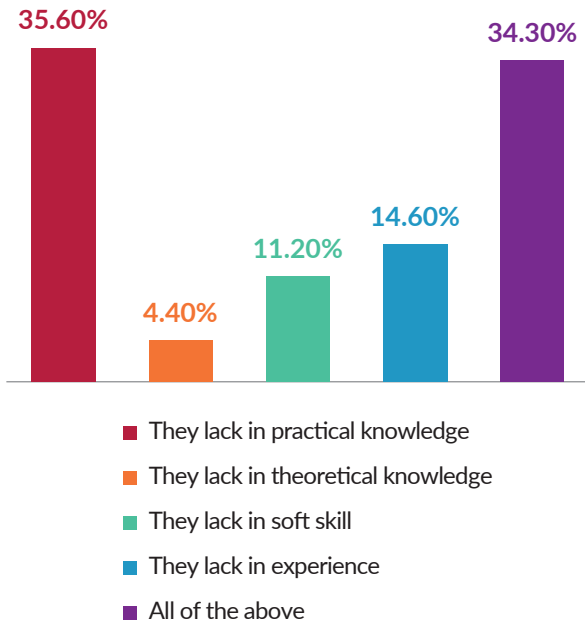
- Minimum sea time required for next promotion is not enough to prepare candidate for the next level
- Unless the candidate is trained onboard for the next level, it is not good enough
- They only attain theoretical knowledge and learn most of the things after being promoted to next level
- It depends upon the opportunities provided for onboard training at the previous rank
- Minimum sea time required is enough to prepare candidate for the promotion

How would you rate preparedness of seafarers after completing the post sea training for the next level?

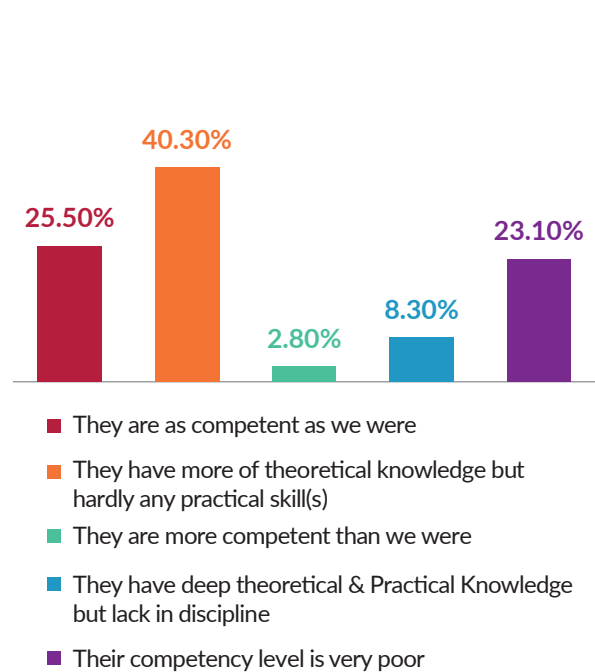


- Training only gives theoretical knowledge & not the practical knowledge which is more essential
- Training can only give knowledge and not confidence to handle the job(s)
- Candidates with simulator based training are better than the others at all levels
- At any level the candidates are not suitable to be promoted immediately after completion of training

Most important issue concerning competency level of seafarers

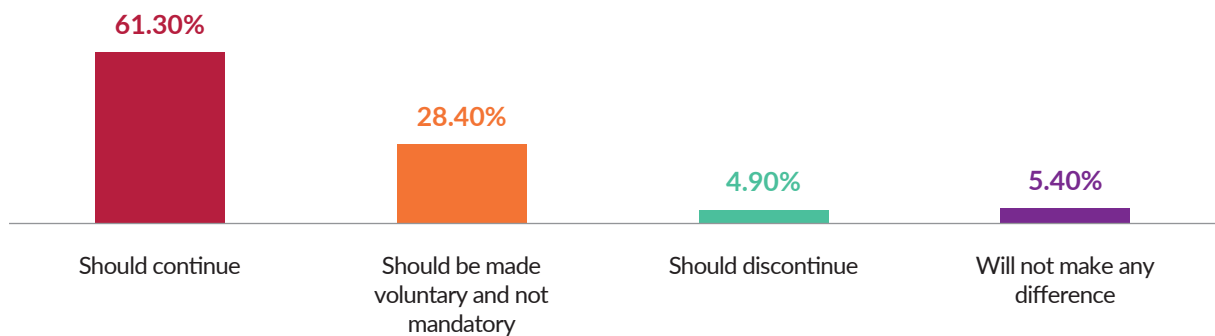


Competency level of junior staff to handle the job



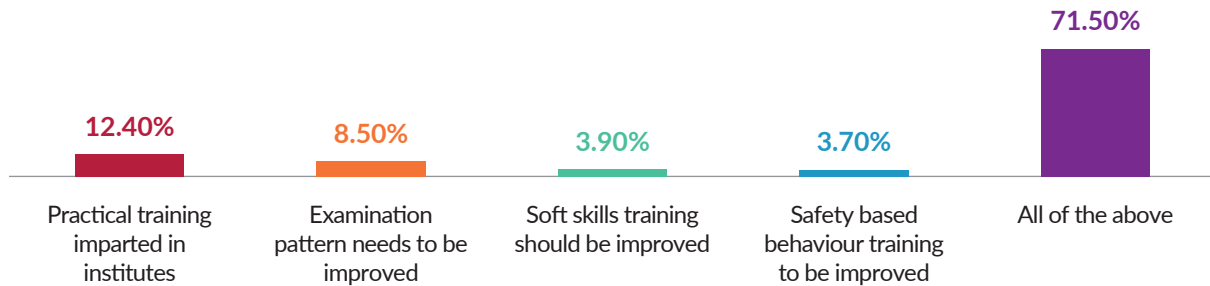
Most of the post-sea trainers and on board officers suggest that the preparatory courses for the competency exams should continue, whereas about 10% of them believe that they may be discontinued or may not make any difference.

Should the competency exams preparatory courses continue?



More than 70% of the post-sea trainers, company representatives, senior officers on board, surveyors, administrators and examiners suggest that improvement is required for preparedness of seafarers for the next level in all the required areas, i.e. practical training imparted in institutes, examination pattern, soft skills and safety based behaviour training.

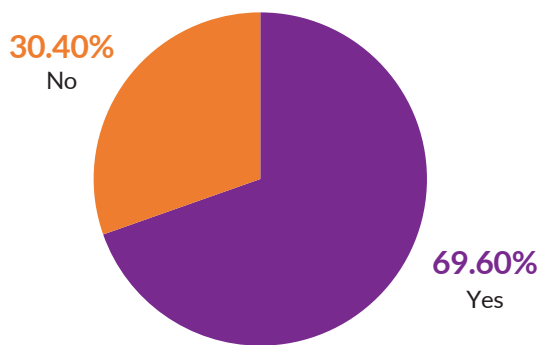
Areas where improvement is required for preparedness of seafarers for the next level



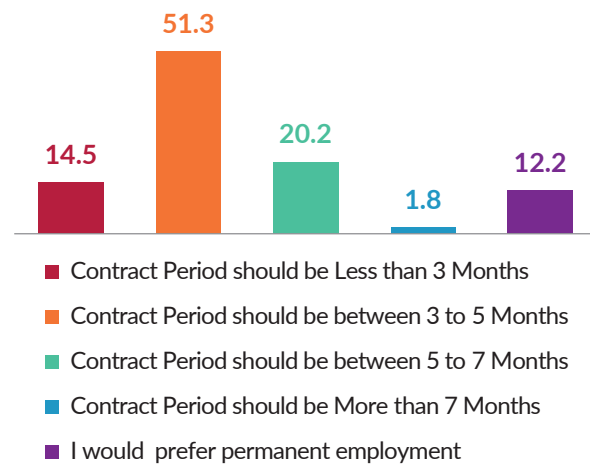
Employment Contract

Opinion of seafarers about the employment contract conditions

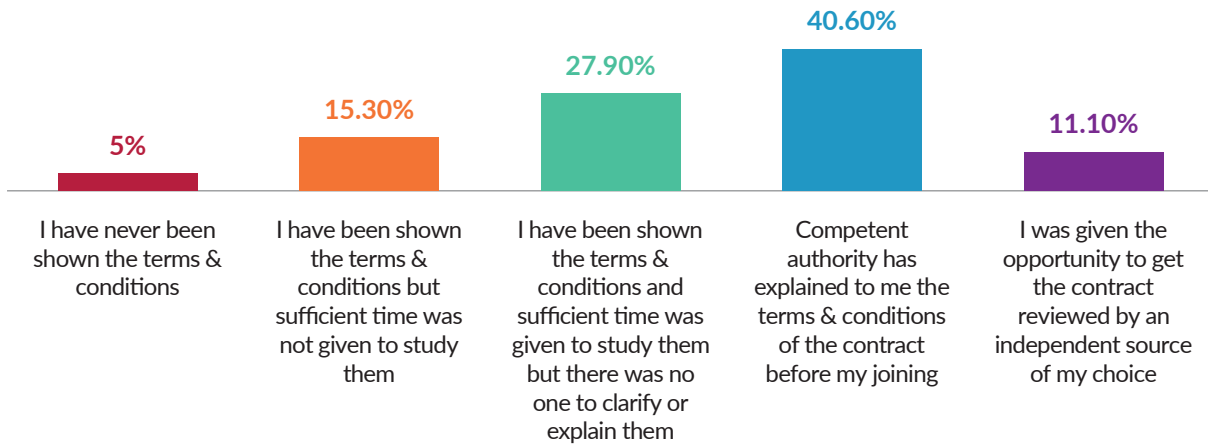
Are you happy with the present duration of contract?



What should be the duration of contract according to you?



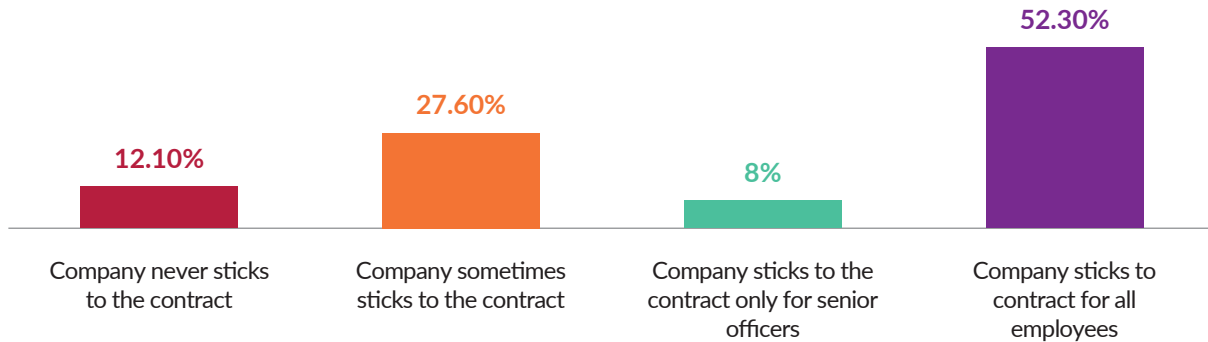
Opinion about the understanding of employment contract



Opinion of seafarers and company representatives about the Sign-on/Sign-off

78% of the seafarers and company representatives find that the sign-on/sign-off is carried out as per the contract.

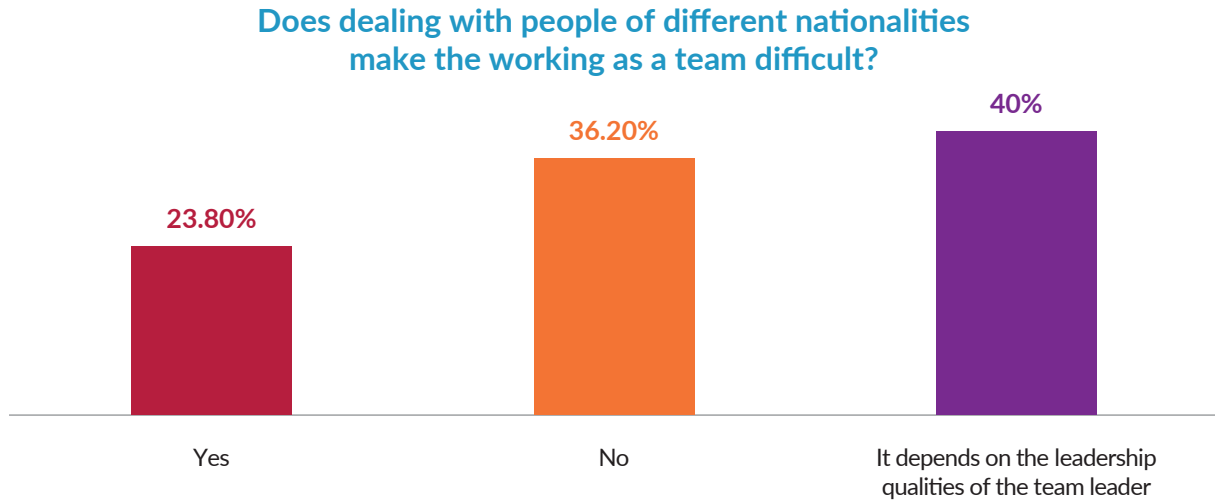
Engagement/Disengagement (Sign-on/Sign-off)



Culture including Discrimination & Harassment

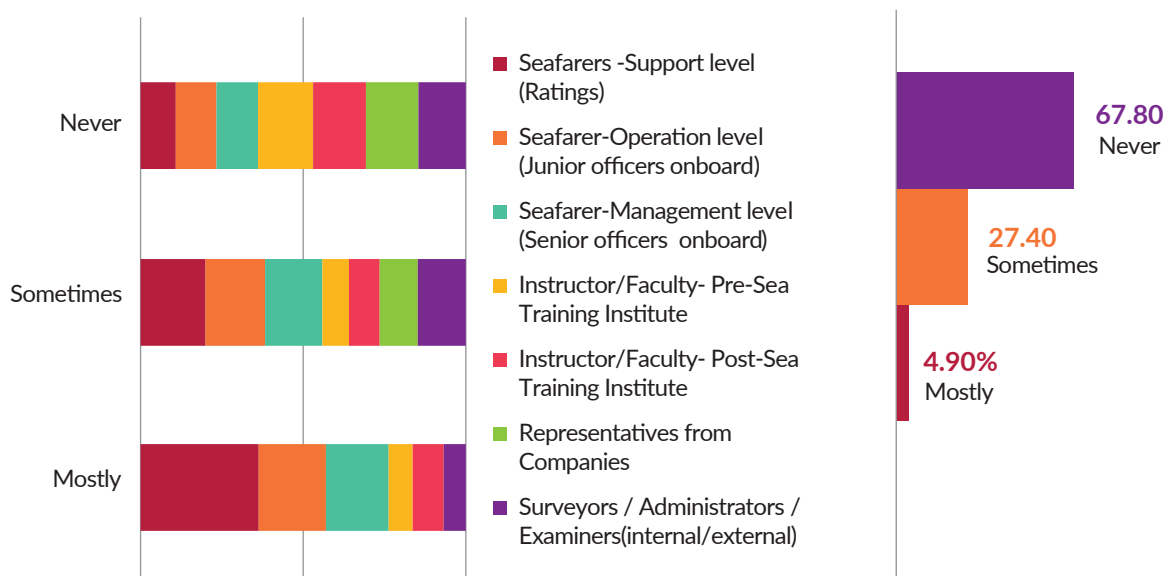
Opinion of seafarers about dealing with people of different nationalities

Nearly one-fourth of the seafarers find it challenging to work in teams with multinational crew.



Nationality/Religion/Language/Gender/Caste/Economic status-based discrimination in your organisation

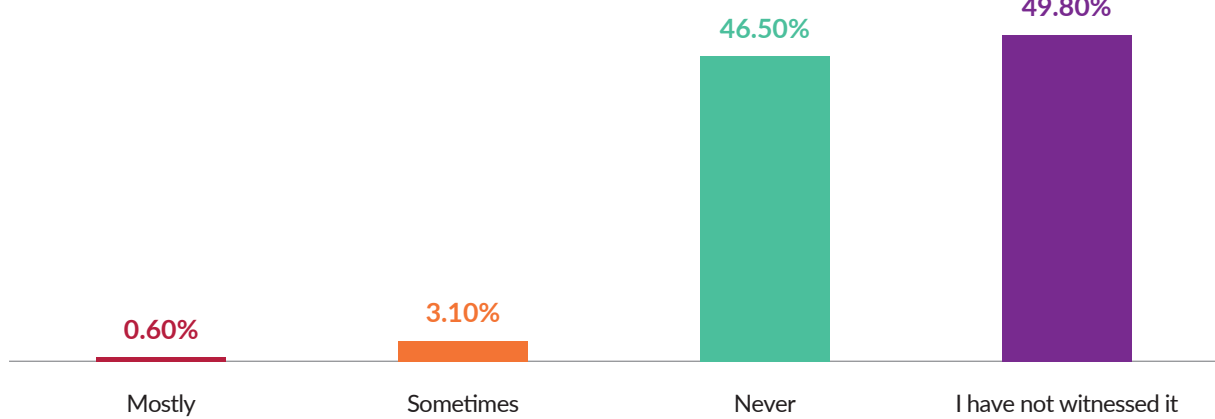
A fairly large percentage of seafarers, i.e. 67.8%, agree that no discrimination takes place in their organisation. Although the overall discrimination is less than 5%, but the ratings feel more affected by this.



Sexual harassment in your organisation

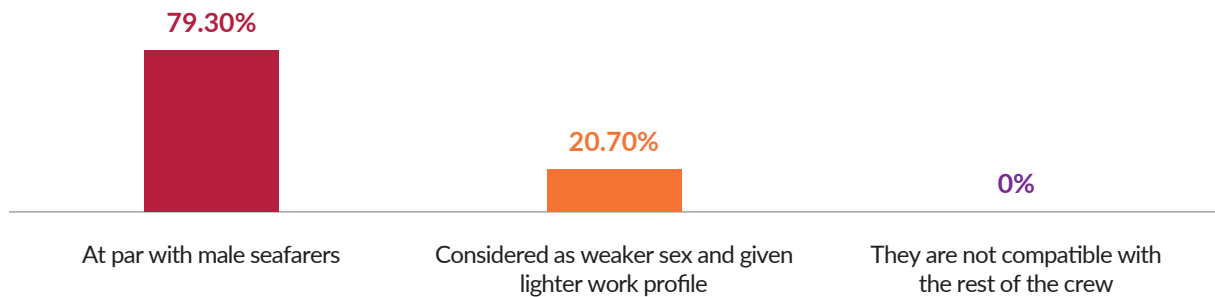
The majority of the respondents chose to say that they either never witnessed sexual harassment or that it never took place in their organisation.

Does sexual harassment take place in your organization?



About the treatment with female seafarers on board ships, nearly 80% of the company representatives accept that the female seafarers are at par with male seafarers and no respondent feel that the female seafarers are not compatible with the rest of the crew.

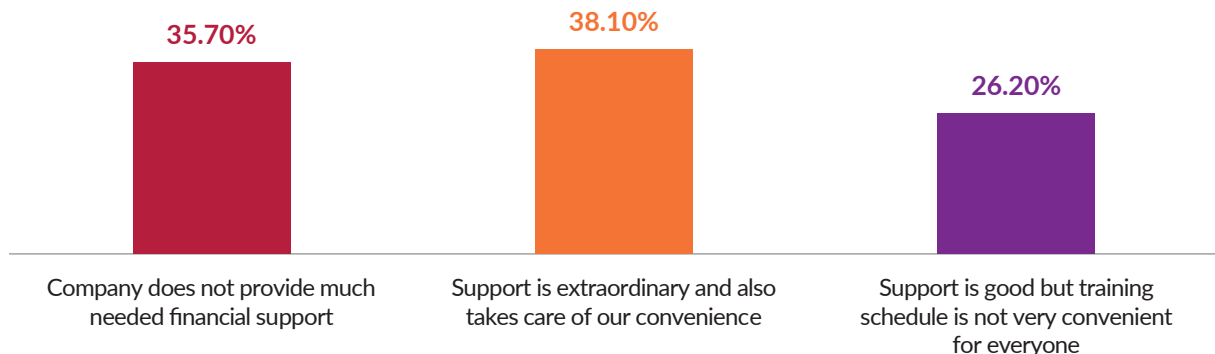
How are female seafarers treated on board?



Enhancement Training

Around one-third of the junior officers on board and ratings say that their company does not provide much needed financial support to them.

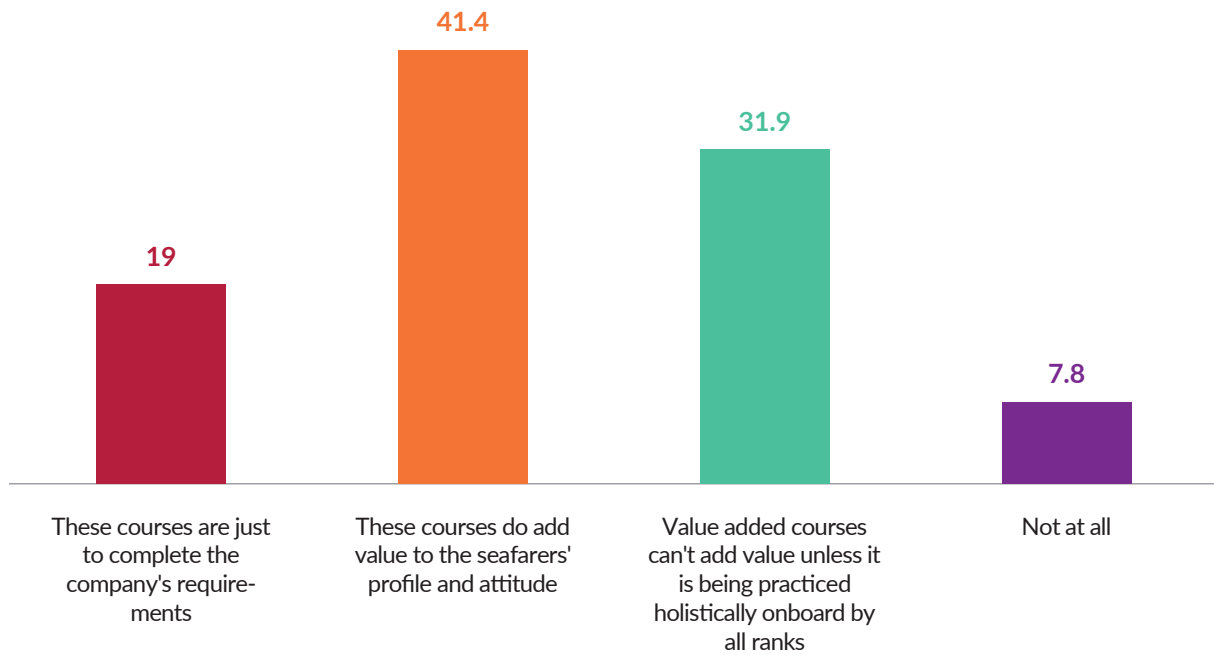
Are you satisfied with the support provided by the company for the training?



Opinion of post-sea trainers, company representatives and on board officers about value-added courses and post-sea training

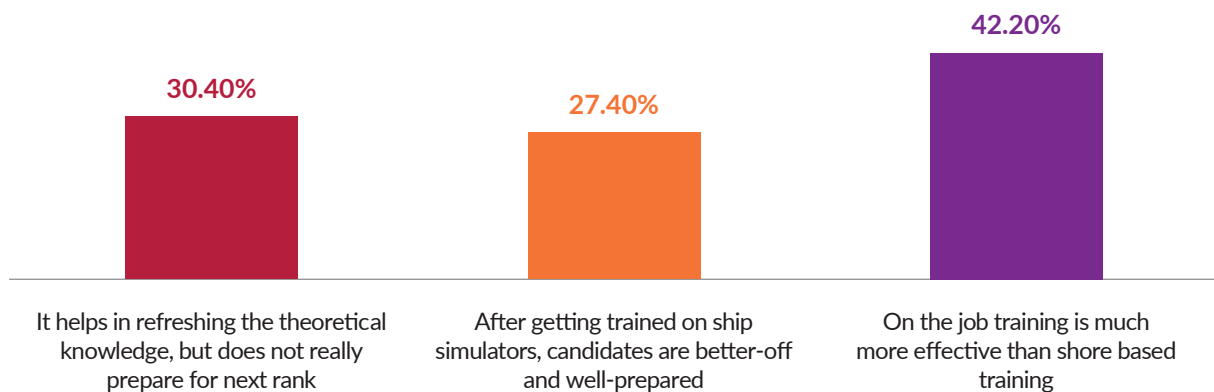
More than 60% of respondents feel that the value-added courses greatly help them improve their performance on board.

Do the value added courses really add value and help seafarers to perform better on board?



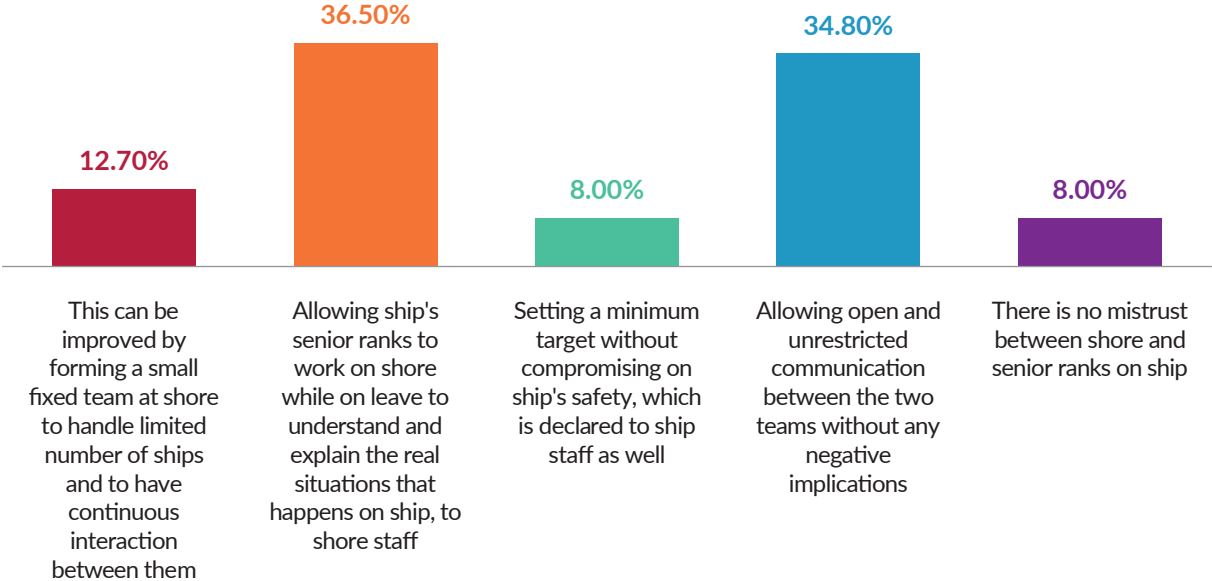
Roughly 58% of respondents feel that the post-sea training is satisfactory for handling the job responsibilities. However, a sizeable amount of respondents still feel that on-the-job training is more effective.

Do you feel that the post-sea training provided is satisfactory to handle the job responsibilities for the rank?



71% of the company representatives, senior officers on board, surveyors, administrators and examiners agree that mistrust between shore and ship management can be improved by allowing senior ranks to work onshore while on leave to understand and explain the real situations that happens on ship to shore staff and allow open and unrestricted communication between the two teams without any negative implications, whereas 8% of the respondents feel that there is no mistrust between shore and senior ranks on ship.

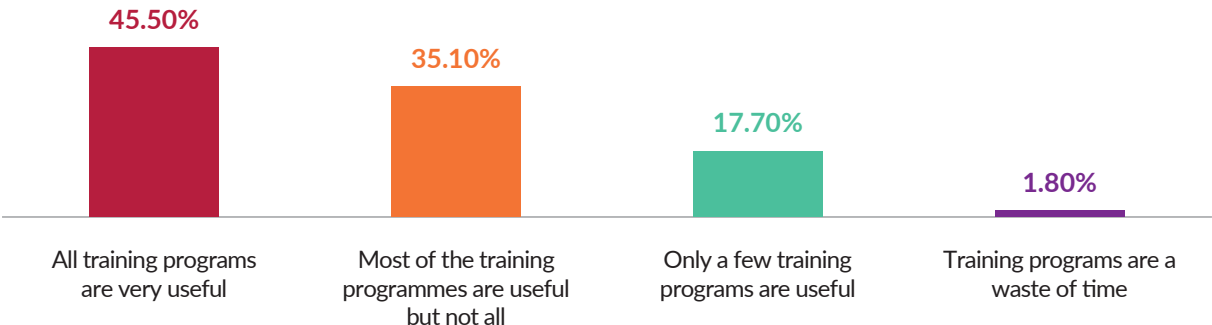
how can mistrust between shore and ship management be improved?



Effectiveness of value added training programs conducted by the shipping companies

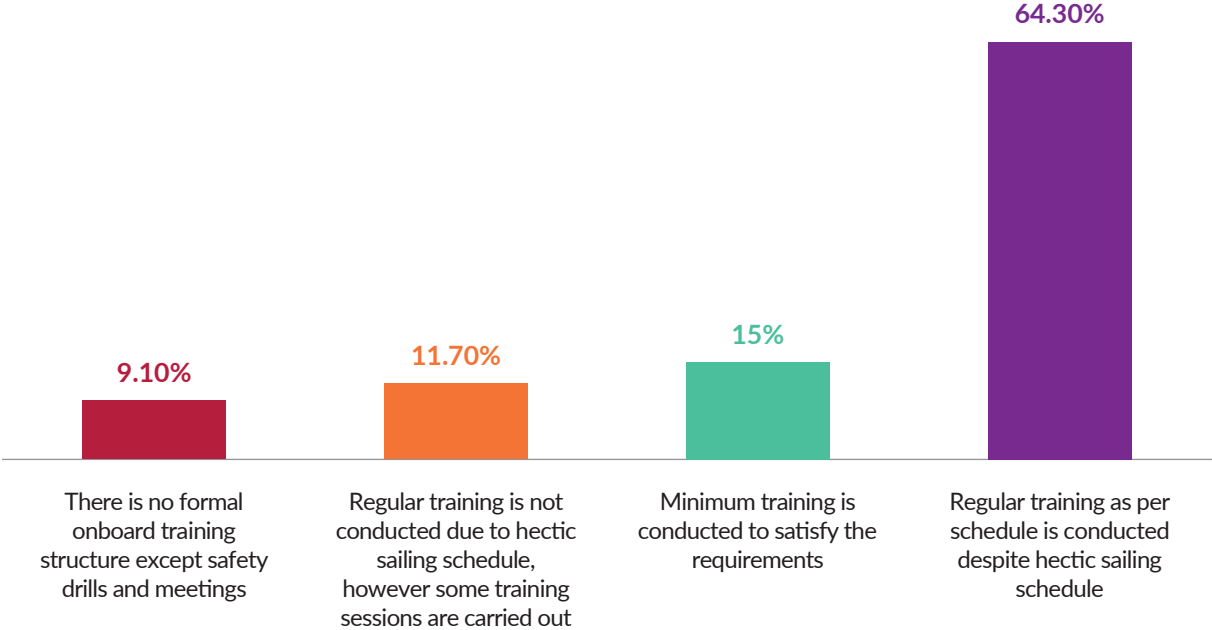
45% of the pre-sea and post-sea training instructors/faculty, company representatives, on board officers feel that all the training programs are useful, while nearly 2% of respondents feel that the training programs are a waste of time.

Effectiveness of the training programmes conducted by company



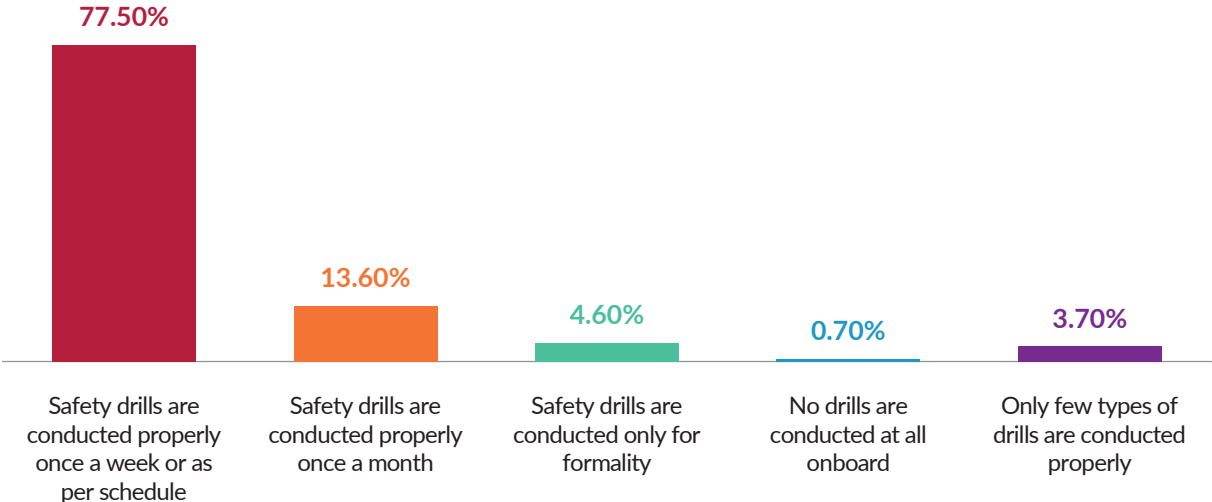
Approximately 65% of the officers on board say that regular training as per schedule is conducted despite a hectic sailing schedule, whereas only 9% of respondents say that there is no formal on board training structure except safety drills and meetings. Approximately 65% of the officers on board say that regular training as per schedule is conducted despite a hectic sailing schedule, whereas only 9% of respondents say that there is no formal on board training structure except safety drills and meetings.

Is adequate on board training provided by your organisation?



Almost 78% of the on board crew agree that safety drills are conducted properly once a week or as per schedule, whereas 9% of the respondents are critical to safety drills and say that they are conducted only for formality or only a few drills are conducted. In some cases, no safety drills are conducted on board.

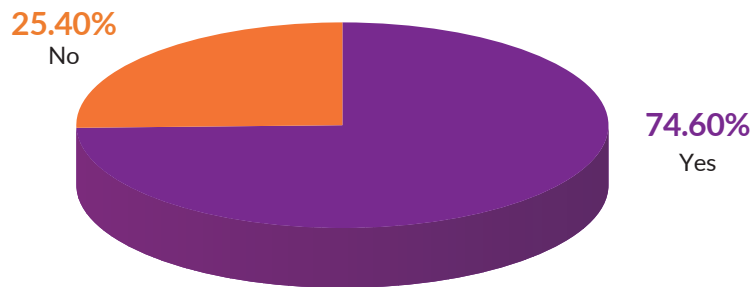
Are safety drills conducted properly?



Fatigue & Stress

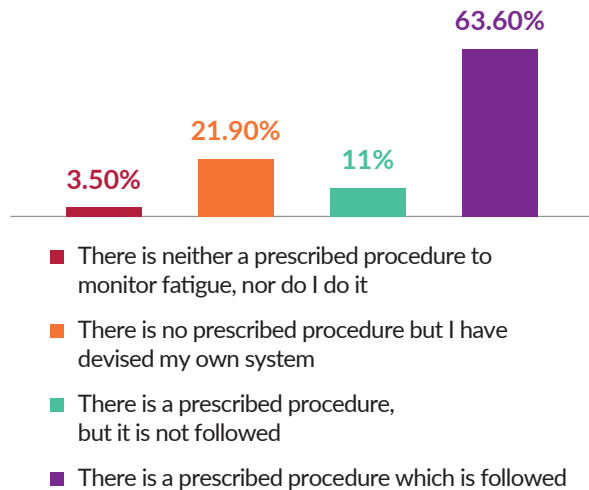
Three-fourths of the post-sea trainers, surveyors, administrators and examiners agree that yoga/meditation exercises should be conducted as a part of daily routine on board for better mental health.

Should yoga/meditation exercises be conducted as a part of daily routine on my ship?

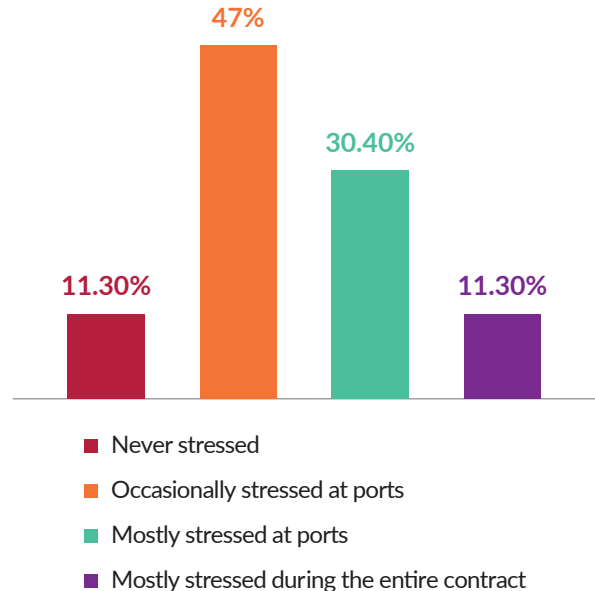


Opinion of senior officers on board about the monitoring of fatigue of employees and their own stress on board

As a management level officer, do you monitor fatigue of employees?



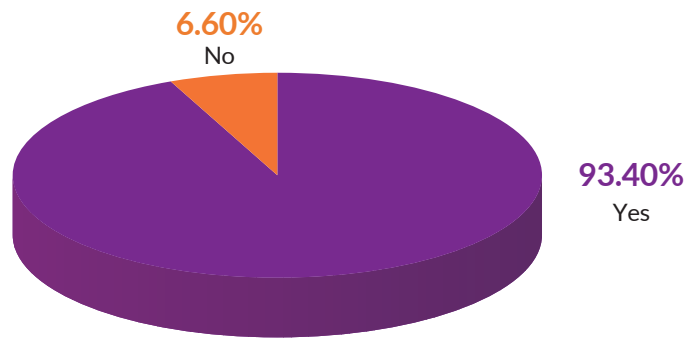
When are you stressed on board?



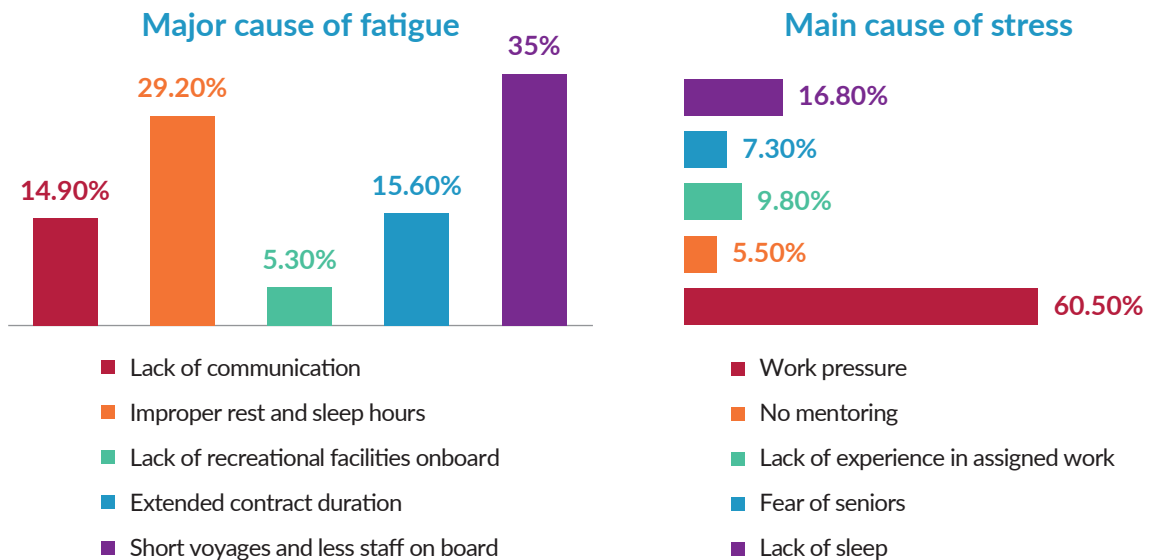
Opinion of the on board crew about the increase in workload due to reduced manning and major cause of fatigue and stress

94% of crew assume that the workload has increased due to reduced manning.

The workload on seafarers is increased due to reduced manning



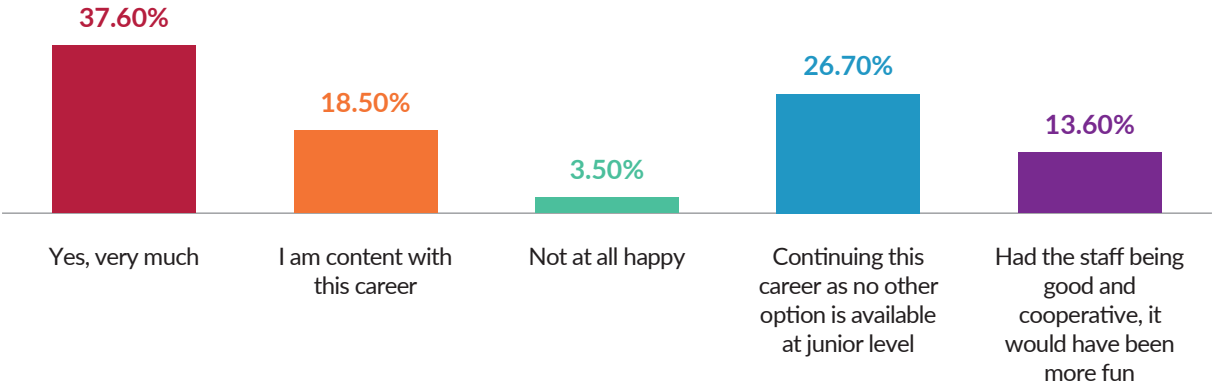
There are various causes of fatigue on board. Two significant causes, according to the on board crew, are improper rest and sleep hours, and short voyages and less staff on board. Approximately 60% of the on board crew say that they experience stress because of work pressure.



Motivation & Happiness

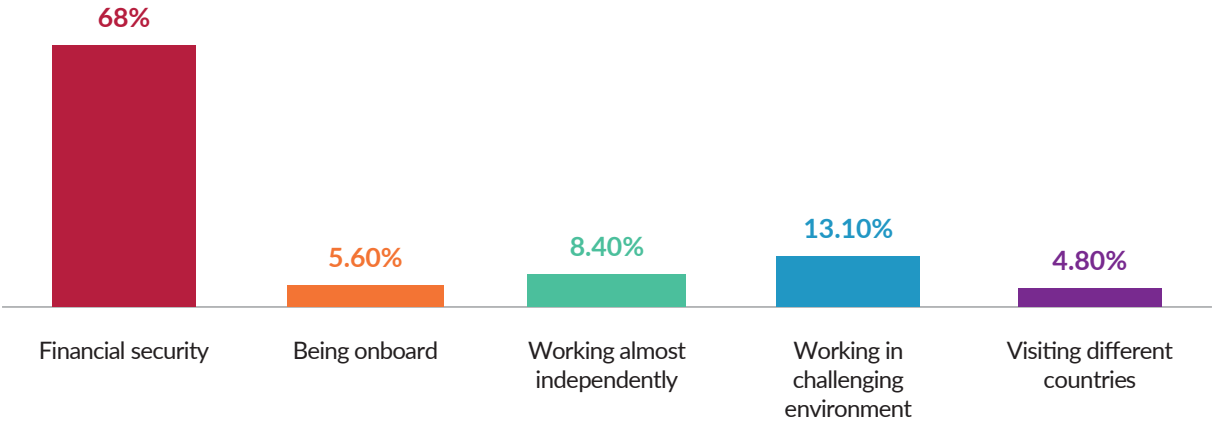
About one-fourth of the junior officers on board and ratings are working on the ship as no better option is available for them.

Are you still happy after joining ship as you were at the time of training?



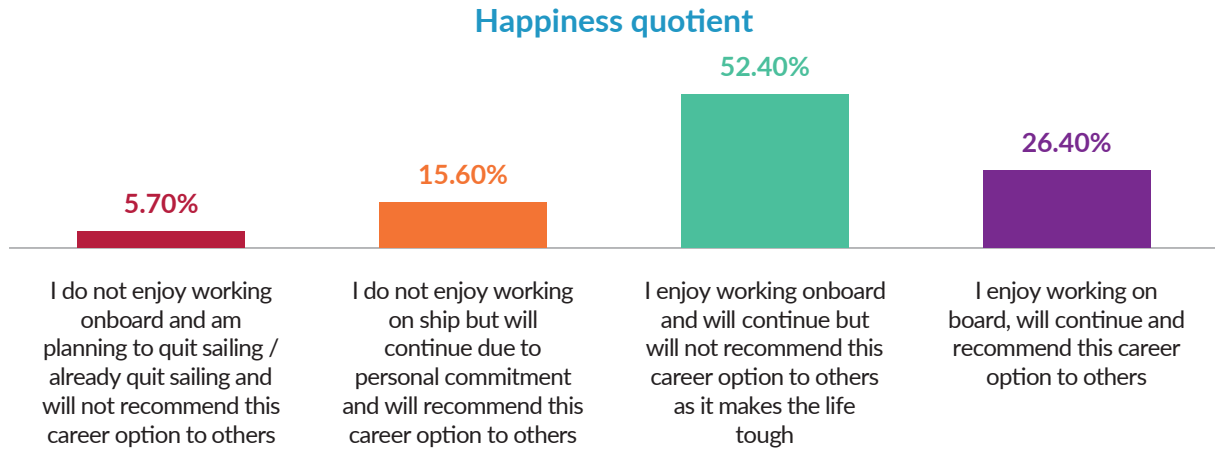
68% of the company representatives, on board crew and surveyors, administrators and examiners accept that financial stability is the major component of motivation for working on board, whereas only 4% of respondents accept that their motivation for being on board is visiting different countries.

The most motivating factor working on board



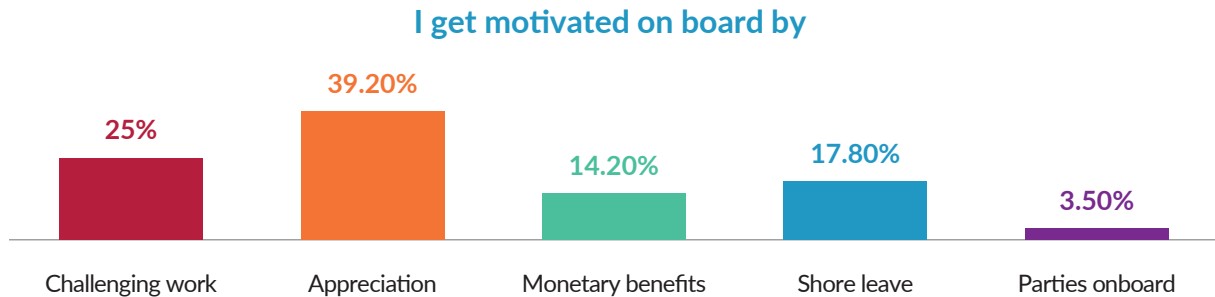
Opinion of officers on board about their happiness quotient

Approximately 79% of the officers on board enjoy working on ships. 52.4% agree that they enjoy working on board and will continue but will not recommend this career option to others as it makes life tough.



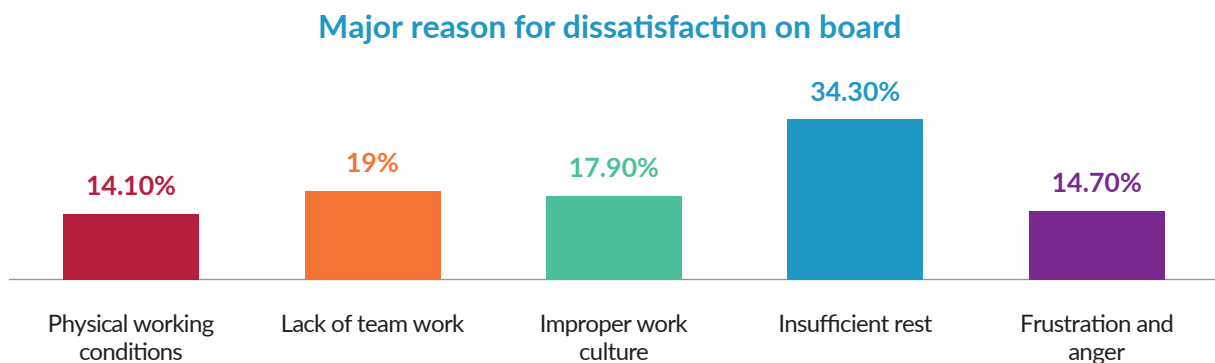
Opinion of ratings about their motivation on board

39% of the ratings get motivated by the appreciation from their seniors.



Major reasons of dissatisfaction for on board crew

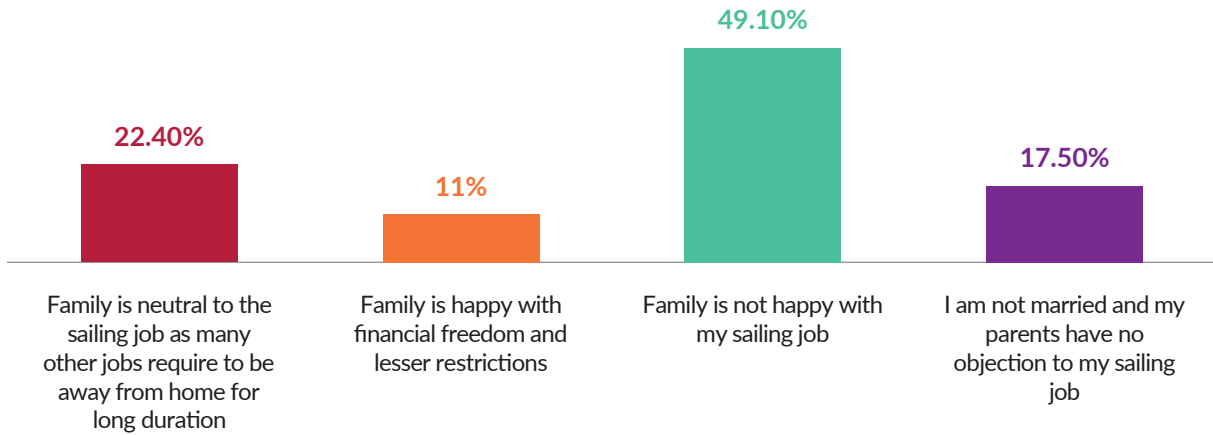
About one-third of the crew members are unhappy due to insufficient rest, while other reasons are physical working conditions, lack of teamwork, improper work culture, frustration and anger.



Sailing job from family's viewpoint

Half of the respondents state that their family members are unhappy with their sailing career.

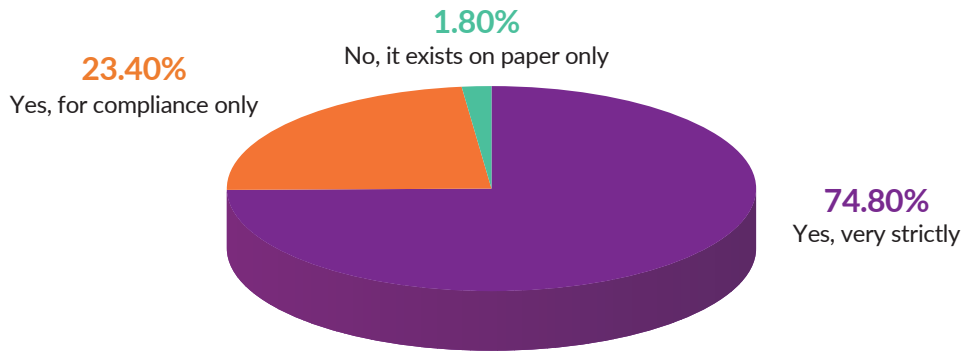
Sailing job from family's viewpoint



Organisational Policies

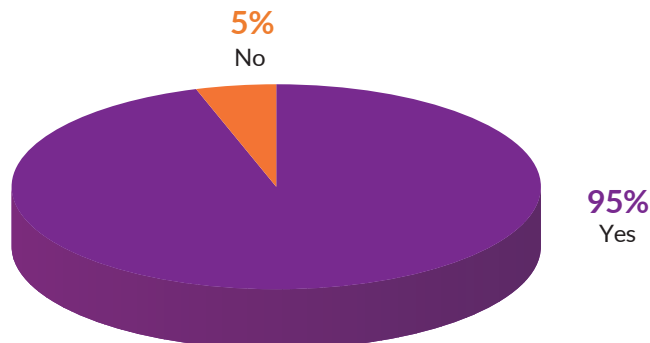
About one-fourth of on board officers and company representatives are not happy with the QHSE policy implementation, and 1.8% conclude that such policy exists only on the paper.

Implementation of QHSE (Quality, Health, Safety and Environment) Policy in your organisation



The majority of the on board crew and company representatives informed that their company carries out unannounced drug and alcohol tests regularly.

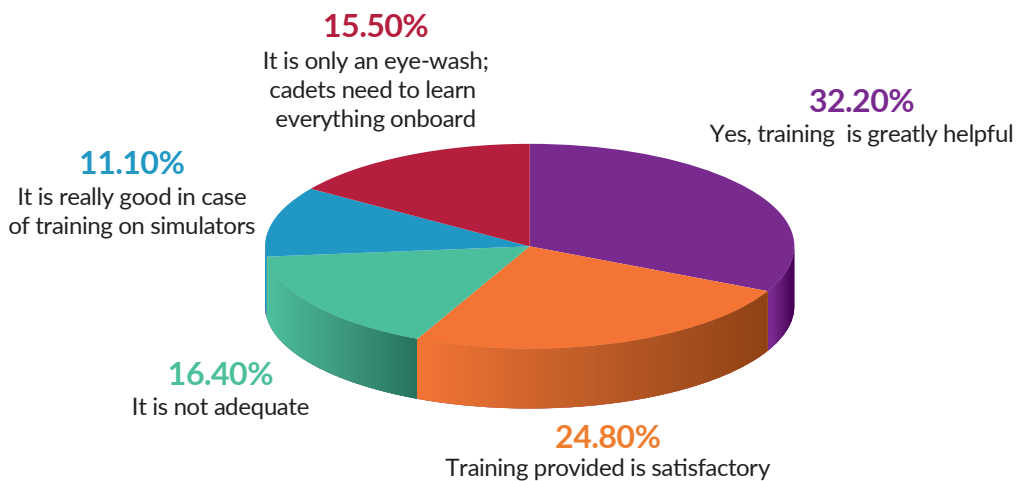
My company carries out unannounced Drug & Alcohol tests



Training

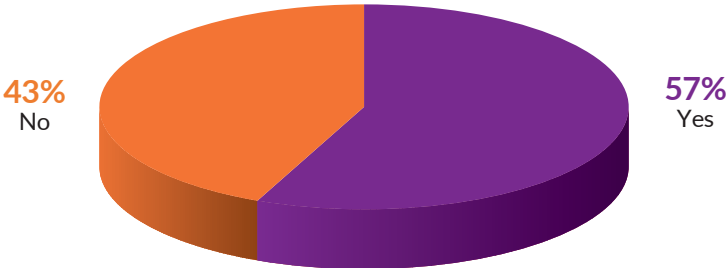
On the efficacy of the pre-sea training to handle the jobs on the ship, 32.2% of the pre-sea training instructors/faculty, company representatives and on board crew reported that the training is beneficial, one-fourth of respondents reported it satisfactory, and 16.4% reported it merely adequate. 11.1% of the respondents informed that it is excellent in the case of training on simulators. However, it is worth noting that 15.5% believed that it is only an eye-wash; students need to learn everything on board.

Pre-sea training is satisfactory to handle the jobs on ship



43% of the post-sea trainers, surveyors, administrators and examiners assume that the competency syllabus is inadequate and should be reviewed.

Is the competency exams syllabus adequate?

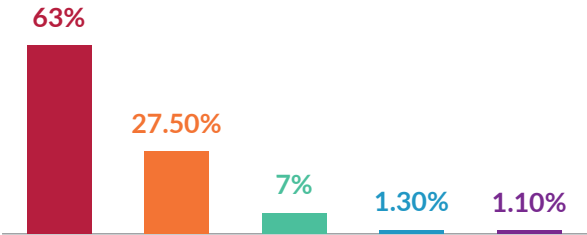


Views of junior officers on board and ratings about modular mandatory training and the pre-sea training

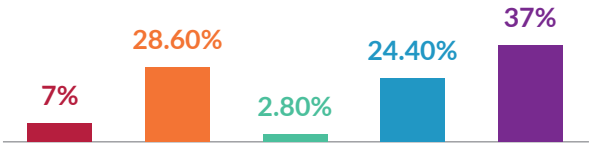
On mandatory modular courses, 63% of junior officers on board and ratings reported that all training courses were conducted properly. However, only 1.3% of respondents reported that none of the training courses was appropriately conducted. Surprisingly, 1.1% of respondents reported that the training courses were not conducted and only certificates were issued, which is a very deplorable issue.

37% of respondents reported that in the pre-sea training that they have undergone, emphasis was given on all three aspects of training: knowledge, skill development and attitude. 28.6% of respondents reported that emphasis was given only on theoretical knowledge. However, 7% of the respondents believe that the pre-sea training was just a formality.

Modular mandatory training



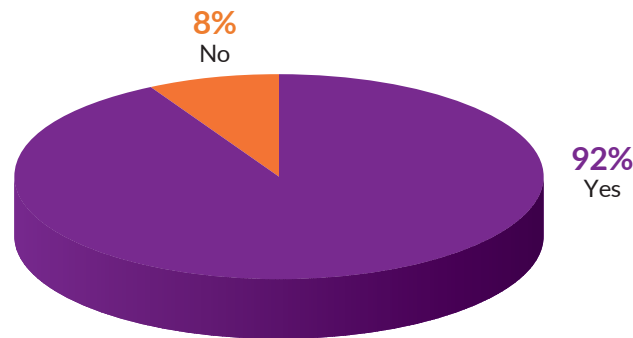
Pre-sea training



- All training courses were conducted properly
- Most of the training courses were conducted properly with few exceptions
- Most of the training courses were not conducted properly
- None of the training courses was conducted properly
- Training courses were not conducted, only certificates were issued
- It was just a formality
- Emphasis was given on theoretical knowledge only
- Emphasis was given on practical knowledge only
- Emphasis was given on theoretical & practical knowledge both
- Emphasis was given on all three aspects of training: knowledge, skill-development and attitude

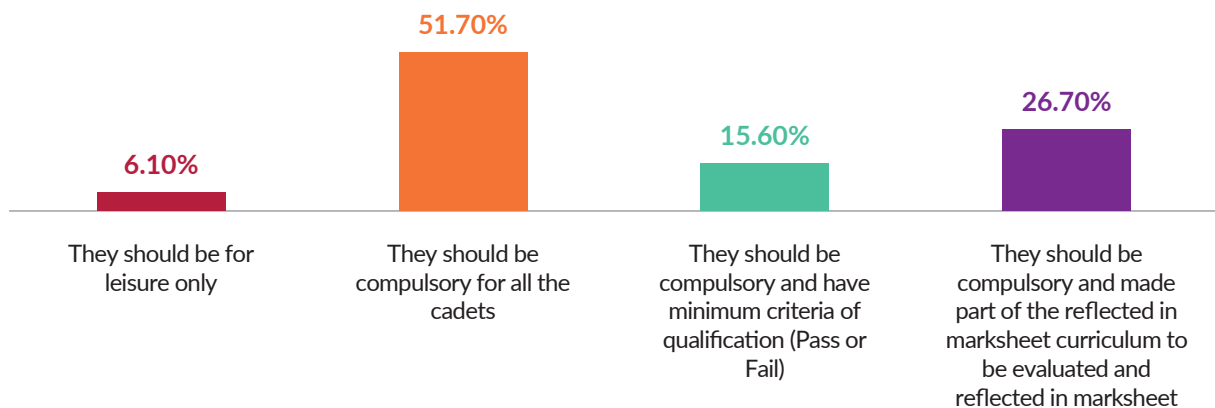
The majority of the pre-sea training instructors/faculty, company representatives and junior officers on board nodded that conducting a common entrance exam is good for selecting pre-sea students.

Is conducting common entrance exam a good idea for selection of Presea students?



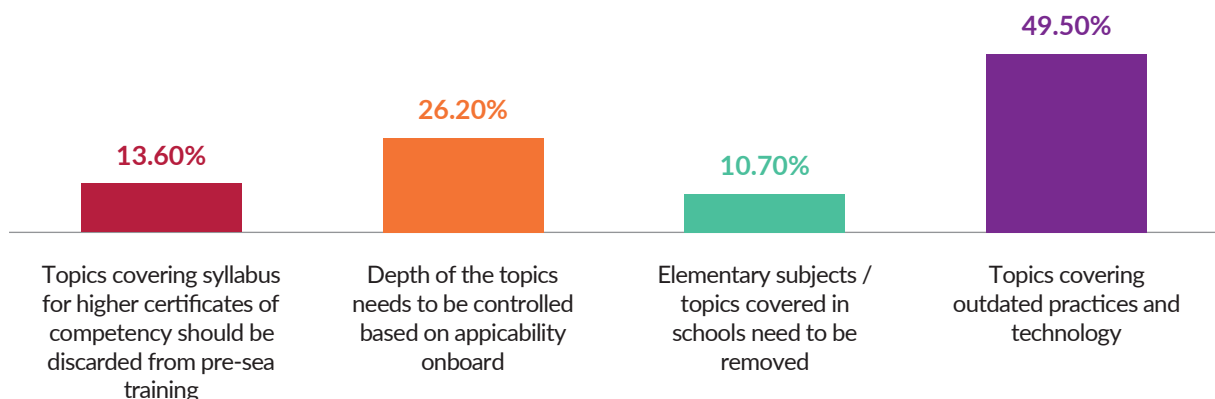
94% of the pre-sea training instructors/faculty are of the opinion that physical activities should be a compulsory part of the training.

Physical activities of students at MTI



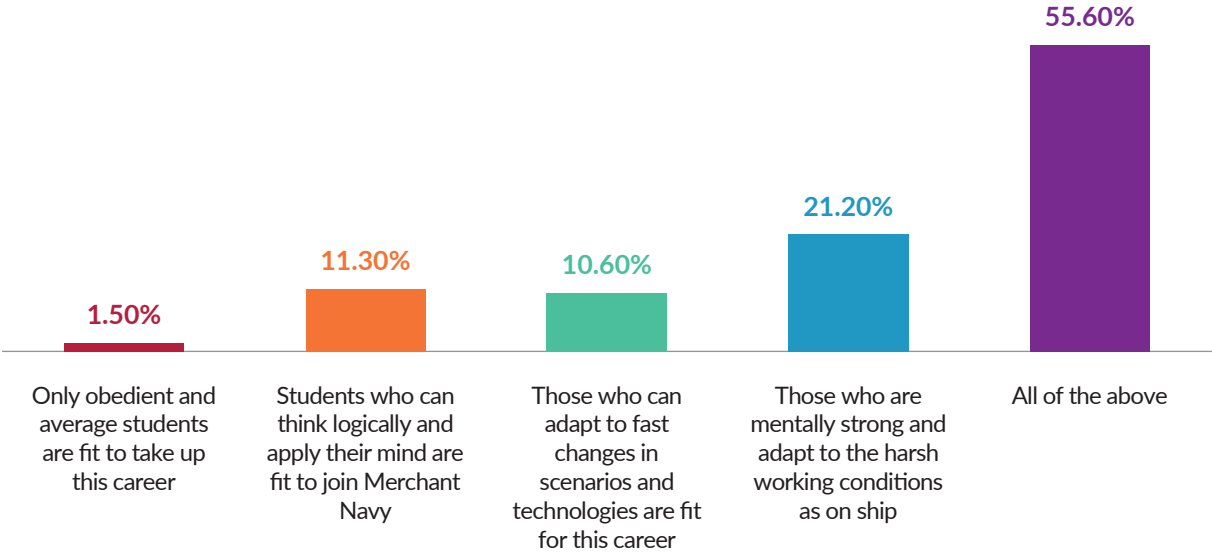
About the training, around half the respondents suggest that the topics covering outdated practices and technology should be removed from the pre-sea training, which will not impact a trainee’s capability on a ship.

Which area/part of the training can be avoided without impacting capability of the trainee on ship?



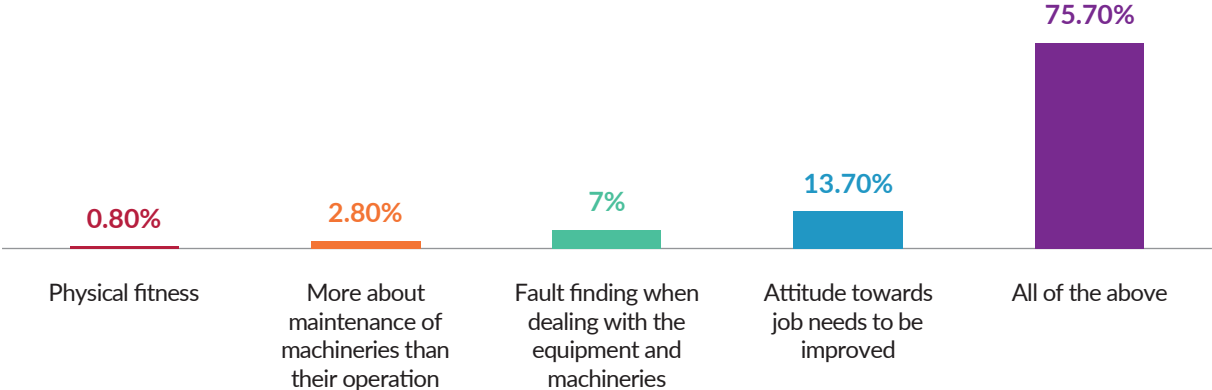
On the suitability of the candidates, nearly 21% of the pre-sea and post-sea training instructors/ faculty, company representatives, senior officers on board, surveyors, administrators and examiners believe that those who are mentally strong and adapt to the harsh working conditions on the ship are suitable to join merchant navy. However, more than 55% of the respondents suggest that for a career in the merchant navy, a candidate requires many traits such as obedience, logical thinking, adaptability and being mentally strong.

What kind of candidates are suitable to join Merchant Navy?



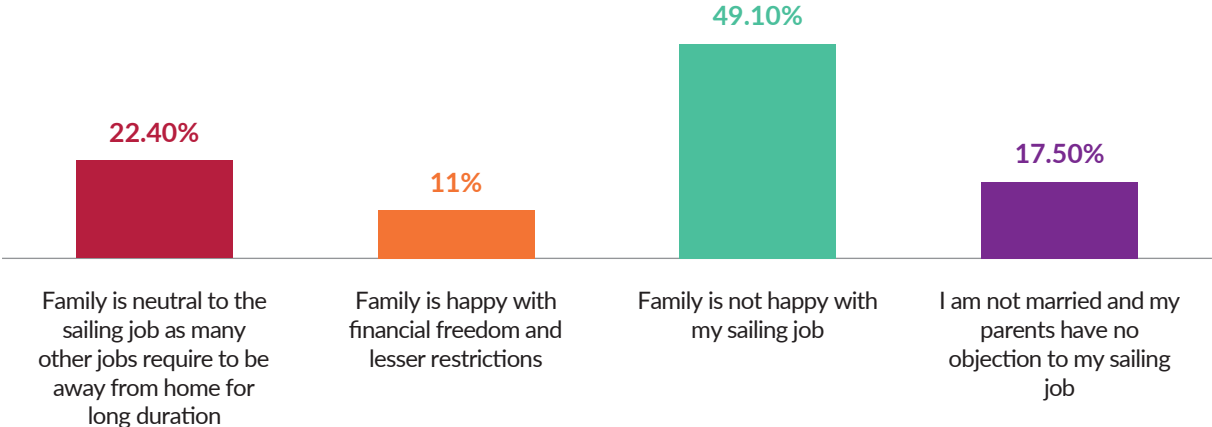
Regarding the focus of the training, mostly the pre-sea and post-sea training instructors/faculty, company representatives, senior officers on board, surveyors, administrators and examiners suggest that the MTIs must stress upon various areas required for the training viz. physical fitness, maintenance of equipment and machinery, and attitude towards the job.

What kind of training must be stressed upon in MTIs?



Three-fourths of the company representatives and junior officers on board prefer pre-sea training over on-the-job training. However, some of them feel on-the-job training is better if time permits.

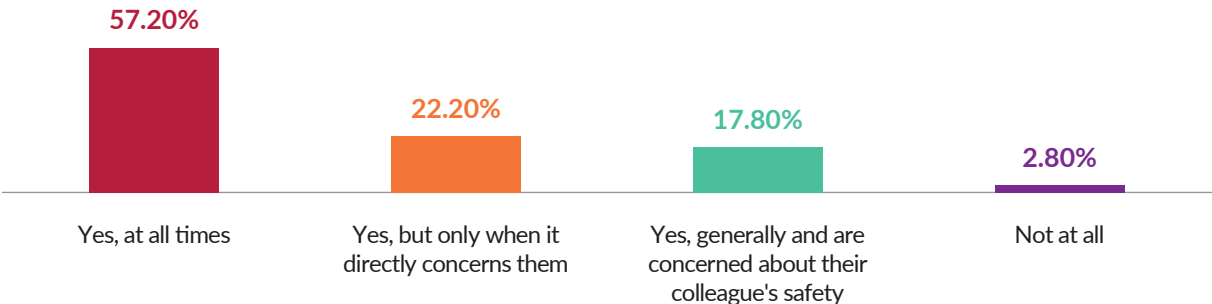
Sailing job from family's viewpoint



Safety & Environment

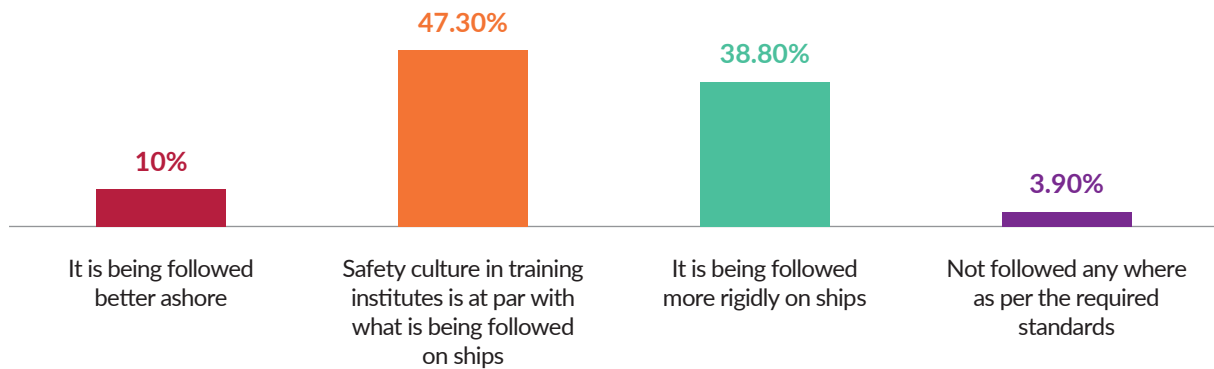
About the attitude of the current trainees regarding safety, around 57% of pre-sea training instructors/faculty believe that the trainees are safety conscious at all times. 22.2% of respondents report that trainees are safety conscious only when it directly concerns them, and 17.8% of respondents say that the trainees are generally conscious and are concerned about their colleague's safety. However, 2.8% of the respondents inform that the trainees are not safety conscious at all.

Are current trainees safety conscious?



10% of the pre-sea and post-sea training instructors/faculty and company representatives believe that the safety culture is being followed better ashore. On the contrary, more or less 39% of them believe that it is being followed more rigidly on ships. Nearly 47% of the respondents presume that safety culture in training institutes is at par with what is being followed on ships.

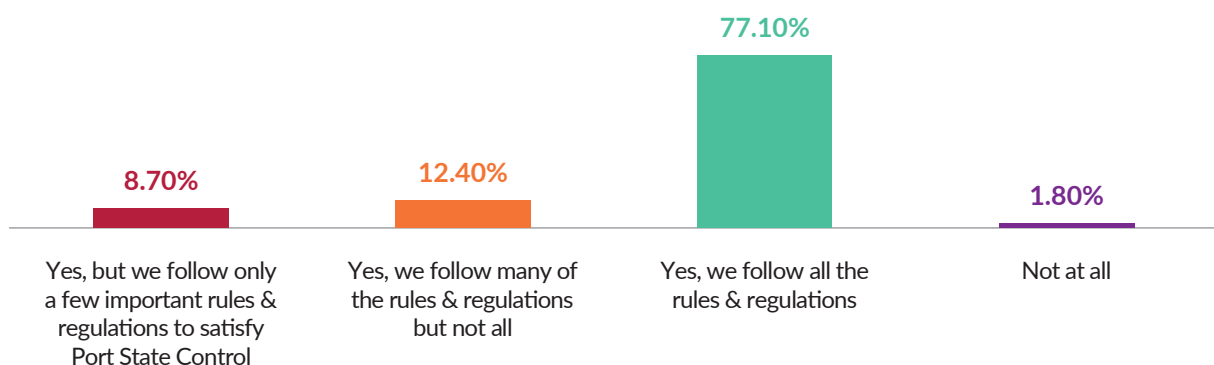
Safety culture followed by trainees during the training ashore and on board



Opinion of company representatives and on board crew about compliances with rules & regulations for Safety & Environmental Protection, and safe working culture on board

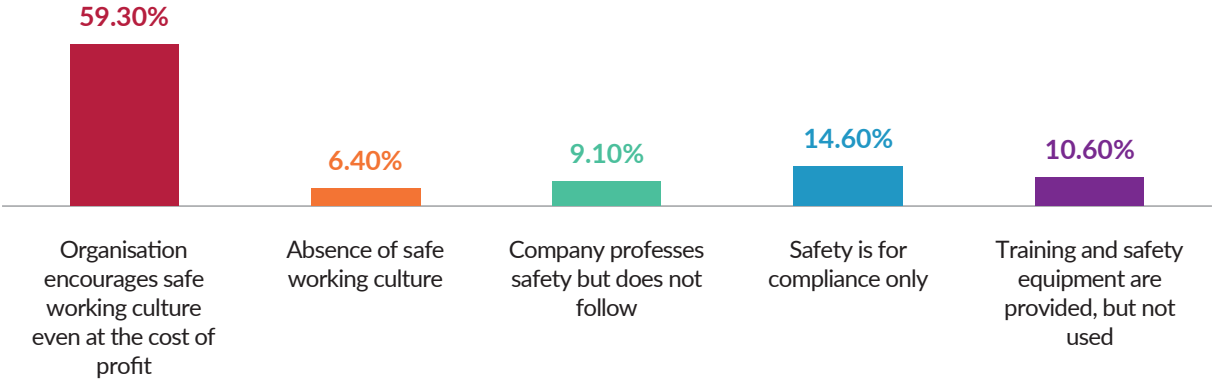
77% of the respondents report that their organisation complies with all the rules & regulations for Safety & Environmental Protection, whereas roughly 9% of them informed that their organisation follows only a few important rules & regulations to satisfy Port State Control.

Does your organisation comply with all the rules & regulations for Safety & Environmental Protection?



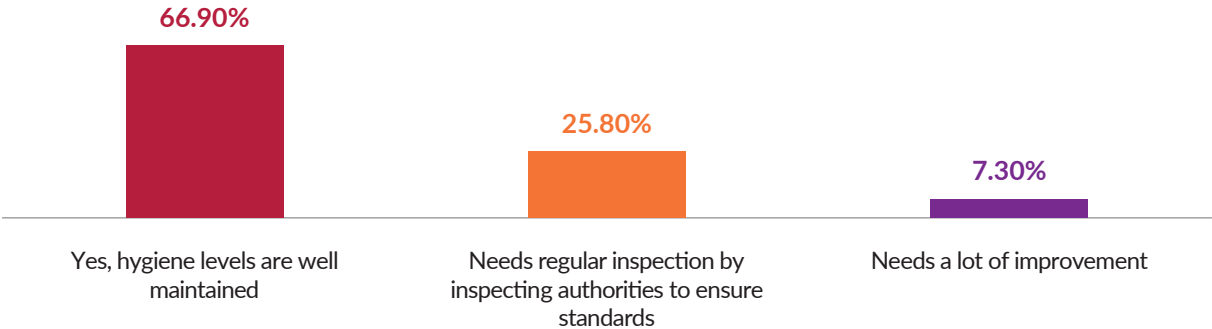
Almost 60% of the respondents experienced that their organisation encourages safe working culture even at the cost of profit, whereas the remaining respondents are not happy with the safe working culture on board.

Safe working culture on board



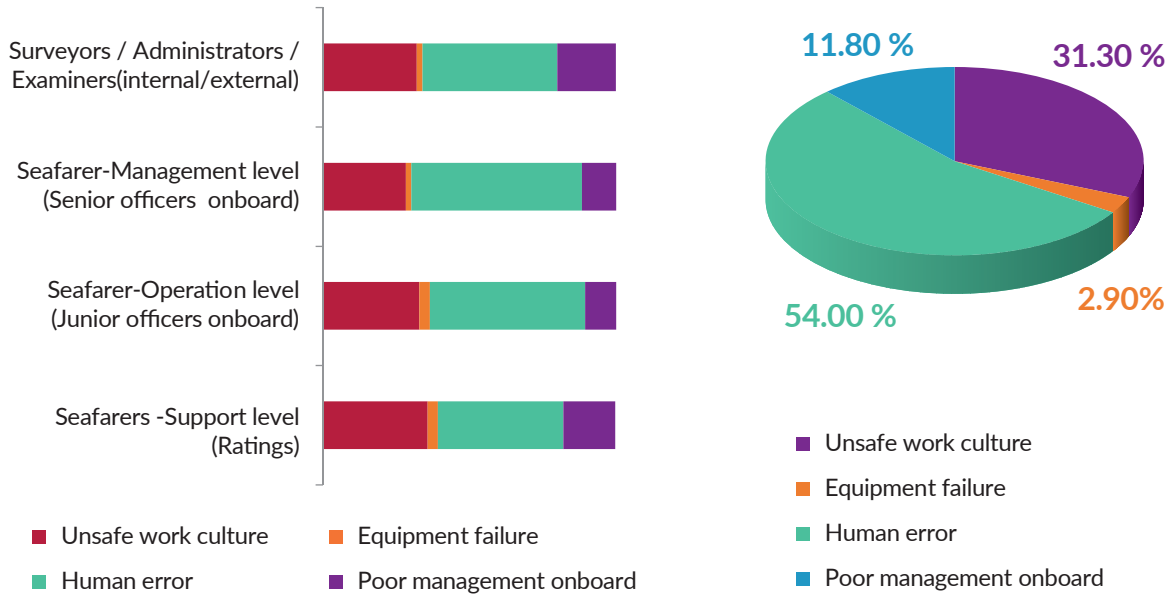
Regarding hygiene levels in maritime training institutes, around 67% of the pre-sea and post-sea training instructors/faculty, junior officers on board and ratings report that hygiene levels are well maintained, whereas the remaining respondents indicate that to maintain the required hygiene level, there is a need for regular inspection by inspecting authorities to ensure standards and it needs a lot of improvement.

Is hygiene level in Maritime Training Institutes well maintained?



More than half the on board crew, surveyors, administrators and examiners hold human errors responsible for most accidents, followed by 31% for unsafe work culture and almost 12% for poor management on board. Only 3% of respondents report that equipment failure is responsible for accidents on board.

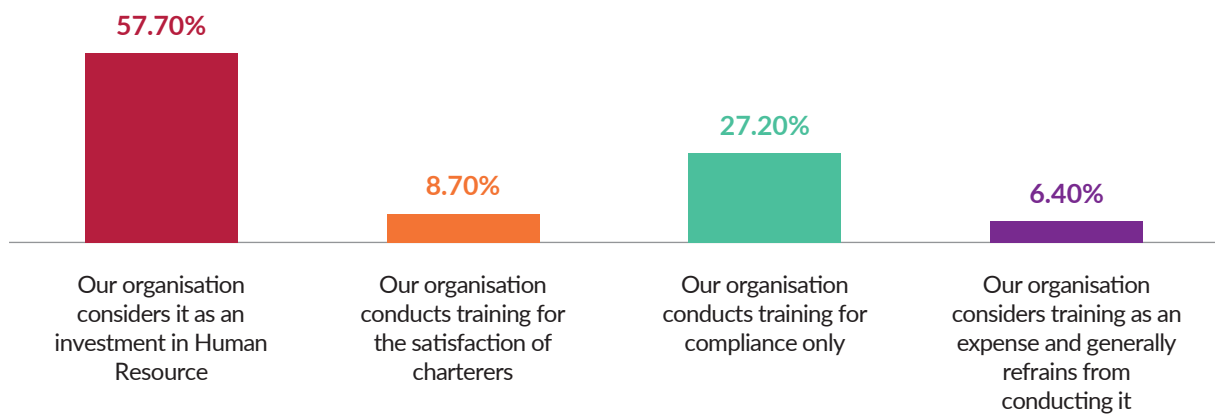
Most accidents take place due to



Training - Organisational Perspective

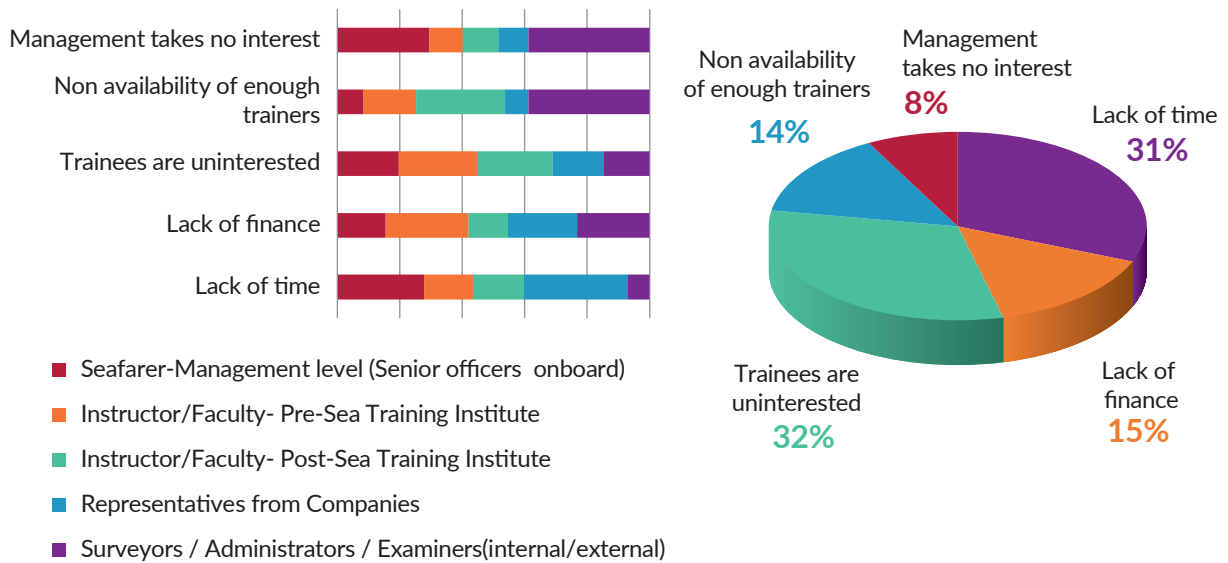
Positively, close to 58% of the company representatives and senior officers on board report that their organisation considers training investment in human resources, whereas 27% of them informed that their organisation conducts training for compliance only.

With reference to training



Various factors affect the training programmes. The significant concern almost 32% of the pre-sea and post-sea training instructors/faculty, company representatives, senior officers on board, surveyors, administrators and examiners highlighted was that trainees are not interested in training, 31% reported lack of time, 15% reported finance. Around 8% of respondents reported that management takes no interest.

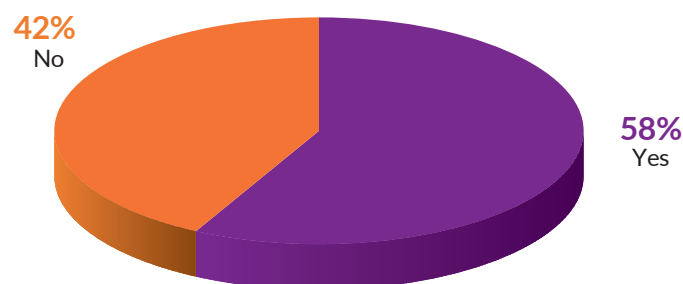
What are the barriers to training?



Working environment on board

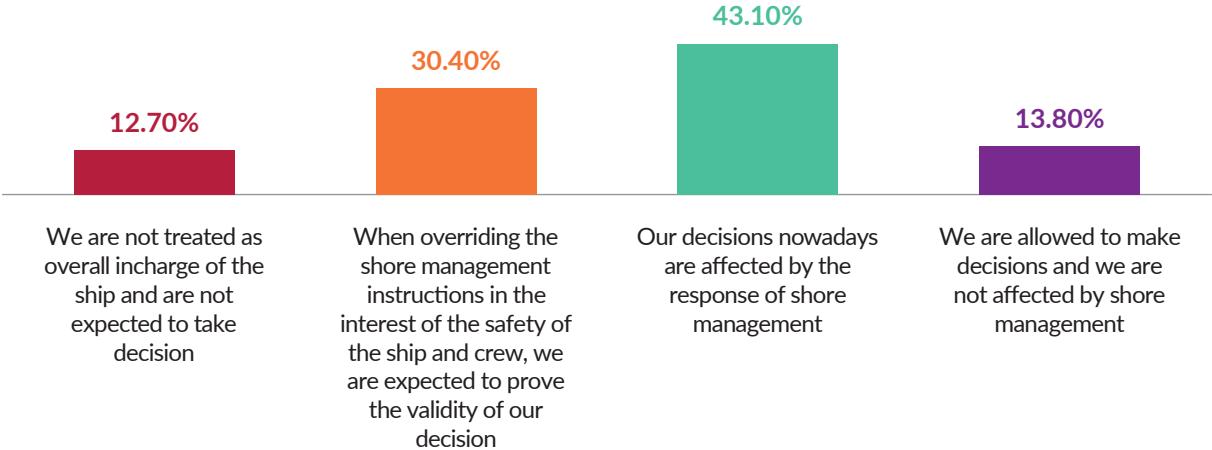
Proper rest plays an essential role in effective working. Almost 58% of the junior officers on board and ratings reported that they get sufficient rest hours, whereas 42% of respondents reported that they do not get sufficient rest.

Are rest hours sufficient on board for present working conditions?



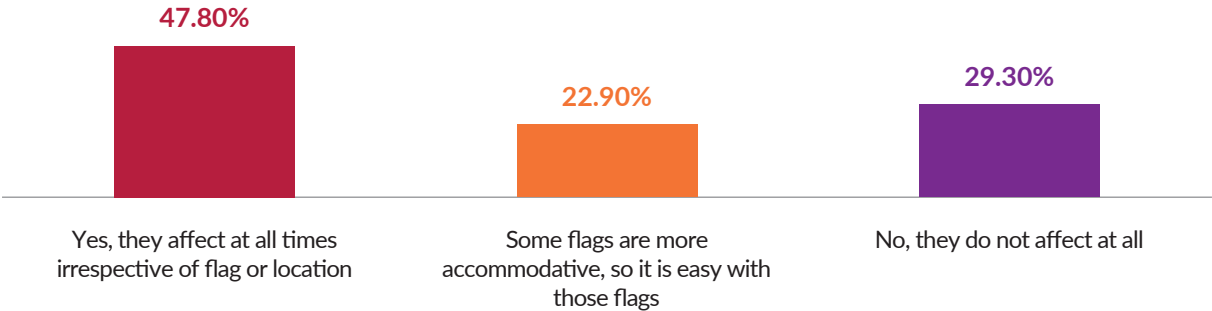
43% of the senior officers on board responded that their decisions nowadays are affected by the response of shore management. Around 30% of respondents inform that when overriding the shore management instructions in the interest of the safety of the ship and crew, they are expected to prove the validity of their decision.

As a Ship Master/Chief Engineer how is your work affected by shore management?



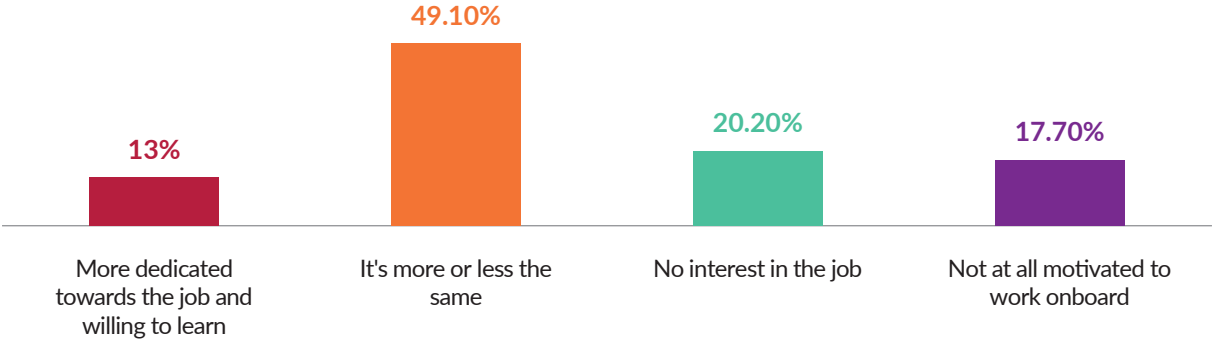
Nearly half the company representatives, senior officers on board, surveyors, administrators and examiners report that statutory compliances of IMO/ILO conventions or regulations pose difficulties while meeting commercial requirements irrespective of flag or location and 23% of them inform that some flags are more accommodative, so it is easy with those flags. However, 29% of the respondents report that statutory compliances of IMO/ILO conventions or regulations do not pose any difficulties while meeting commercial requirements.

Do statutory compliances of IMO/ILO conventions or regulations pose difficulties while meeting commercial requirements?



According to half the company representatives, senior officers on board, surveyors, administrators and examiners, the behaviour of juniors is more or less the same compared to the past. Close to 20% of the respondents conclude that the juniors are not interested in the job, whereas 18% of them informed that they are not motivated to work on board

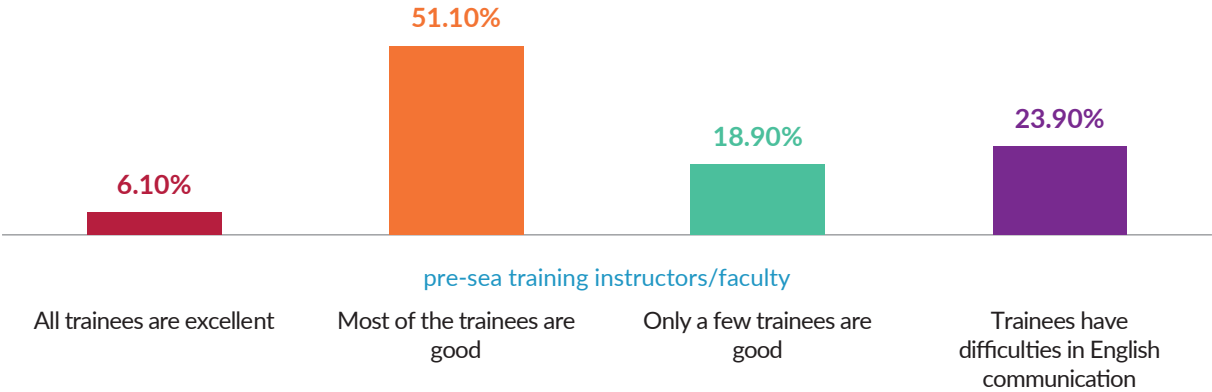
What change do you see in the behaviour of juniors compared to the past?



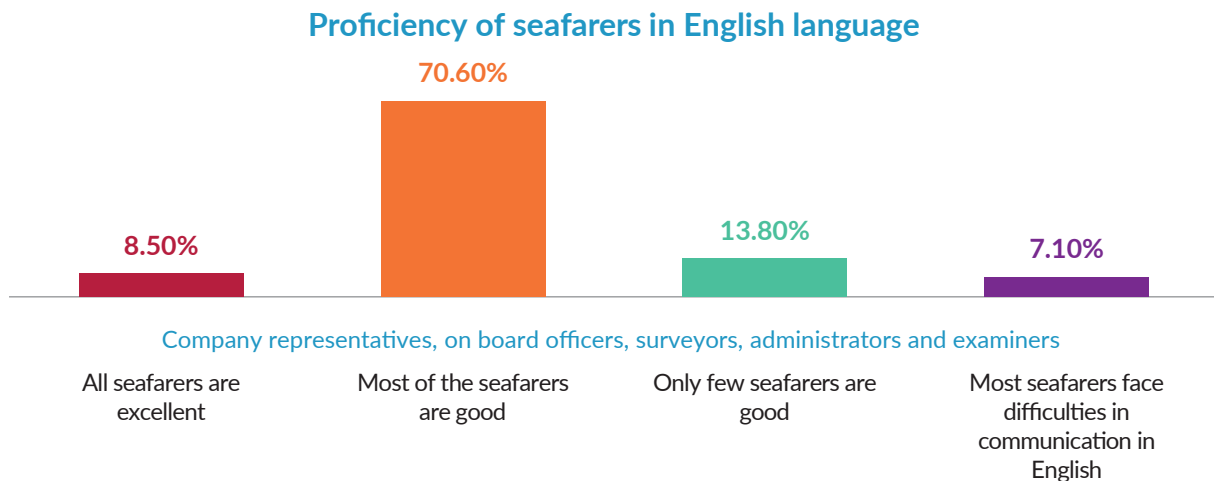
Proficiency in the English Language

English communication plays a very crucial during the training period of a mariner. More than half the pre-sea training instructors/faculty feel that most of the trainees are good, whereas 19% of them presume that only a few trainees are good. About 24% of the respondents informed that trainees have difficulties in English communication.

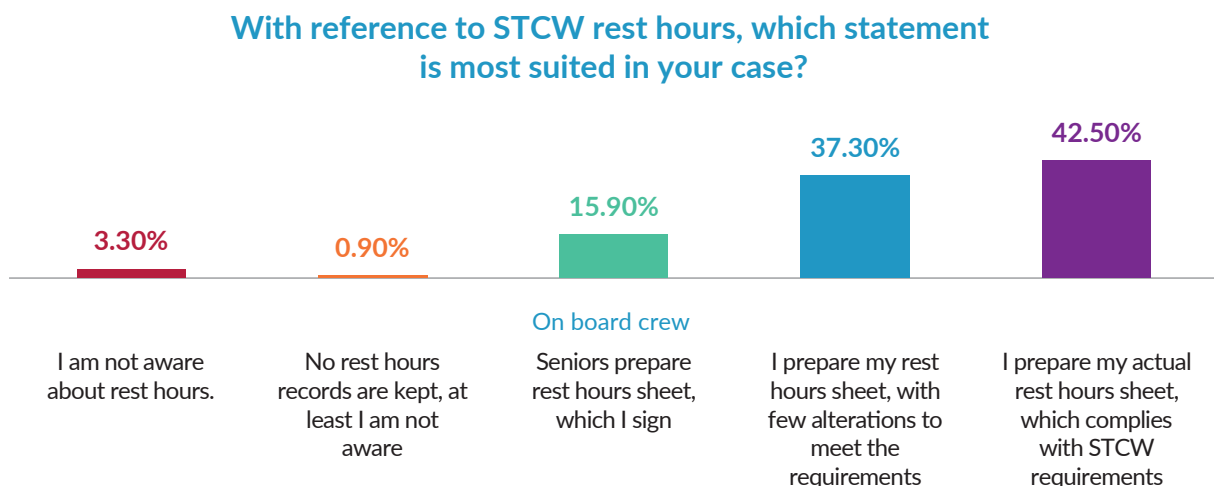
How do you rate trainees' proficiency in English language?



English communication is an essential life skill on board ship. Around 71% of the company representatives, on board officers, surveyors, administrators and examiners believed that most of the seafarers are good. On the other hand, 14% of respondents reported that only a few seafarers are good. More or less 7% of respondents reported that most seafarers face difficulties in communication in English.

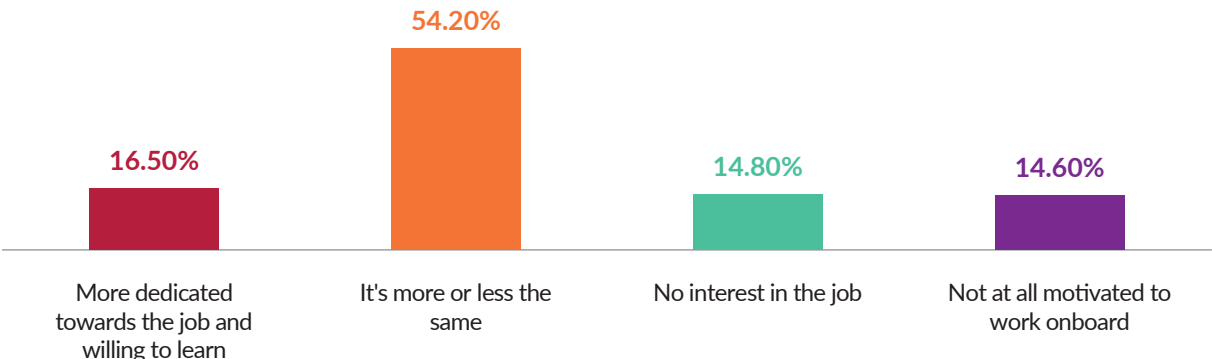


With reference to STCW rest hours, 37% of the on board crew prepare their rest-hours sheet, with few alterations to meet the requirements. In the case of almost 16% of respondents, seniors prepare their rest-hours sheet, which they just sign. However, more than 42% of the respondents prepare their actual rest hours sheet, which complies with STCW requirements.



Comparing the behaviour of current trainees with the past trainees, approximately 54% of the pre-sea and post-sea training instructors/faculty and senior officers on board suppose that it is more or less the same. 16.5% of respondents inform that the current trainees are more dedicated towards the job and willing to learn in contrast to 15% of respondents who believe that they have no interest in the job, and around the same number of respondents believe that they are not at all motivated to work on board.

What change do you see in behavior of current trainees as compared with the past trainees?

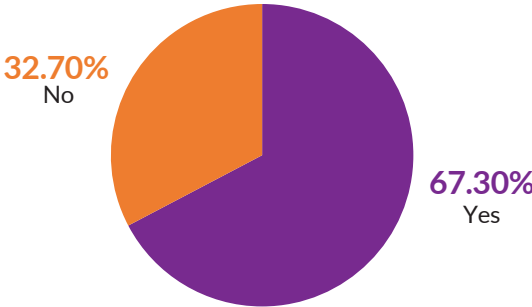


Maritime Administration

Opinion of officers on board about their happiness with the professionalism of COC Examiners in India

One-third of the officers are not happy with the professionalism of the COC examiners.

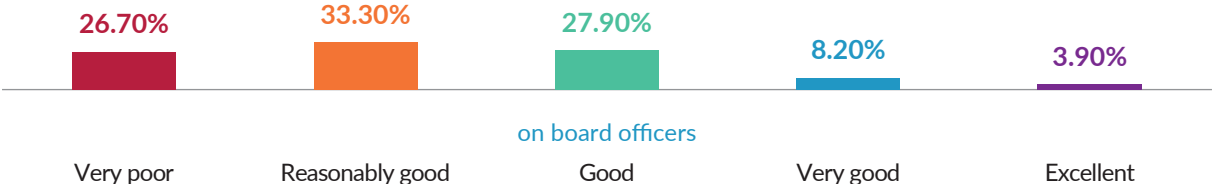
Are you happy with the professionalism of COC Examiners in India?



Treatment in the MMD offices

More than 70% of on board officers are happy with the conduct of the MMD offices.

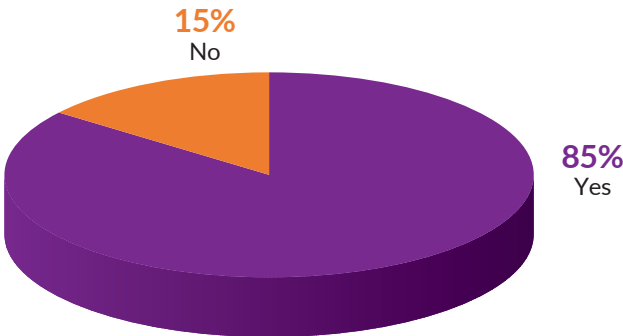
Treatment given in the MMD offices



Opinion of pre-sea and post-sea training instructors/faculty, company representatives, on board crew, surveyors, administrators and examiners about measures taken by DGS for grievance redressal of seafarers, getting work done from Maritime Administration, and user-friendliness of DG Shipping website

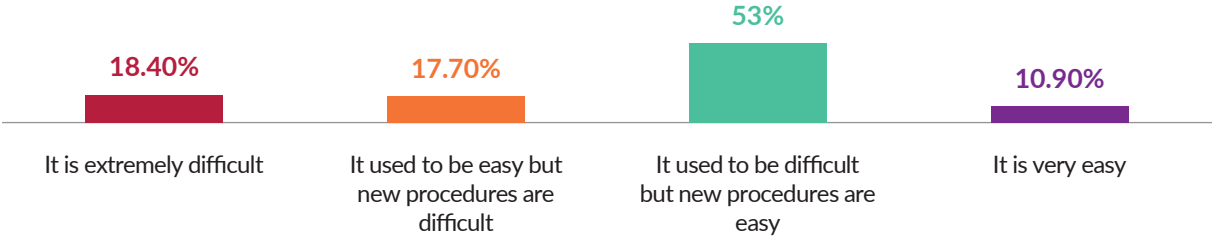
Regarding the measures related to grievance redressal by DG Shipping, almost 85% of the respondents believe that the measures taken by DGS for the grievance redressal of seafarers are effective.

Are measures taken by DGS for grievance redressal of seafarers effective?



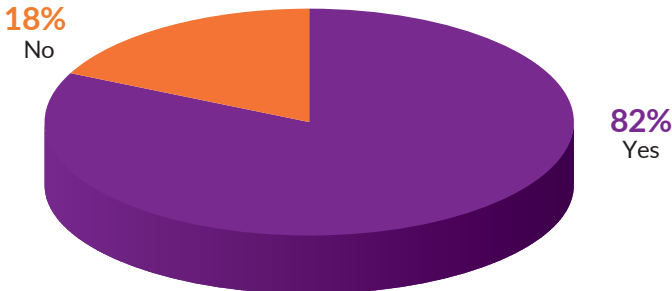
On the easiness of getting the work done from the Maritime Administration, 53% of the respondents reported that it used to be difficult, but new procedures are easy and 11% of them reported that it is straightforward. However, 18.4% of the respondents feel that getting work done from the maritime administration is extremely challenging, whereas 17.7% feel it is easy, but newly laid down procedures are complicated.

How do you find getting work done from Maritime Administration?



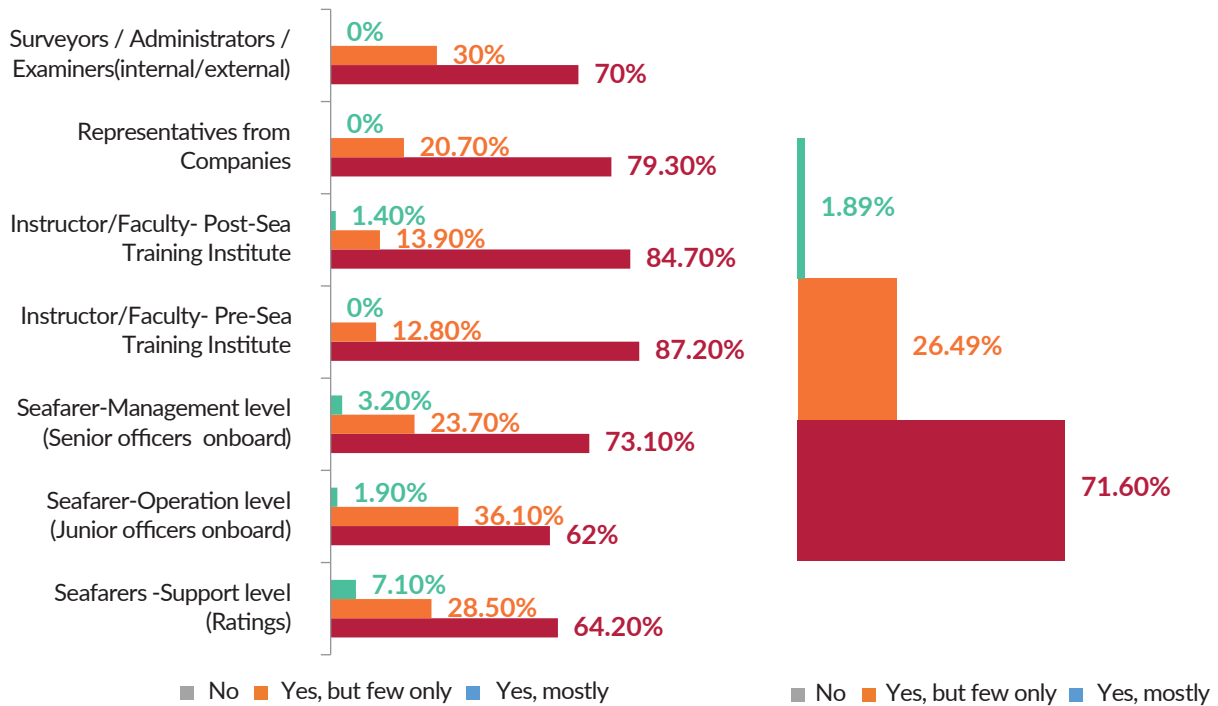
More than 80% of respondents rated the DG Shipping website user-friendly.

Is DG Shipping website user-friendly?



Knowledge of various DG Guidelines and Circulars

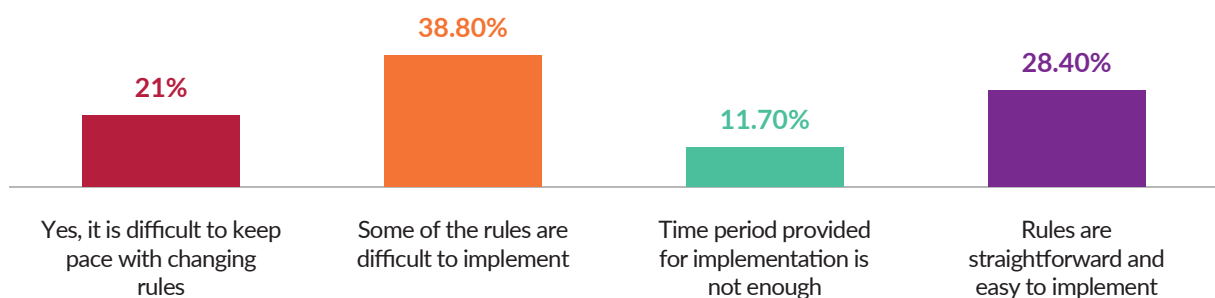
As far as awareness is concerned, almost 72% of the respondents were aware of the DG Shipping guidelines and circulars, 26.5% were partially aware; however, 1.9% were totally unaware of any guidelines and circulars.



Opinion of pre-sea and post-sea training instructors/faculty and company representatives about the implementation of governing rules & regulations, and the present system of issuance of CDC

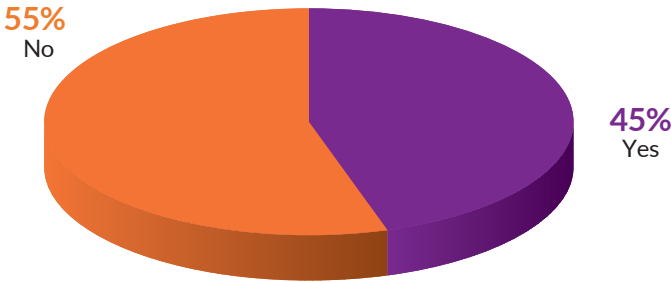
According to 21% of the pre-sea and post-sea training instructors/faculty and company representatives, the governing rules & regulations are too difficult to implement, and it is challenging to keep pace with changing rules. Around 39% of the respondents believe that some of the rules are difficult to implement, and 12% of them feel that the time provided for implementation is not enough. However, close to 28% of the respondents believe that the rules are straightforward and easy to implement.

Do you find the governing rules & regulations too difficult to implement?



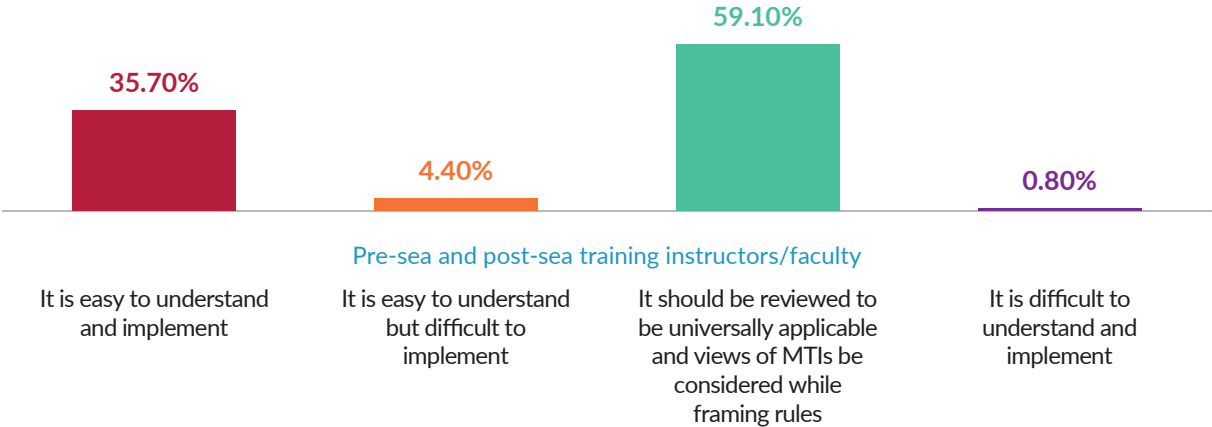
Around 55% of the pre-sea and post-sea training instructors/faculty and company representatives do not find the present system of issuance of CDC to seafarers by only having five basic STCW courses good enough.

Is present system of issuance of CDC to seafarer by only having five basic STCW courses good enough?



Regarding the Comprehensive Inspection Programme (CIP) for MTIs, nearly 60% of the pre-sea and post-sea training instructors/faculty believe that the CIP should be reviewed to be universally applicable, and views of MTIs be considered while framing rules. Only 36% of the respondents find the CIP easy to understand and implement.

With reference to Comprehensive Inspection Programme (CIP) for MTIs



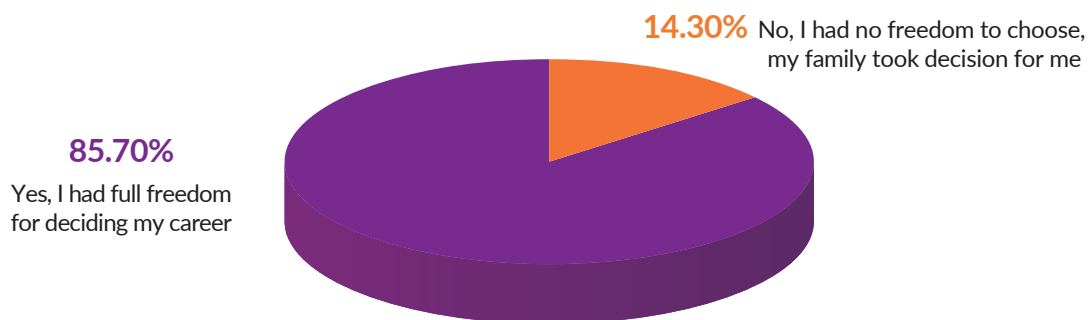
Women Seafarers

Exclusive perception of women seafarers about their career, colleagues' perception, company, culture including discrimination & harassment and pre-sea training



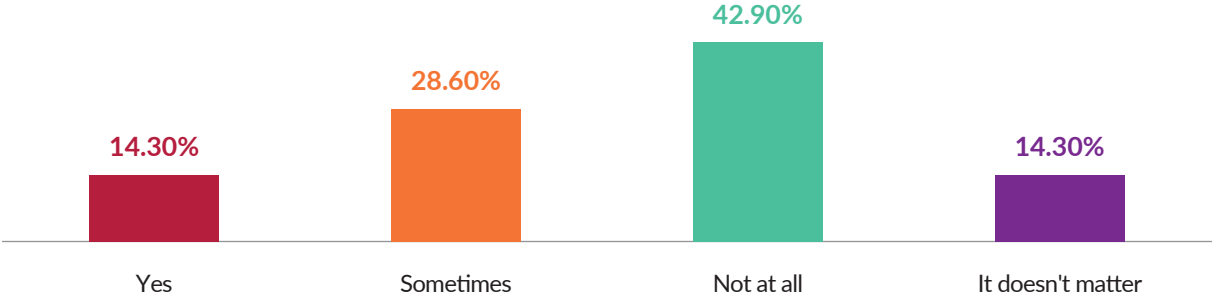
More than 85% of women seafarers responded that they had complete freedom to decide their career.

Freedom to choose seafaring career



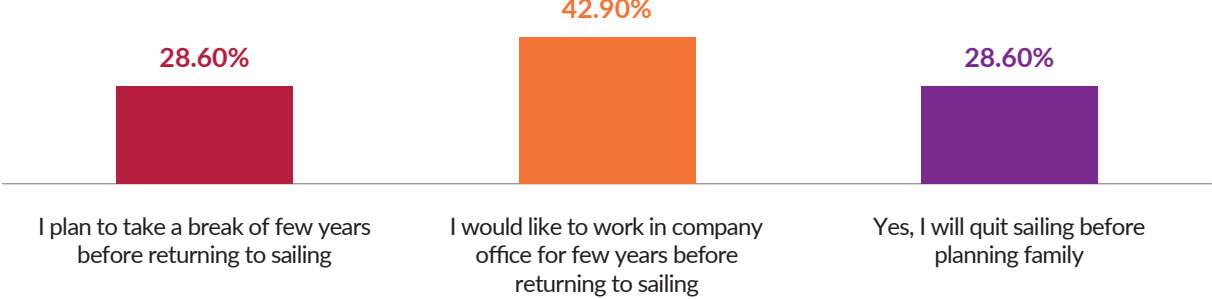
Around 43% of the women sea-farers responded that their choice of seafaring career did not cast a strain in family relationships; for 14% of them, it did not matter. However, the remaining respondents informed that it cast strain on their relationship.

Did your choice of seafaring career cast a strain in family relationship?



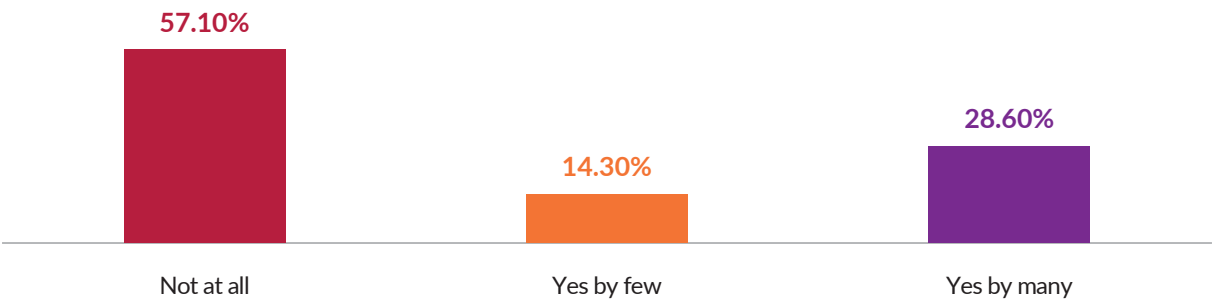
The birth of a child changes the life of a woman completely. 29% of women seafarers respond that they would quit sailing before planning family. However, almost 43% of them respond that they would like to work in the company office for few years before returning to sailing and around 29% respond that they plan to take a break for few years before returning to sailing.

Do you consider ending your career at sea after giving birth to a child?



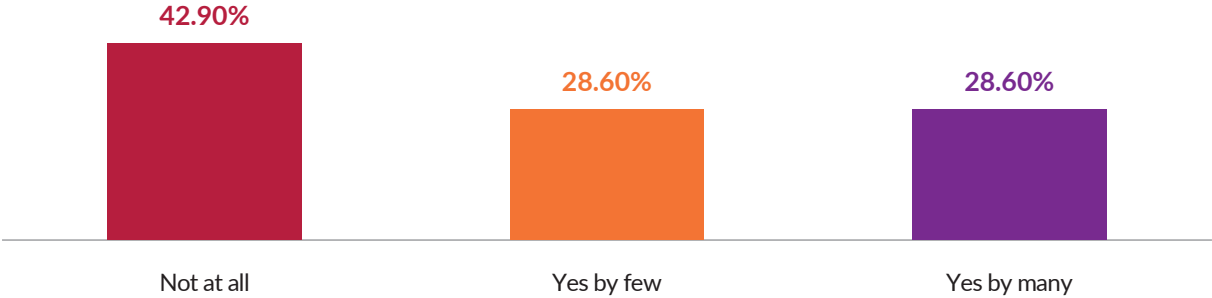
Approximately 43% of women seafarers reported that they were discouraged by seniors and teachers in the institute for choosing seafaring as their profession.

Discouragement in the training institute by seniors and teachers for choosing seafaring as your profession



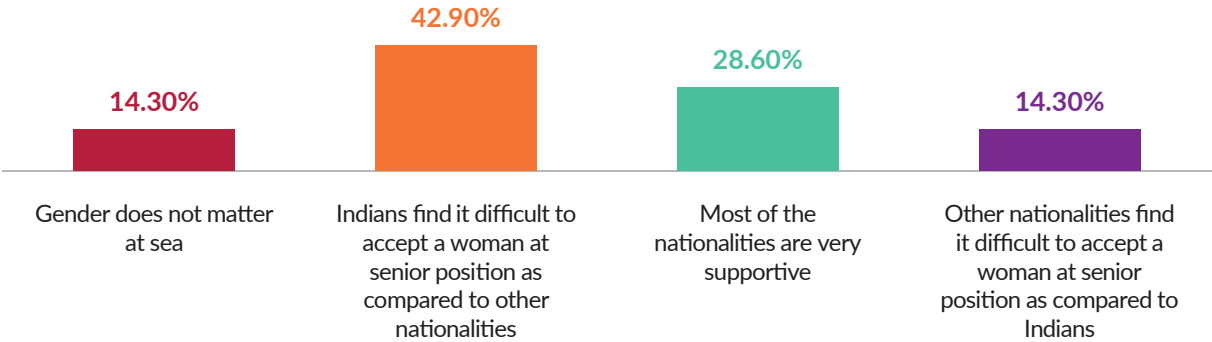
Around 57% of the women seafarers responded that their seniors or fellow seafarers discouraged them from choosing seafaring as their profession.

Discouragement while sailing by seniors or fellow seafarers for choosing seafaring as your profession



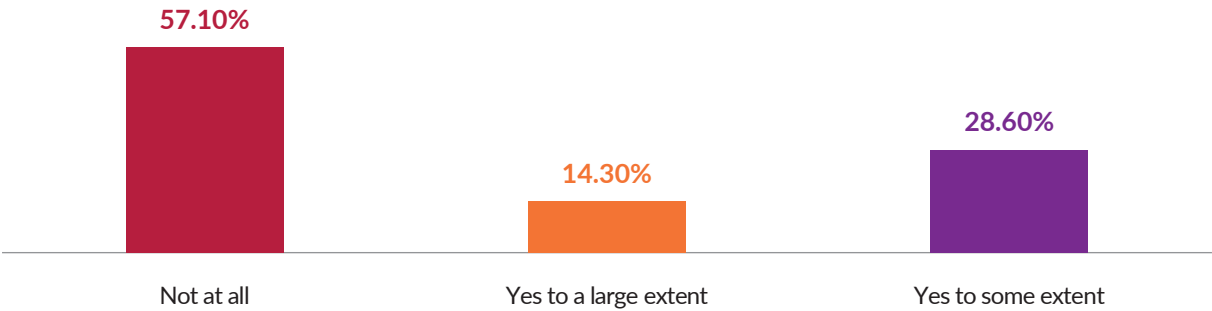
Surprisingly, nearly 43% of women seafarers responded that Indian seafarers find it difficult to accept a woman in a senior position as compared to other nationalities.

Your experience while sailing with different nationalities



About 57% of women seafarers responded that discouragement did not deter them from doing their best after joining the ship.

Did discouragement deter you from doing your best after joining the ship?



57% of women seafarers reported that the working environment is not conducive for more women to join seafaring career; however, almost 43% of them informed that it is better than what is perceived.

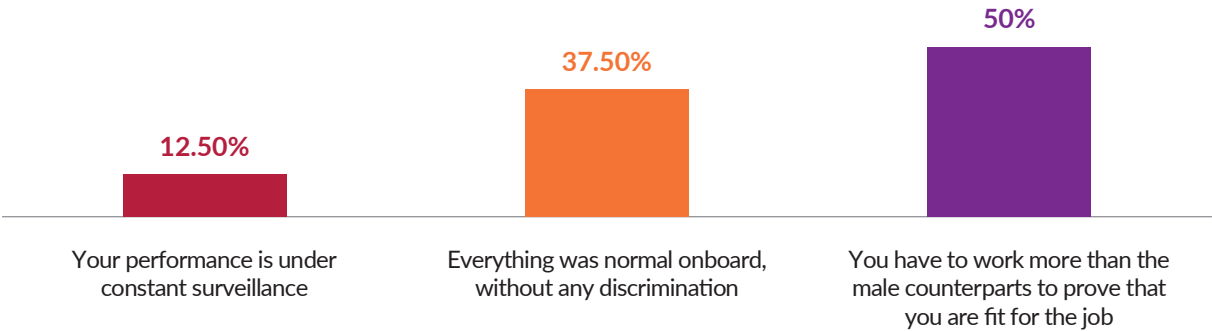
Is working environment conducive for more women to join seafaring career?



■ It is better than what is perceived ■ No, it is not conducive and lot of improvements are required

As a female sailor, 50% of women seafarers reported that they had to work more than their male counterparts to prove their mettle and 12.5% felt that their performance was under constant surveillance. However, 37.5% of them reported that everything was normal on board, without any discrimination.

As a female sailor, your experience on board



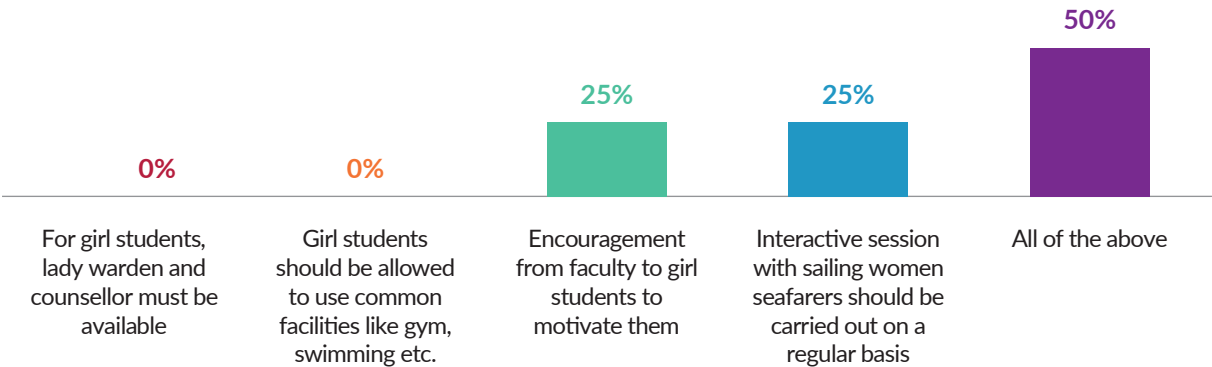
On the question of training by their company to handle sexual advancements/harassment, all the women seafarers responded that they were not trained to handle any such situation.

Have you been trained to handle sexual advancements/harassment?



As a senior female officer on board, 25% of women seafarers would like the MTIs to encourage faculty to motivate girl students; another 25% of them suggest conducting an interactive session with sailing women seafarers regularly. Apart from these, they also would like to suggest to have lady warden and counsellor and girl students should be allowed to use common facilities like gym, swimming etc.

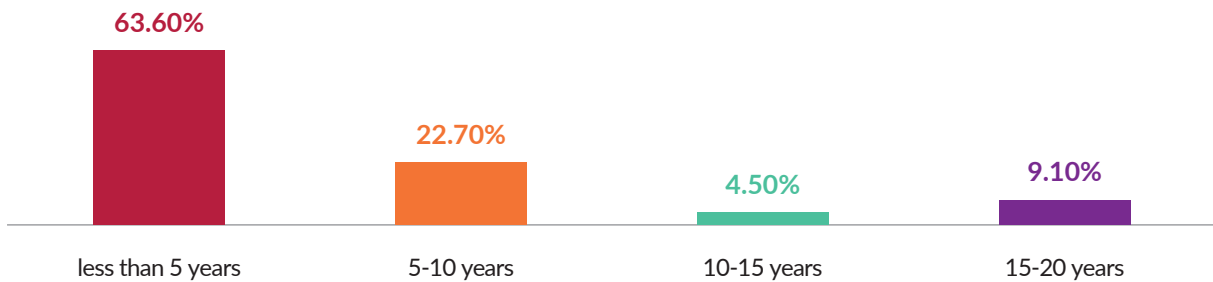
As a senior female officer on board, what would be your recommendation/s for pre-sea MTIs?



Crew on Cruise Ships

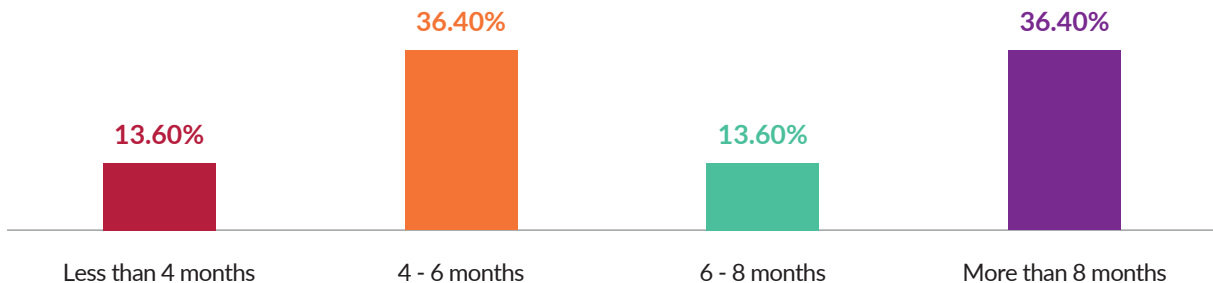
Exclusive perception of cruise ship's crew about their career, colleagues' perception, company, contract & joining, culture including discrimination & harassment, enhancement training, motivation & happiness and work

Experience on Cruise



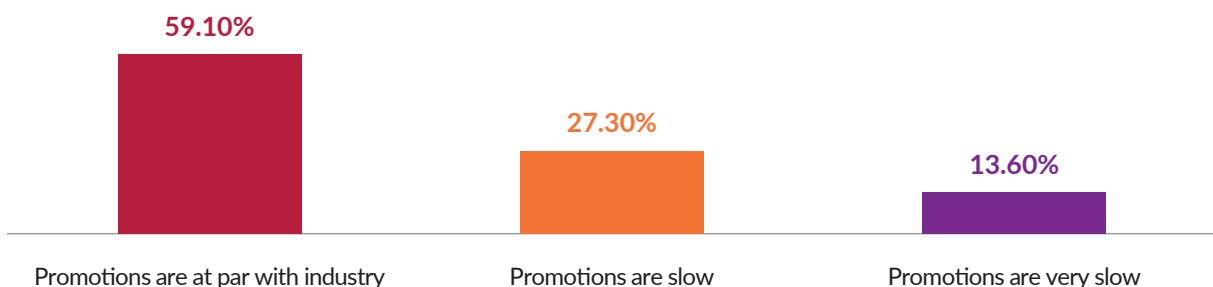
Regarding the standard period of the contract, more than 36% of the respondents reported that 4-6 months, another 36% of them reported that it is more than 8 months. 13.6% of the respondents reported that their contract is between 6-8 months and another 13.6% respondents that their contract is for less than 4 months.

Your contract period



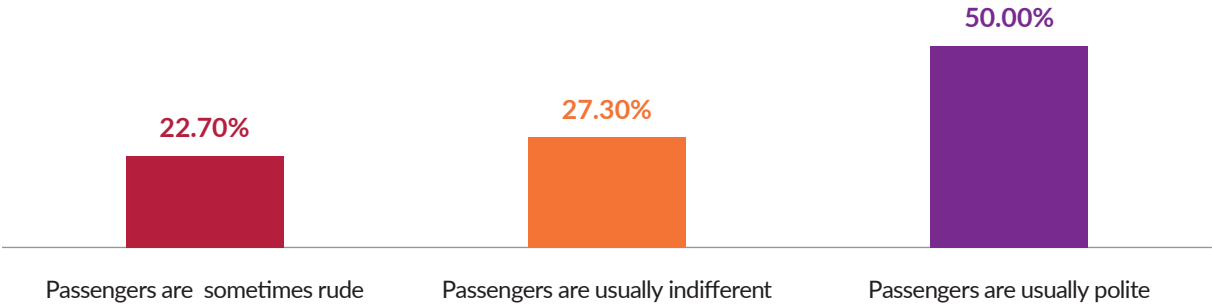
59% of the cruise crew respond that the promotion policy of their company is at par with the industry, 27.3% feel that their promotions are slow, and 13.6% of them report that their promotions are very slow.

How will you rate the promotion policy on cruise ships?



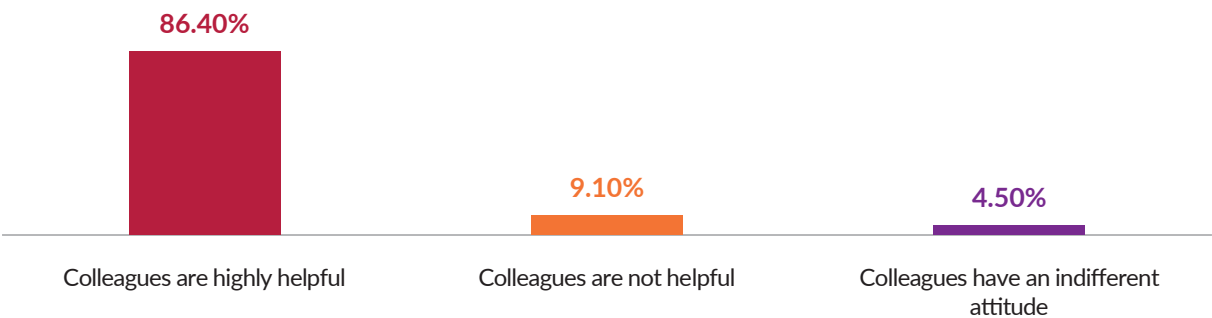
Half the respondents report that passengers' behaviour is usually polite and 22.7% of them report that the passengers are sometimes rude. However, 27.5% of cruise crew report that the passengers are usually indifferent.

Rate the behaviour of passengers on board



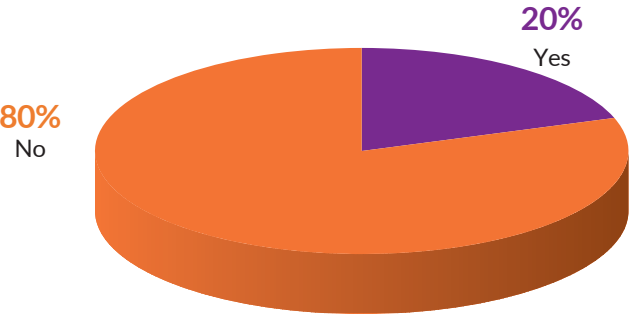
As many as 86.4% of cruise crew report that their colleagues on board are highly helpful.

Rate the behaviour of your colleagues on board



Almost 80% of the cruise crew report that their company does not have any retirement benefits policy like pension, gratuity and provident fund.

Does your company have a retirement benefits policy like pension, gratuity, and provident fund?

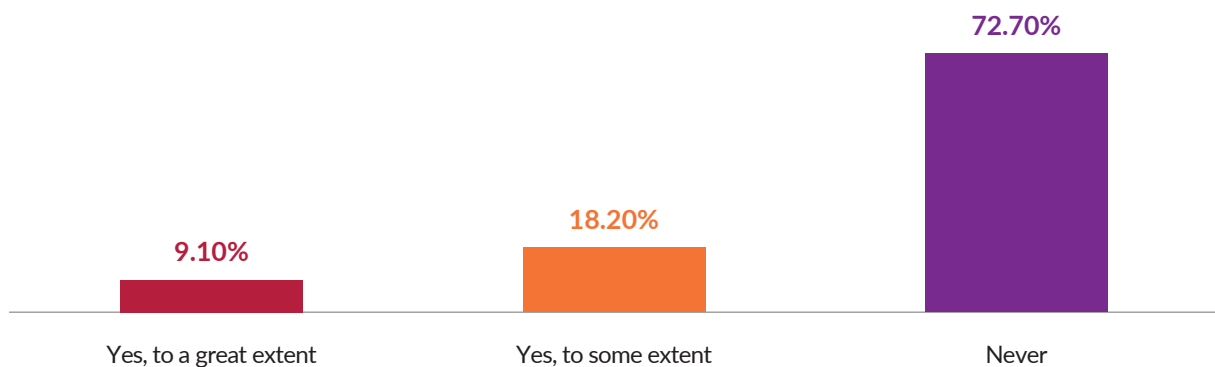


Nearly 82% of respondents report that the company directly recruited them, whereas 18% were recruited through RPSL manning agents.



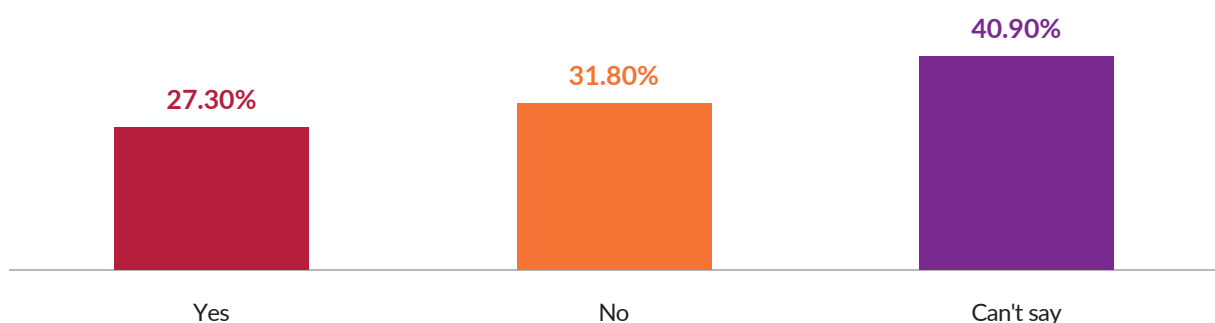
Around 73% of respondents report that they have never been subjected to bullying and harassment by other nationalities.

Have you been subjected to bullying/harassment by other nationalities?



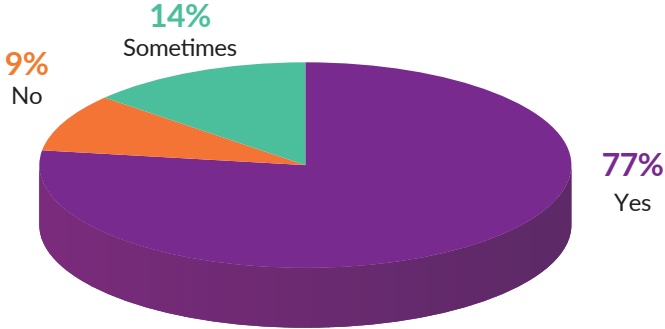
Close to 27% of respondents report discrimination based on nationality in the company's hiring policies.

Discrimination on the basis of nationality in company's hiring policies



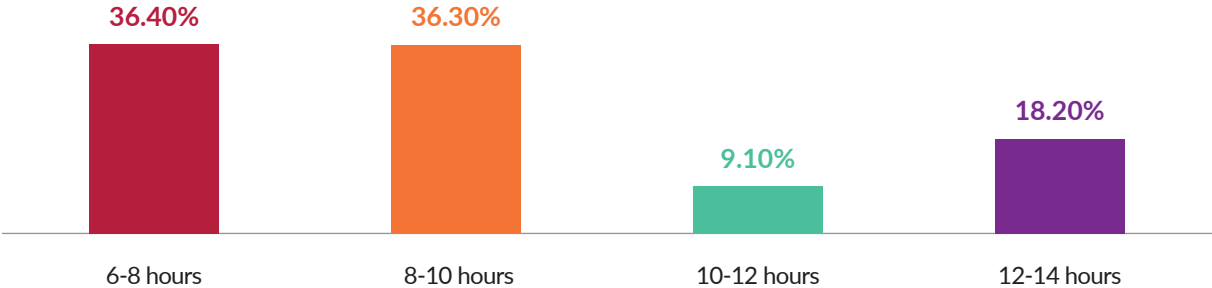
More than 77% of respondents positively state that their company provides training on value-added courses at their cost and 14% of them report that the company provides it sometimes.

Does your company provide training on value added courses (other than STCW mandatory courses) at their cost?



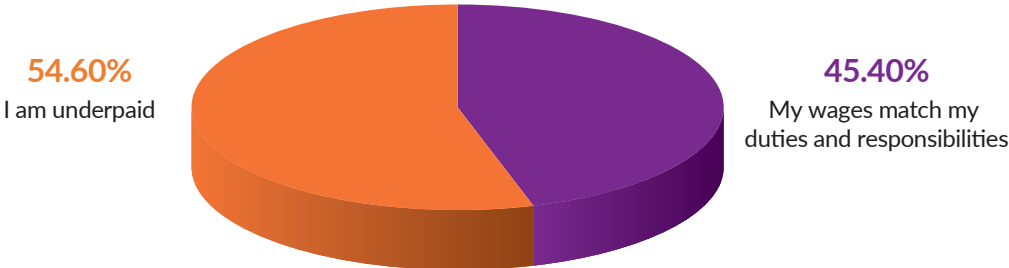
Regarding duty hours, roughly 36% of respondents inform that they have to work for 6-8 hours, another 36% of them reported that they have to work for 8-10 hours. 18% report that 12-14 hours and around 9% of them report that they have to work for 10-12 hours.

Normal daily working hours



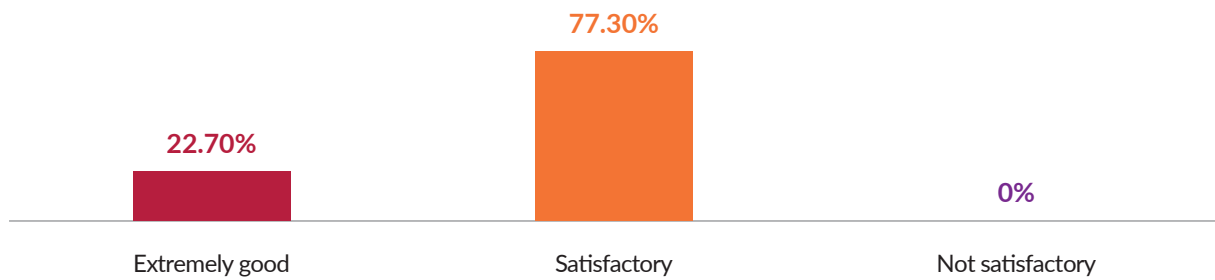
About wages, around 55% of respondents feel that they are underpaid compared to the duties and responsibilities, whereas 45% of them feel that their wages match their duties and responsibilities. Nobody responded that they are overpaid.

Do your wages match your duties and responsibilities?



More than 77% of respondents stated that they are satisfied with living conditions on board and almost 23% of them are happy. However, nobody responds that they are not satisfied with the living conditions on board.

How would you rate the living conditions on board?



More than 63% of cruise ship's crew have reported that they are delighted working on a cruise ship and around 32% say they are moderately happy. However, only 4.5% of respondents inform that they are not happy working on a cruise ship.

How happy are you working on Cruise Ships?



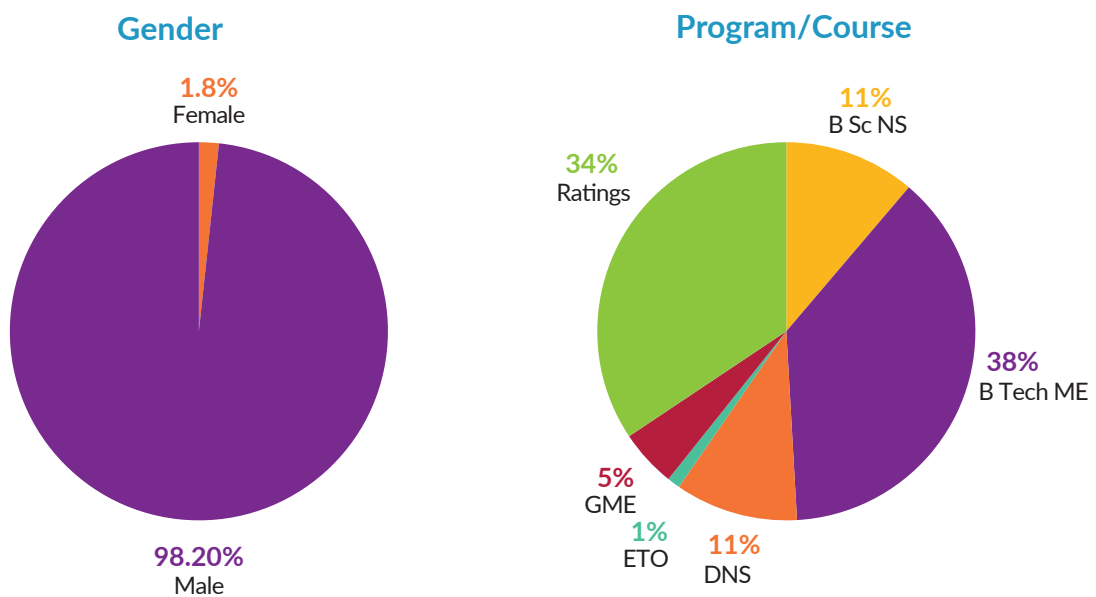
Indian Pre-sea Students' Perspective



This chapter covers various aspects of Indian maritime education and training from the perspectives of Indian pre-sea students. Some of the essential aspects are safety and environmental protection practices, human factors and various facilities; such as teaching, training, hostel, canteen, sports, library, etc. Their responses were scrutinised and separated based on the factors to focus on the specific perception. The chapter has been divided into five parts: (i) About the respondents, (ii) About the maritime training institutes (iii) Opinion about their courses (iv) Placements, and (v) Human Factors.

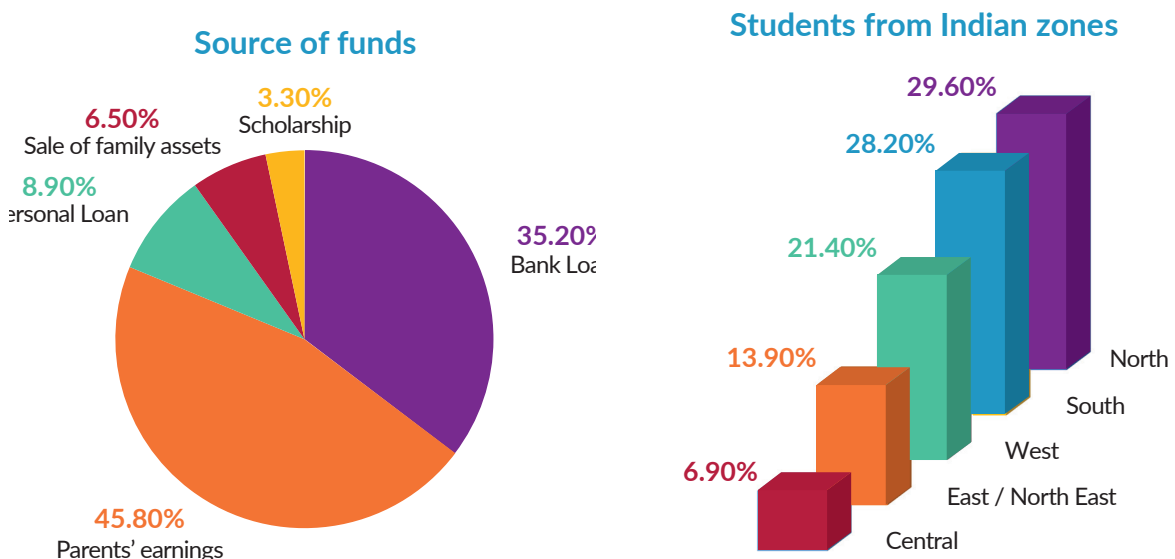
About the Respondents

There were 3338 respondents in the Pre-sea students perspective category. 98.2% of the respondents were male.



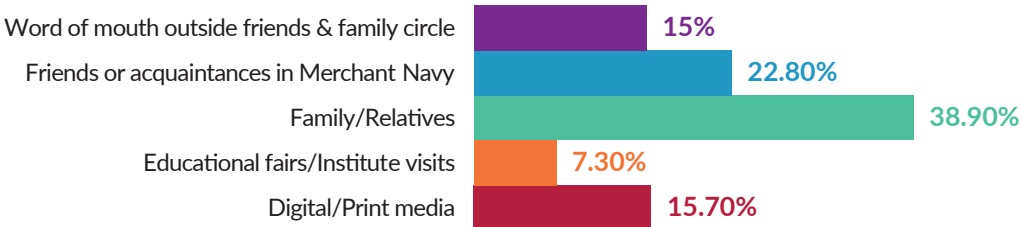
46% of the students' education is funded by their parents, and around one-third of students opt for bank loans whereas 7% of students have to sell their family assets.

Almost 30% of respondents are from the northern part of India, followed by southern, then western, eastern/north-eastern and nearly 7% from the central zone.



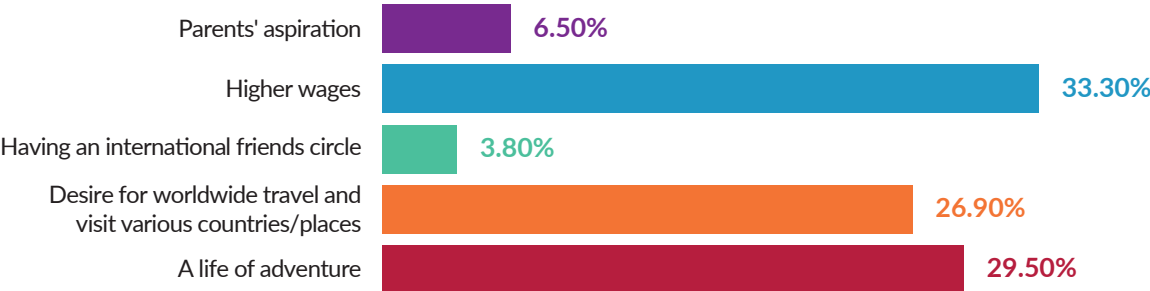
An average of 62% of the students got to know about the career in the merchant navy from their family, relatives, friends or acquaintances. Less than 8% of respondents got information about this career from educational fairs or institute visits.

Knowledge about merchant navy profession



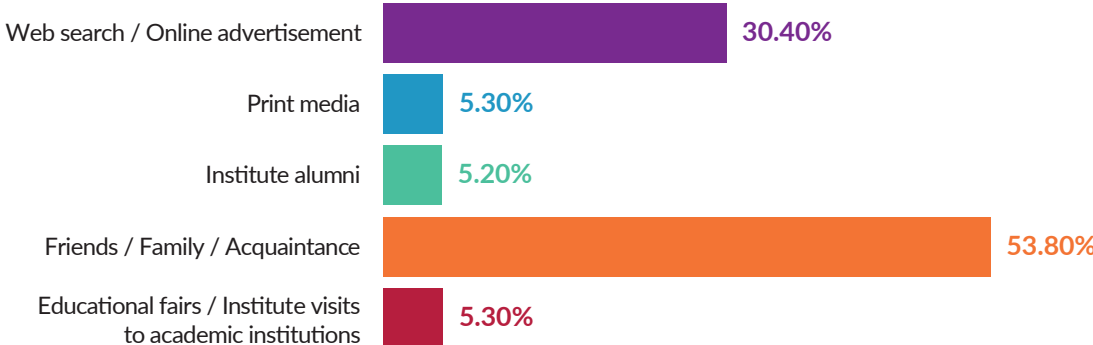
One-third of the respondents chose a career in the merchant navy for high wages, around 30% for a life of adventure and only 3.7% for having an international friend circle. However, 6.5% of the respondents chose it as it was their parents’ aspiration. Roughly half the respondents think that the actual nature of the job that they will be doing when they go on their first ship would be mostly a hands-on blue-collar job.

Most important aspect that made you choose a career in the Merchant Navy



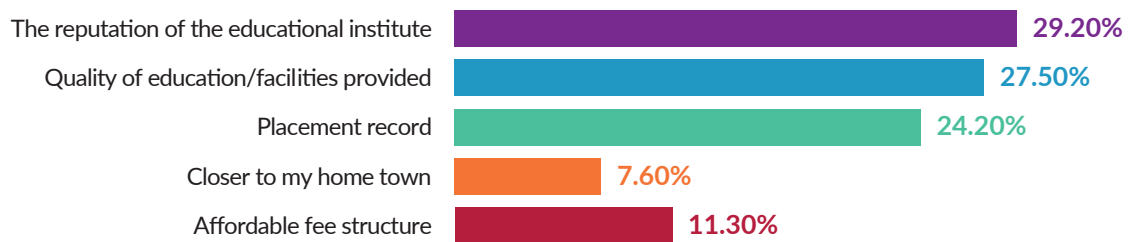
More than half the students got to know about their institute from their friends, family or acquaintance, while 30.3% from the web search or online advertisements, and just 5.2% got to know from their institute alumni.

How did you come to know about the maritime institute that you have taken admission to?



Most respondents preferred their institute over other institutes based on placements, quality education and the reputation of the institute.

Preferred the institute currently studying over other Institutes

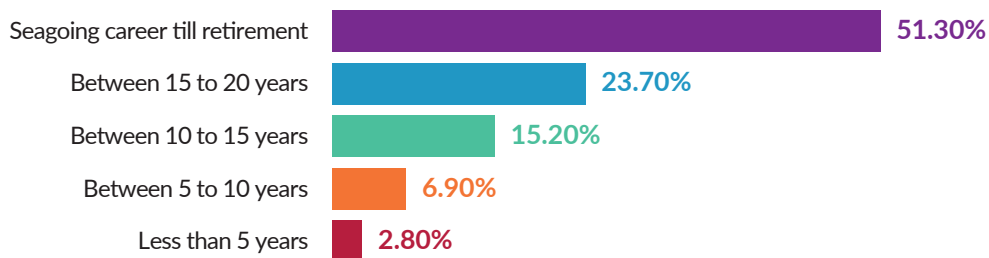


More than 90% of respondents believe that they would work on board for more than 10 years. However, only 6.9% want to work on board for 5 to 10 years and a small number would prefer to work on board for less than 5 years.

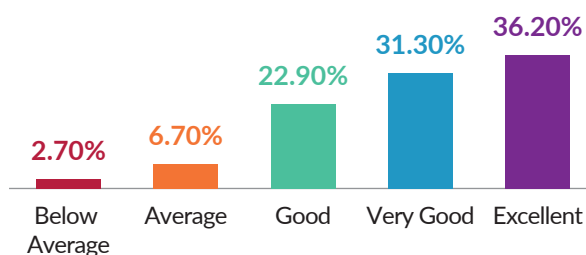
About the maritime training institutes

Most of the students are satisfied with the safety and environmental protection practices at their institute; however, less than 10% feel it was average or below average. Almost 90% of respondents like the classroom, workshop and laboratory facilities in their institutes.

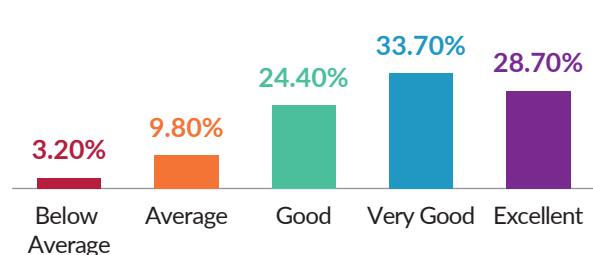
Planning to be on board



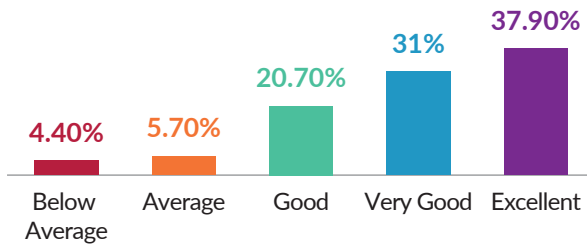
Safety and Environmental protection practices at your institute



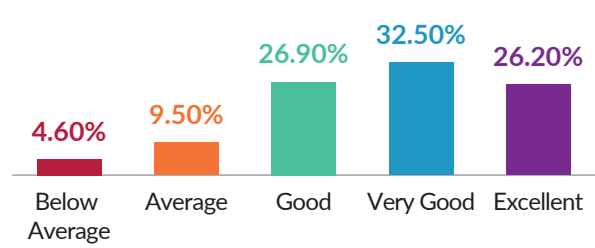
Classroom facilities



Workshop facility



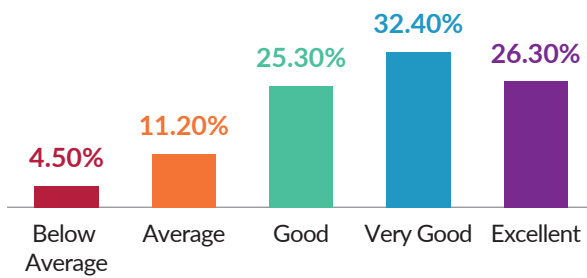
Laboratory facilities



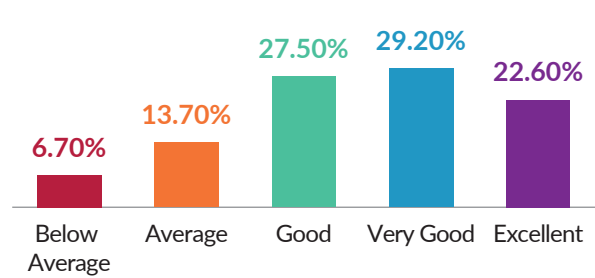
Four out of five students are satisfied with their residence and canteen facilities. Most respondents are satisfied with the standard of teaching faculty, whereas roughly 11% feel it was average or below average. About library facilities, around 86% of students are happy.

Mostly, respondents are satisfied with the infrastructure at their institute. While rating their campus, the majority of the students like their campus, whereas nearly 13% feel it was average or below average.

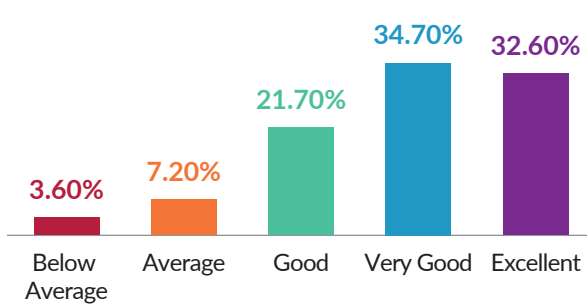
Student Residence facility



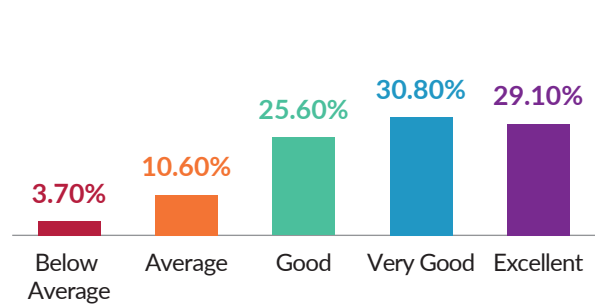
Canteen/Mess facility



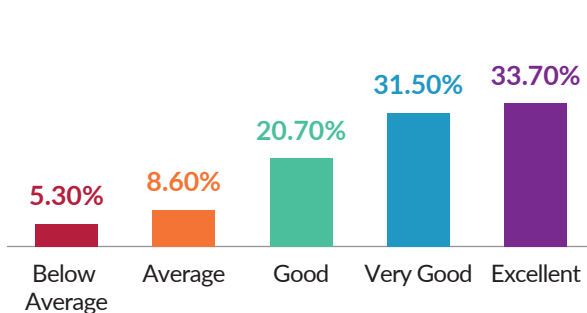
Standard of Teaching Faculty



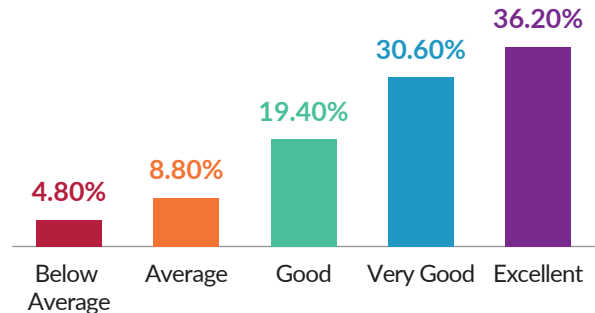
Library facility



Infrastructure



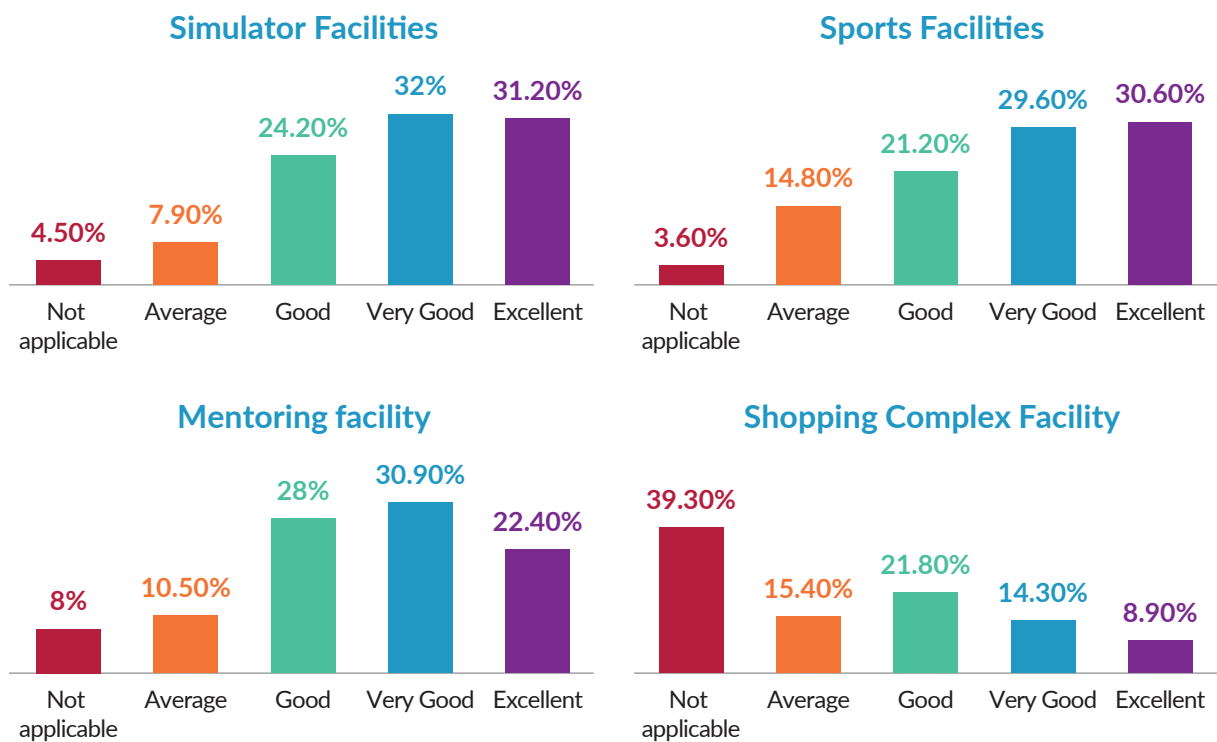
Overall Campus



Some facilities are not available in all the institutes, e.g. simulator, sports, mentoring, shopping complex, support for the campus placement, etc. Approximately 87% of students like the simulator facility in their institutes. Close to 81% of students are satisfied with the sports facilities.

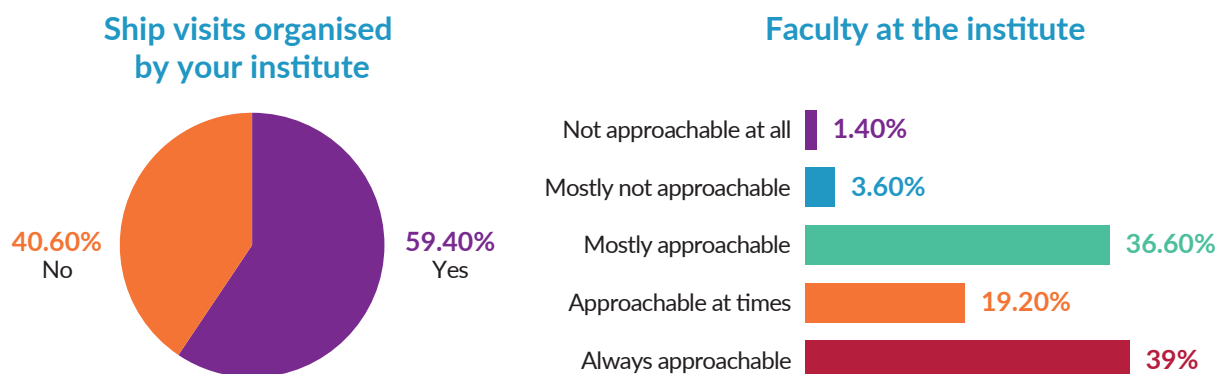
Around 81% of students are satisfied with the mentoring facility, whereas about 10.5% feel it was average and only 8% report that no such facility exists at their institute.

Close to 45% of students are satisfied with the shopping complex facility at their institute and around 15.4% feel it was average. At the same time, 39.3% report that no such facility exists at their institute.



Nearly 60% of students report that their institute has organised a ship visit for them, whereas 40% of students have not got this experienced at all.

Most students agree that the faculty members at their institute are approachable, whereas 5% report that they are not approachable.



About 36% of students believe that the fees charged by their institute are on the higher side when compared to the standard of the institut.

fees charged by the institute

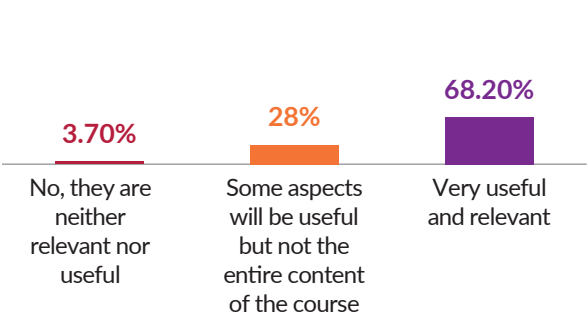


Opinion about their courses

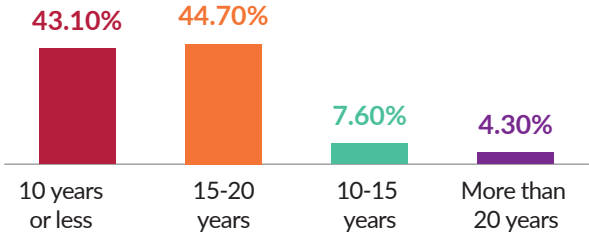
68.2% of students believe that the additional courses like modular and value-added courses conducted at their institute are relevant and career-oriented. 28% believed that some aspects are useful but not the entire content of the course.

Most students feel that within 15 years, they will reach the position of Master/Chief Engineer after passing out from the institute. However, 4.3% believe that it would take more than 20 years to reach that level.

Views about Additional courses

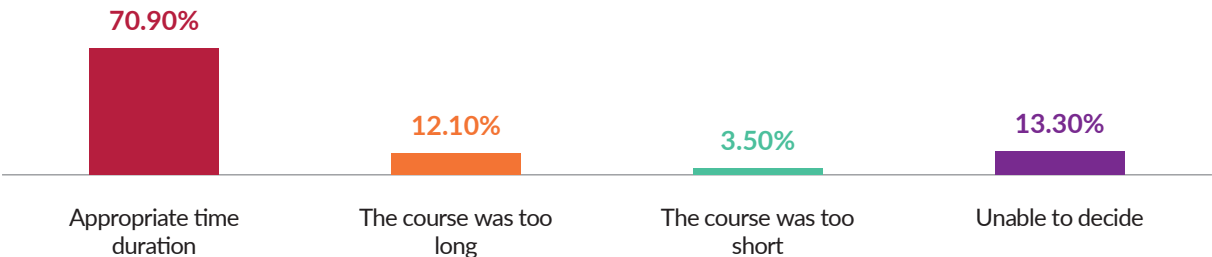


Progress to Master/Chief Engineer after passing out from the institute



More than 70% of students feel that the time duration of their training course is appropriate, 12% consider it too long, and only 3.5% feel that the duration of their training courses is very short.

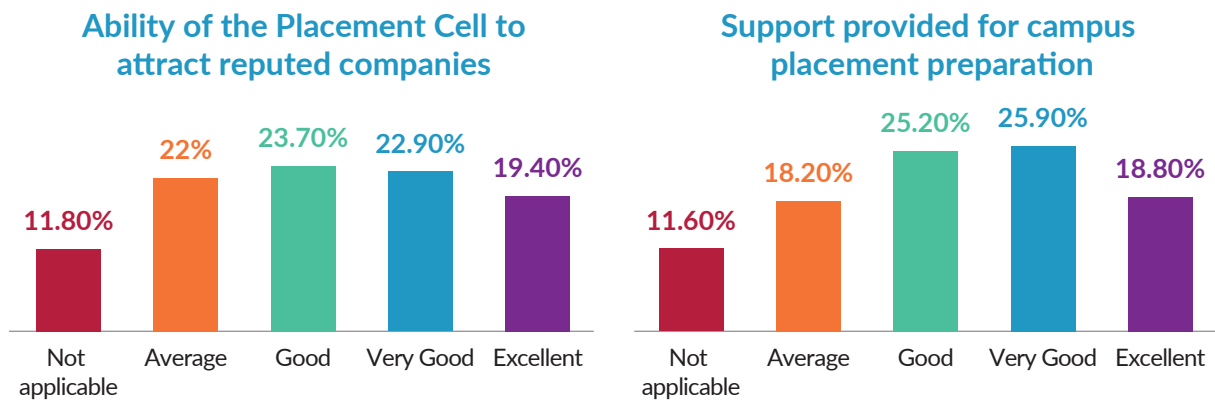
Duration of your training course



Placements

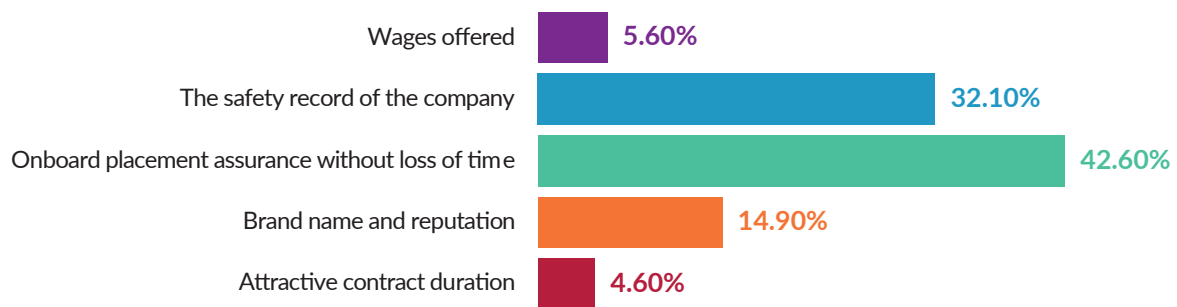
Around two-thirds of students are satisfied with the ability of the placement cell to attract reputed companies at their institute, whereas about 12% report that no such facility exists at their institute.

About the support provided by the institute for appearing in campus placement tests and interviews, around 81% of students are satisfied, whereas roughly 12% reported that no such facility exists at their institute.



While deciding to participate in the campus placement interviews, mostly the students look for on board placement assurance without loss of time and the company's safety record.

Most important factor while deciding to participate in placement interviews

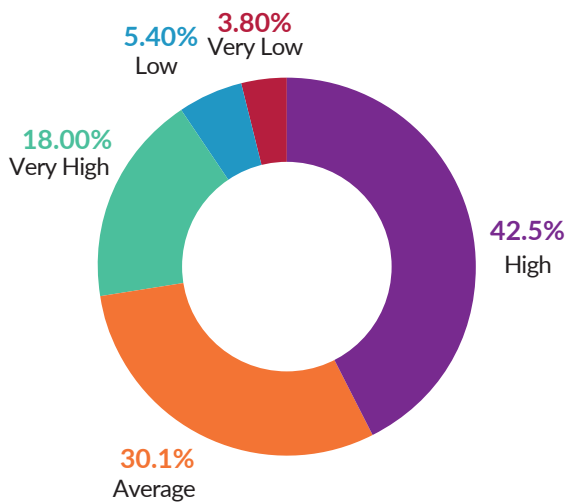


Human Factors

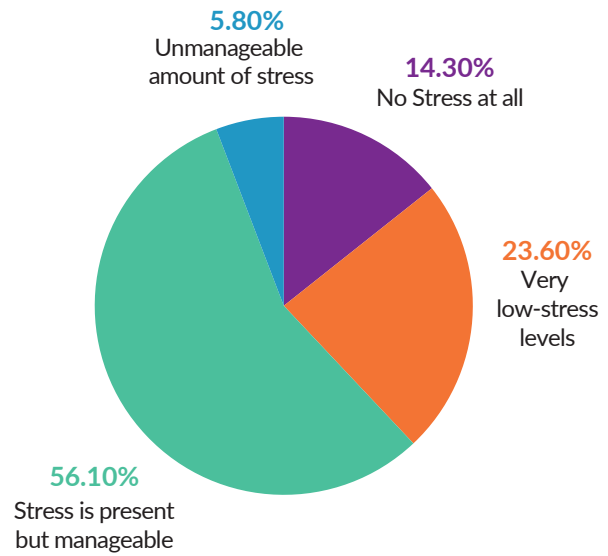
More than 60% of respondents agree that they are highly motivated and happy at their institute.

While describing the stress level during the pre-sea training, more than half the respondents report the presence of stress, but it is bearable. Moreover, nearly 6% of students report unbearable stress, which is a matter of concern.

Motivation and happiness at the institute



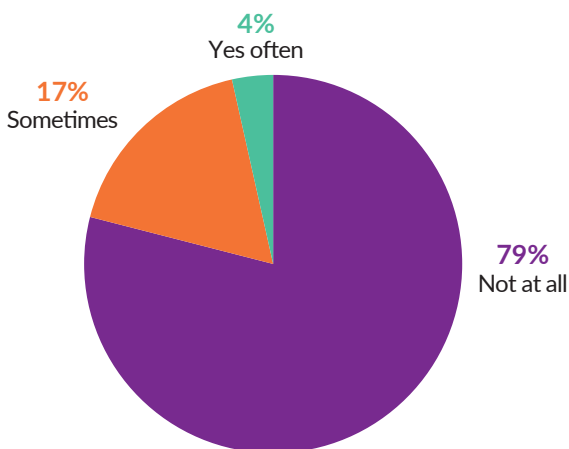
Stress level



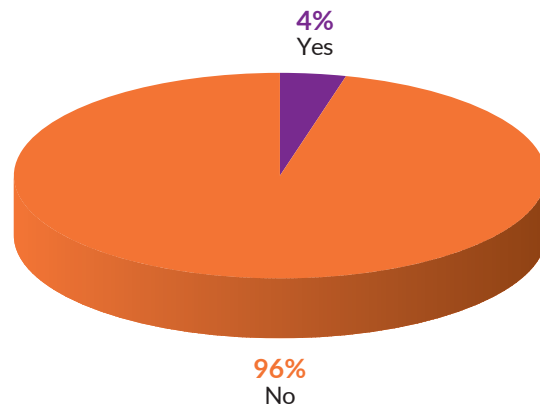
On the treatment based on religion, caste and language, the majority of students report that they have not faced any discrimination, whereas 21% of the students have experienced discrimination.

When asked about gender-based discrimination, fewer than 4% of respondents admit that there is gender-based discrimination in the maritime training institutes.

Discrimination on the basis of religion/caste/language



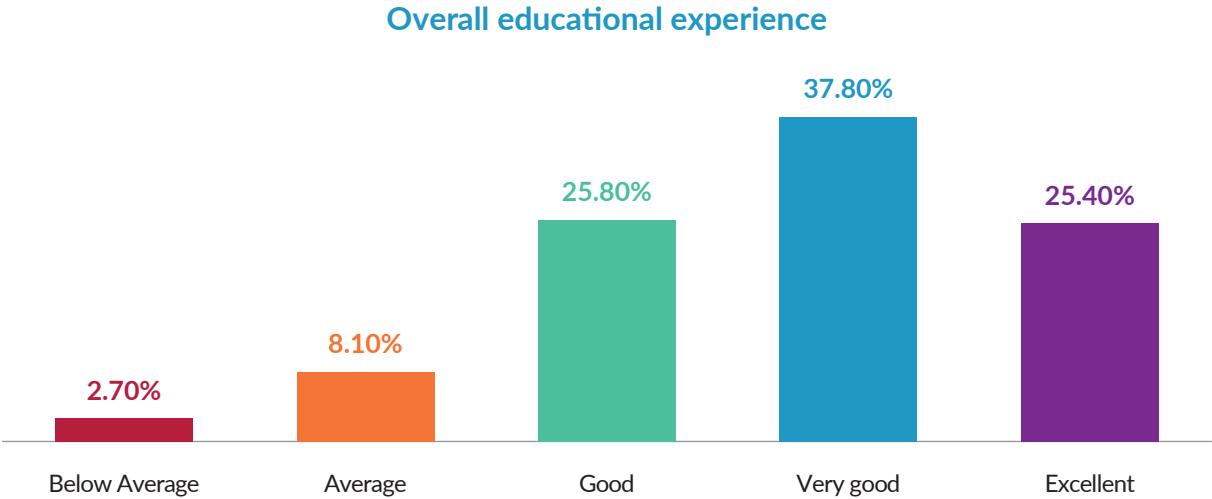
Gender based discrimination



Ragging and bullying are strictly prohibited and punishable offences in educational institutes. However, 10% of students have faced ragging or bullying sometimes and only 2.2% of respondents have encountered it very often.

Overall educational experience

Mostly, the students are satisfied with their overall educational experience at their institute, whereas nearly 8% feel it was average and only 2.7% consider their educational experience below average.



Key Findings



Indian Seafarers' Perspective

Career



- Nearly 44% of the seafarers opine that they should be allowed to work on board as long as they are medically fit.
- Approximately 60% of respondents would not prefer their sons and 80% of respondents would not prefer their daughters joining the merchant navy as a career.
- Only 10.7% of respondents feel that shipping is a much sought after career among young students.
- Almost 40% of junior officers and ratings are not satisfied with the system of the appraisal report in their companies.
- Close to half the representatives from shipping companies would like to give women seafarer some work in the company office after the child birth for few years before they return to sailing so that they can take proper and required care of their child.

Colleagues' Perception



- More than half the respondents feel that junior staff is aware but lack understanding of their rights and responsibilities.
- Around 83% of the junior staff feel that their seniors are helpful and caring.
- More than 80% of respondents believe that Indian seafarers are competent enough to handle the jobs on ships as compared to their other counterparts from different nationalities.

Opinion about their company



- Half the on board staff say that their companies do not have a psychologist/counsellor.
- More than three-fourths of the crew on board would like to have more shore leave. Most of the company representatives state that they endeavour to provide shore leave wherever possible.
- Around 37% of respondents express that company policies and procedures are bypassed at times which is a major cause of concern.
- More than 40% of the company representatives and crew on board accept that there is no proper grievance redressal mechanism available in their companies. In some cases, there is no such system exists at all.

Competency



- About 60% of respondents agree that the competency exams are aligned with the on board operational requirements for the rank.
- 40% of respondents feel that junior staff lacks practical skills and more than 60% of respondents suggest that more emphasis should be given to simulators based training.
- It is suggested that the preparatory courses for the competency exams should continue.

Employment Contract



- 30% of the seafarers are not happy with the present duration of the contract. 65% of respondents suggest that the contract period should not be more than 5 months.

Culture including Discrimination & Harassment



- Roughly three-fourths of the Indian seafarers find no difficulty working in teams with a multinational crew.
- A fairly large percentage of seafarers i.e. 67.8% agree that no discrimination takes place in their organization. Although the discrimination is less than 5% but amongst ratings.
- The majority of the respondents chose to say that they either never witnessed sexual harassment or that it never took place in their organization.
- About the treatment of female seafarers on board ships, nearly 80% of the company representatives accept that the female seafarers are at par with male seafarers and no respondent feel that the female seafarers are not compatible with the rest of the crew.

Enhancement Training



- More than 60% of respondents feel that the value added training greatly help them to improve their performance on board. Around one-third of the junior officers and ratings say that their company does not provide financial support for value added training.
- Nearly 58% of respondents feel that the post-sea training is adequate for handling the job responsibilities, however, a sizeable amount of respondents still feel that on-the-job training is more effective if time permits.

- Roughly 65% of the officers on board say that regular training as per schedule is conducted despite the hectic sailing schedule, whereas only 9% of respondents say that there is no formal on board training structure except safety drills and meetings.
- Approximately 9% of the respondents are critical to safety drills and say that they are conducted only for formality or only a few drills are conducted.

Fatigue & Stress



- Most of the on board crew feel that the workload has increased due to reduced manning.
- Three major causes of fatigue on board are improper rest, short voyages and reduced manning.
- Nearly three-fourths of senior officers are stressed during operations at ports. Almost one-third of senior officers feel that there is a lot of scope for improving the monitoring mechanism of fatigue of seafarers on board.
- Three-fourths of the respondents agree that yoga/meditation exercises should be conducted as a part of the daily routine on board for better mental health.

Motivation & Happiness



- Nearly 68% of the respondents accept that financial stability is the major component of motivation for working on board. About one-fourth of the junior officers and ratings on board have chosen this career as no better option is available for them.
- Approximately 79% of the officers on board enjoy working on ships. Nearly half the respondents agree, despite enjoying working on board, they would not recommend this career option to others as it makes life tough.
- Timely appreciation from senior officers motivates more than 40% of the ratings.
- Roughly one-third of the on board crew is unhappy due to insufficient rest while other reasons are tough physical working conditions, lack of teamwork, improper work culture, frustration and anger.
- Half of the respondents state that their family members are unhappy with their sailing career.

Organisational Policies



- About one-fourth of officers on board and company representatives are not happy with the QHSE policy implementation.
- As the majority of the shipping companies have zero tolerance to drug and alcohol, they carry out unannounced drug and alcohol tests regularly.

Training



- On the efficacy of the pre-sea training to handle the jobs on board, around 85% of the respondents feel that the training is beneficial and will be improved by using simulators.
- Three fourths of the company representatives and junior officers on board prefer pre-sea training over on-the-job training however, some of them feel on-the-job training is better if time permits.
- On mandatory modular courses, 90% of junior officers and ratings on board reported that all training courses were conducted properly.
- 94% of the pre-sea trainers recommend that physical activities should be a compulsory part of pre-sea training.

Safety & Environment



- Almost 60% of the respondents have experienced that their organisation encourages safe working culture even at the cost of profit, whereas the remaining respondents are not happy with the safety culture on board.
- Nearly 77% of the company representatives and on board crew report that their organisation complies with all the rules & regulations for environmental protection, whereas 9% of them agree that only a few important rules & regulations are followed.
- Roughly half the respondents hold individual human errors responsible for most accidents, followed by 31% for unsafe work culture and around 12% for poor management on board. Only 3% of respondents report that machinery failure is responsible for accidents on board.

Training - Organisational Perspective



- Positively, around 58% of the company representatives and senior officers report that their organisation considers training as an investment in human resources, whereas 27% of them have informed that their organisation conducts training for compliance only.
- Almost 32% of the respondents highlight that trainees are not interested in training.

Working environment on board



- Nearly 42% of the junior officers and ratings reported that they do not get sufficient rest.
- 43% of the senior officers on board responded that their decisions nowadays are affected by the response of shore management. Around 30% of respondents informed that they need to consult the shore management to take decisions in the interest of the safety of the ship and the crew.
- Around 20% of the respondents feel that the juniors have no interest in the job and the other 18% believe that they are not at all motivated to work on board.
- Close to one-fourth of the pre-sea trainers report that pre-sea students have difficulties in English communication.
- Nearly 80% of the company representatives, on board officers, surveyors, administrators and examiners believe that most of the seafarers are good at English communication.

Women Seafarers



- More than 85% of women seafarers responded that they had full freedom to decide their careers.
- Around 43% of the women seafarers responded that their choice of seafaring career cast a strain on their relationship.
- 29% of women seafarers respond that they would quit sailing before planning a family . However, 43% of them respond that they would like to work in the company office for few years before returning to sailing.
- Approximately 43% of women seafarers reported that they were discouraged in the institute by seniors and trainers for choosing seafaring as their profession. Around 57% of the women seafarers responded that they were discouraged by their seniors or fellow seafarers for choosing seafaring as their profession.

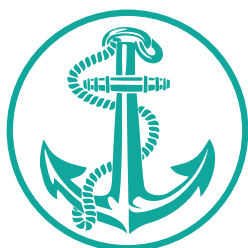
- 57% of women seafarers reported that the working environment is not conducive for more women to join seafaring careers.
- Around 43% of women seafarers responded that Indian seafarers find it difficult to accept a woman in the senior position as compared to other nationalities.
- Women seafarers are not trained to handle sexual advancements/ harassment by their companies.
- The women seafarers suggest that the institutes should have a lady warden and counsellor.

Crew on Cruise Ships



- Nearly 40% of the crew on cruise ships believe that the promotions are slow in their company.
- Around 80% of the respondents report that their company does not have any retirement benefits policy like pension, gratuity and provident fund.
- Almost 27% of respondents report that there is discrimination based on nationality in the company's hiring policies.
- Roughly 73% of respondents report that they have never been subjected to bullying and harassment by other nationalities on board.
- All the respondents accept that they are satisfied with the living conditions on board.

Maritime Administration



- 18.4% of respondents feel that getting work done from the maritime administration is very challenging, whereas 17.7% feel that new procedures are difficult.
- More than 70% of officers are happy with the conduct of the MMD offices. However, one-third of the officers are not happy with the professionalism of the COC examiners.
- Regarding the measures related to grievance redressal, nearly 85% of the respondents believe that the measures taken by DGS are effective.
- More than 80% of respondents rate the DG Shipping website user-friendly.
- Regarding the Comprehensive Inspection Programme (CIP) for grading the MTIs, around 60% of the respondents believe that the CIP should be reviewed and the views of MTIs be considered while framing the rules.

Indian Pre-sea Students' Perspective

About the Respondents



- One-third of the students stated that for their pre-sea training they had to take bank loans and 7% of students had to sell their family assets.
- Around 62% of the students got to know about the career in the merchant navy from their family, relatives, friends or acquaintances. 58% of the pre-sea students are from the Northern or Southern part of India. There is a need to spread awareness about the profession at least in the east, west and the central part of India.
- Most respondents preferred their institute over other institutes based on placements, quality of education and the reputation of the institute.

About the maritime training institutes



- Most of the students are satisfied with the safety and environmental protection practices at their institute. Around 90% of respondents like the classroom, workshop and laboratory facilities in their institute.
- Four out of five students are satisfied with their residence and canteen facilities. Most respondents are satisfied with the standard of teaching faculty, library facilities, sports and infrastructure at their institute.
- Close to 87% of students believe that more training should be conducted on simulators.
- Around 81% of students are satisfied with the mentoring facility, whereas around 8% report that no such facility exists at their institute.
- Around 45% of students are satisfied with the shopping complex facility at their institute, whereas 39.3% report that no such facility exists at their institute.
- Ship visit is an important activity that exposes the students to ports as well as ships. Lately, getting passes for visiting ships has become very difficult. Around 60% of students report that their institute has organised a ship visit for them, whereas 40% of students have not got this experience at all.

Opinion about their courses



- 68.2% of students believe that the additional courses like modular and value-added courses, conducted at their institute are relevant and career-oriented. 28% believed that some aspects are useful but not the entire content of the course.
- More than 70% of students feel that the time duration of their training course is appropriate, 12% consider it too long, and only 3.5% feel that the duration of their training courses is very short.

Placements



- Around two-thirds of students are satisfied with the ability of the Placement Cell to attract reputed companies to their institute. Four out of five students are satisfied with the process of grooming them for placement.
- While volunteering to participate in the campus placement interviews, mostly the students look for swift on board placement without loss of time and the safety record of the company.

Human Factors



- More than 60% of respondents agree that they are highly motivated and happy at their institute.
- On the treatment based on religion, caste and language, 21% of the respondents report that they have experienced discrimination.
- When asked about gender-based discrimination, fewer than 4% of respondents admit that there is gender-based discrimination in the maritime training institutes.
- 12.2% of students have faced ragging or bullying in their institute.

Mostly, the students are satisfied with their overall educational experience at their institutes. However, some of the respondents feel there is some scope for improvement in various areas.

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NAVIK JEEVAN

A Survey on the Life of
Indian Seafarers and Pre-sea Students

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