

**ROLE OF VOCATIONAL TRAINING IN TRAINED YOUTHS' EMPLOYABILITY:
A CASE STUDY OF RAMBAGHAREA OF NEPALGUNJ SUB METROPOLITAN CITY**

A THESIS

**Submitted to the Faculty of Humanities and Social Science,
Department of Rural Development, Tribhuvan University, Kirtipur**

In Partial Fulfillment of the Requirement for the

Degree of Master of Arts

In

Rural Development

By

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April, 2018

LETTER OF RECOMMENDATION

This is to certify that **Ms. SadikshaMalla** has prepared this thesis entitled '**Role of Vocational Training in Trained Youths' Employability : A Case Study of Rambagh Area of Nepalgunj Sub-metropolitan City**' under my guidance and supervision in partial fulfillment for the Master's Degree of Arts in Rural Development. Therefore, this thesis is recommended for its evaluation.

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APPROVAL LETTER

A thesis entitled '**Role of Vocational Training in Trained Youths' Employability: A Case Study of Rambagh Area of Nepalgunj Sub-metropolitan City**' has been submitted by **Ms. Sadiksha Mallah** has been accepted in partial fulfillment of the requirements for the Master's Degree of Arts in Rural Development in Humanities and Social Sciences.

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DECLARATION

I hereby declare that the thesis entitled '**Role of Vocational Training in Trained Youths' Employability: A Case Study of Rambagh Area of Nepalgunj Submetropolitan City**' submitted to the Central Department of Rural Development, Tribhuvan University, is entirely my original work prepared under the guidance and super vision of my supervisor. I have made due acknowledgements to all ideas and information borrowed from different sources in course of preparing this thesis. The results of this thesis have not been submitted anywhere else for the award of any degree or for any other purposes. I assure that no part of the content of this thesis has been published in any form before.

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ACKNOWLEDGEMENTS

First of all, I would like to express my thankfulness to all my respondents, their families and entire community of Nepalgunj Sub-metropolitan city, ward -3, Rambagh area for giving me their valuable time and sharing their information, experiences and views with me. It was my privileged to be a part of their daily lives for instance. I will always remember their cooperation and support during my field survey.

I sincerely appreciate my thesis supervisor Rajan Binayek Pasa who provided me his valuable time and guidance throughout my work. His availability in the required time, encouragement, valuable comments and suggestion helped me for the successful completion of my thesis. Appreciation also goes to the department head of Department of Rural Development Prof. Dr. Pushpa Kamal Subedi and all the faculties under the Rural Development Studies Tribhuvan University.

I also express my special thanks to Mr. Krishna Prasad Joshi, Social Development officer in Sub-metropolitan Office in Nepalgunj, for providing all the necessary information and suggestions in various stages of my study period. I would like to thank all my classmates and senior students whose useful advices and suggestions helped me for the completion of my thesis. Last but not the least, My heartfelt thanks to my family members who have been supportive during my entire process and encouraged providing the appropriate environment for the completion of my Thesis.

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ABSTRACT

Vocational training can bridge youths towards skilled and decent jobs through supplementary education. Thereby, this study tried to assess the role of vocational training in the employability of trained youths. The study was conducted around Rambagh area (i.e. ward -3 of Nepalgunj Sub metropolitan city) of Banke District. More so, for analyzing the researching issues, required data have been collected through 108 sample respondents who got vocational training before three years. From the total respondent, 10% are Beautician, 17% are electrician, 23% are in the field of food and beverage, 15% are in livestock, 13% are plumber and 22% are in tailoring.

The respondents were, Brahmin/ Chettir 19%, Dalit 14%, Janajati 16%, Madhesi 22%, and Muslim 30% with major primary occupation of the family household is agriculture which is 34% and only 16% of people are considering foreign employment. It shows that still a large number of people are doing agriculture and take it as their major occupation. About sanitation, all of the household have their own toilet and drinking water facility. The maximum numbers of people are relying on tube well for drinking water which might lead towards some diseases. The study shows that few household has their food sufficiency till 9 months else some have food sufficiency till 4 to 5 months whereas there are also households who don't own the land. The vocational training has overall contributed in the lives of youths. The youths are employed and self-employed after the training which has created the environment of self-reliant. All of the surveyed youths are earning minimum of NPR 5000 to maximum of 20000 monthly. The social prestige of the youths have increased as they are now skilled, independent and supporting their family for living. The purchasing powers of the youths have increased as they have now access to the better health and education to their family. Their income has helped to add fixed assets in the family. The scope of employability has made them self-confident and self-aware of the ability on self-recognition. They are now taken as the role model youth in the society and given as the example to the other people.

The study shows transforming life of youths through vocational training that helped them to upgrade their financial status and helped youths to acquire skill and help them to get better jobs. The survey shows the respondent carry positive attitude towards the training and explains how it has been life changing training for them. As lot of youths are unemployed/unskilled which has lead uncertainty in their lifestyle where vocational training can be the bridging course for those people.

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Abbreviation/Acronyms

ADB	:	Asian Development Bank
CBS	:	Central Bureau of Statistics
CDC	:	Curricula Development Center
CDRD	:	Central Department of Rural Development
CTEVT	:	Center for Technical Education and Vocational Training
DOFE	:	Department of Foreign Employment
FNCCI	:	Federation of Nepalese Chambers of Commerce and Industry
ILO	:	International Labor Organization
INGOs	:	International Non-government Organizations
MOE	:	Ministry of Education
MOF	:	Ministry of Finance
NA	:	Not Available
NEP	:	National Educational Planning
NESP	:	National Education System Plan
NGOs	:	Non- Government Organizations
NHDR	:	Nepal Human Development Report
NLSS	:	Nepal Living Standard Survey
NNEPC	:	Nepal National Educational Plan Commission
NPC	:	National Planning Commission

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Technical and Vocational Education is defined as practically illustrated career skill instruction especially in agriculture, business, family and consumer sciences, health occupation, marketing, technology and trade industrial sectors (Asian Development Bank,2004). Whereas vocational skill development training is designed to enable participants from disadvantaged group like rural poor and women for developing practical skills so that they can involve in income generate activities (council for technical education and vocational training [CTEVT], 2011). CTEVT coordinates programs, develops and expands technical & vocational education and trainings. CTEVT has been producing basic and middle level skilled human resource through short term, long term, mobile and different apprenticeship training in different parts of the country.

The technical and vocational skill development training conducted throughout the country not only help participants to improve their quality of life through the gainful employment, but also supports to the social and economic development process of the country (CTEVT,2012). And such types of skills affect economic development process of the country because it enhances earning, potential career progression and employability of the individuals (Bajracharya, 2010). Internationally also vocational training is considered to be very skillful and practical courses for the life. It prepares skillful human resources in short term with high chances of placement in market as it covers practical courses with handful skills.

Technical education and vocational training has been a key element in preparing a well-qualified workforce within the global economy (Frantz, 1999). Vocational education not only provides occupational skills to the youth but it simultaneously provide various life skills to them. Although the fundamental 13 understanding of TEVT talked about both core occupational skills and soft skills, in our existing training practices there is still a limited space for soft skills. The soft skills sometimes termed as an employability skills for an individual and regards as a very key for the employment performances. So it can be said that the proper balance of core technical and soft skills would be more effective to make it more employable skills graduates. The life skills can be physical like taking a right posture, behavioral like communicating effectively or cognitive like making effective decisions (Goudas, Dermitzaki, Leondari& Danish, 2006). Similarly, imparting such types of life skills

related activities are inevitable for producing physically and mentally healthy children who can significantly play transformative role in changing social, cultural and economic status of a society (World Health Organization [WHO], 1999). However, the course curricula developed and practiced by CTEVT in Nepal, does not reflected well about the incorporation of the life skills as highlighted above by Goudas (2006) and WHO (1999). Nevertheless, the proportion of the technical skills and life skills for a particular vocation may vary with the trade and employment type.

In general, vocational education aims to produce lower-medium level work force and targets upon literate and illiterate youth basically from informal education. The economic growth of a nation depends upon the quality of the workforce in terms of performance and productivity. To increase the effectiveness and efficiency of the TEVT interventions there should be an appropriate government mechanism through good administrative mechanism (Greenan& Lisa, 1998). In contrast, the education practice in Nepal seems to be more focused on formal education and lacks the marketable skills for all range of skilled workforce development through appropriate state mechanism. In addition, the government seems less attentive on vocational 14

Education and invested minimum in the sector. There is a very less (less the 1% of total education sector) investment in TVET sector as compared to the formal education as stated by Kafle (2007). Dewey's philosophy has suggested relating the vocational training to requirement of the society by providing equal opportunity, affirmative action and multicultural attention. Lynch further argued that the role of technical education and vocational training should be to prepare students for careers rather than just preparing for a single job (Author & Lynch, 1997).

Both the above ideas argued to ensure the diversified role of vocational education to accommodate the diversified people in the program and to attain the multipurpose skills rather than a single task performer. In the reality, the focus of TEVT programs as highlighted in TEVT policy 2012 seems to be directed to increase the accessibility of wide range of people to the TEVT programs. However, it is not clear to prepare students for their career with having vertical and horizontal career ladder in the national TEVT system. It showed that there should be clear state mechanism to ensure the career prosperity in the vocational education sector in Nepal. In global arena, as reflected by Acker, because of the technological advancement, there is a demand to develop a satisfactory TEVT programs ensuring the teaching, research and extension program (Acker & Taylor, 2000). At the same time, Curtis Finch (2000) talked about the global standardization of the system through total quality

management approach. He suggested developing a program targeting the global customers and industries. He has also given the emphasis on development of ISO 9000 certification in TEVT system (Finch, 2008). In the global context, some of the countries have been practicing such idea through collective efforts from employers and state mechanisms (Trampusch, 2010). As compared with the global context, the Nepali TEVT is seems to be struggling at bottom of the global standardization. It seems that there is still a question on training accessibility to those workers who supposed to be employed in overseas employment. The fact as per CTEVT (2011) showed that 70% of 354,000 migrated labors in fiscal year 2067/2068 neither attended any skill training nor participated in the skill test. Thus, for Nepal, the accessible skills training for interested individual citizen is still a question rather than the global standardization. Additionally, in existing global labor market, there are two different forms of vocational training; one is for entry level workers basically focusing on apprenticeship model and second is during the job period focusing the further growth (Beck, Kabst&Walgenbach, 2009).

The practices of both the forms are less in Nepalese context. The evidences showed that there is less practice of formal apprentice model and on-the-job training. However, the curriculum structured by CTEVT incorporates the requirement of OJT (on-the-job) practice after completion of the training courses. To conclude, the review helped to contextualize how technical education and vocational training program and skill testing system have been producing competent work force. The scenario of involving different age, sex and ethnic groups in TVET program can also be interlinked with this review. One of the significant learning from the this review was that the vocational training and skills certification provides continuous value addition in a person's job carrier rather than one time support during the entry in the labor market. To add more, the vocational skill tested graduates working in different trade related occupations are supporting their livelihood and contributing to national economic growth.

Vocational Training which is universally known as Technical and Vocational Education Training (TVET) is education that helps people to pursue career oriented skills. The training helps the students to acquire hands-on instruction whereas gives the validity with their skill test and certification. In context of Nepal, The Council for Technical Educational and Vocational Training (CTEVT) was established in 1989 aiming for the production of skillful and technical human resource required for the nation. The training is provided in various sector offering different curriculum such as Diploma course, TSLC and Short term courses. The training can also be illustrated as practical courses through which a person can be

equipped with a skills required in day to day life. The practical training is the strength of the person which can be supportive with getting placement in a job very shortly. This education prepares people to work in a different field such as electricity, beautician, carpenter, tailoring etc. It is mostly referred to as career education or technical education.

Vocational skill development training is designed to enable participants from disadvantage group like rural poor and women for developing practical skills so that they can involve in income generate activities (council for technical education and vocational training [CTEVT], 2011). The training provides the opportunity to the disadvantaged group to get engaged in income generating activities after receiving practical skills with different curriculum based on their relevancy. The technical and vocational skill development training conducted throughout the country not only help participants to improve their quality of life through the gainful employment, but also supports to the social and economic development process of the country (CTEVT, 2012). To conclude, vocational education and training is the kind of vocational skill development training which helps people get skilled with short term courses. It is applicable for both condition of the person. The person who has lost his or her interest academically have multiple choices in terms of vocational training whereas the person who have to earn for their family very soon can be skilled by the training and get a well paid jobs. In this paper, researcher examined changing socio-economic status of the trained youths after receiving vocational training.

Therefore, it can be said that technical and vocational education training definitely helps to uplift life skill knowledge and vocational skills of the youths. This opportunity ultimately changes their insufficient livelihood to betterment in social, economic and leadership role in the society and empowers them. In this context, this study tried to analyze role of vocational training to the employability of tainted youths.

1.2 Statement of the Problems

Education is very important part of life. It provides us the skill and knowledge which helps to develop confidence level of a person. Based on the skills they acquire through education helps them towards better decision in their life. Education itself has a various dynamics in the life of people. It helps them to acquire jobs for their income source, maintains socio-economic aspects of the family, better future of their children, development of their interpersonal skills etc.

In the context of Nepal, the education normally is taken as pursuing academic qualification. There is the regular pattern being followed by the people of Nepal. A large number of people take the education as the knowledge gained by attending school and

universities. They yet believe that only the academic education will help the individual person's life towards stability and source of income. On the other hand there is large number of drop-out rates of youths from the school. There is two condition applied for the drop-out of the students, either because of their poor economic condition, they are forced to work to earn money or because of their lack of self-interest.

The CBS showed that 46.67 percent of population aged 15 and over (14.4 million) has never attended school in our country (CBS, 2009). Majorities of the people who do not have access to the secondary education have very limited opportunity for vocational training or have gainful employment opportunities in the country. Besides, over the past 10 years average growth of GDP has remained in average 4% and industrial growth rate has averaged only 0.3% because of decade long conflict and political insurgency (MOF, 2011). In such a situation, there were shrinking employment opportunities during this period and even after the peace agreement. In this context, over 354,000 Nepalese youths migrated to foreign employment in 2010/2011 (DOFE, 2011). Out of them almost 70% youths have migrated without taking skill training and certification. So they compelled to danger, difficult and dirty jobs in oversees (CTEVT, 2011).

In order to fulfill the national and international markets' needs for technical skilled human resources, CTEVT is also coordinating with different development partners to produce middle and lower level skilled workforce. Being a central level organization, CTEVT is also entrusted with the responsibility for coordinating with agencies such as FNCCI, I/NGOs, and other local organizations (MOE, 2009). More importantly, there is not clear data and information about how many agencies as well as institutes have been involving in vocational training sector. In this regard, major stakeholders have been facing difficulties to exactly know about the implemented vocational programs and about the support agencies involved. However, there is a provision of registration of vocational training institutes by various government departments but still there is no reliable data on the status of vocational programs operating in Nepal (CTEVT, 2011).

The number of unskilled and dependency effects the economy of Nepal where vocational education is the proper way to combat the unskilled human resources towards skilled. The marginalized community undergoing through various social issues can be independent and get their better socio-economic life through the training. Thus, the study can illustrate the impact of vocational training and its possibility of implication to rural areas.

1.3 Rationale of the Study

Based on the context of Nepal, we can hear a maximum number of schools and universities offering academic qualifications comparatively to the vocational trainings. There are few training center established by the Government of Nepal which offers technical education and vocational trainings. The source to produce the human resource which is equipped with the practical knowledge is very low whereas the pattern to pursue academic knowledge is very high.

Most part of Nepal is covered with rural areas where it's a challenge to pursue higher academic degree due to low economy and absence of colleges. In such circumstances, most of the children drop-out their schools and seek the employment to backstop their family financially. Similarly in the other hand vast number of people believe in academic qualification for the better life of their children so they force their children to get academic qualification without taking consent of the interest of their children. Lots of children are dropping their school and engaged in a risky job to support their family economically. Both the economic condition and self-interest are holding back children to get better education and becoming skilled human resource.

Lots of youths in our country are facing above mentioned situation where they are remained unskilled and have to spend their whole life doing labor job with less payment or they engage themselves in some risky jobs. From the study we come to know the work efficiency of the youths after the vocational training and what its real impact in the life of youths. The findings of the research will give us the answer if the vocational training can be towards the better life of the youths. We will come to know if the youths are helping themselves, their family and society after receiving vocational training. Also we will have the answer if the academic education is the only medium to have the better life or we do have the option to choose to ensure quality life of a person, their family and society.

1.4 Objectives of the Study

The general objective of the study is to analyze role of vocational training to the employability of trained youths. Similarly, the specific objective of the study area as follow:

-) To examine social and economic status of selected households.
-) To assess employability and working efficiency of employed/self-employed youths.
-) To analyze role of vocational training on personal level of employed /self employed youths.

1.5 Significance of the Study

Nepal is a country with very low in Human Development Index and it comes in number 144 out of 188 country based on Human Development Index Report 2016 being published by UNDP which means the people of Nepal have very low life expectancy, low access to health and education. The maximum number of people living in Nepal belong to Rural Part with very minimal services provided by the Government of Nepal. In comparison to Hill and Terai, it seems that people of terai have more access towards education, food, health, market, technology which helps people to build better life and live comfortably. Maximum numbers of people from Hilly region migrate to terai with the aspiration of having better life and better facility. In the recent context, the growing migration of people to terai has definitely helped them to have better access towards services and technology but along with the changing context it has led to various social issues too.

With the better access and exposure, it has helped children and youths to learn and understand new things but with the similar exposure it has also led to various social issues. The aspiration to have the better life and fulfill the financial requirement of their family, maximum number of children are not completing their academic education and engage themselves in the risky and low paid jobs in India and Nepal. They put themselves in the risky job such as carrying bricks in the construction sites, carrying maximum loads during transportation of equipment, washing dishes in hotels which are very much physically challenging but very low paid. Most of males drop schools and seek for such jobs whereas in context of female, it's been observed that they are doing marriage in early age due to peer influence, social site influence and lack of economic condition. Due to early marriage, they get engaged in household activities and because of early pregnancy; they have to drop-out school and can't complete their education.

The recent trend of youths of not being able to complete their education due to increasing drop-out rate has left lot of Youths uneducated and unskilled. Due to early marriage and risky jobs, children are risking their recent and future life. In the present context, their life are in risk and in future they can't always rely on their recent work as they are more physically challenged and very low paid which cant completely fulfill the need of their family. The early marriage has its own risk and consequences in future as the uneducated girl has to be always financially be dependent towards her husband also we can hear a lot of abuse cases to the girl by her family. The girl has to be all life be limited in her household chores with a low self-confidence. After some years of drop-out from the children, they are ashamed to re-enroll in the school due to the age gap. They don't prefer to study with

the low age children and better choose not going school forever. So the economic problem and low awareness level has been the major hinder towards the completion of education.

As vocational training offers diploma, TSLC and short term curriculum which helps youths to acquire the skills as per their relevancy. Youths can acquire the courses and perceive certified certificates which will help them to get recognized as skilled human resources. They will be placed in a better job with better payment. It offers practical courses in different areas and also can establish an entrepreneur. This research will study the socio economic status of the youths who have acquired the vocational training and the findings will help us to understand the impact of the training. As lots of youths are remained unskilled and unemployed due to the lack of proper platform, economic condition, age factor so the findings of the study will support us to understand if the Vocational training is the right career platform for the youths who have the low chances to pursue academic education. The finding and recommendation of the study will provide us the clear vision if the vocational training will help the youths to come-over their dependency and can do for themselves, their family and the society.

1.6. Limitation of the Study

The assessment has predominately conducted in one ward of Nepalgunj Sub metropolitan city. However, the socio and economic context is seen similar in all over the district. Due to the resource and time constraints, the assessment has been carried out only in the sample units of the selected area. The assessment has carried out in the particular geographic, social, cultural and economic settings. Therefore, the findings of the study may not be generalized with every context and scenario.

Nepalgunj is the Sub metropolitan city of Banke District which provides chances of employment of vocational trained youth more engaged in job or developed as an entrepreneur which can be different in other districts and region of Nepal so the findings and recommendation may not be applied with every context and scenario. Some other limitations in the study are mentioned below:

-) This research is conducted only for the partial fulfillment of the Master's Degree in RD. Therefore, it has no wider application.
-) This has limitation of finance and time.
-) The findings are based on the information collected in a specific time period. Therefore, its finding may not be applicable in all time.

1.7 Organization of the Study

The first chapter includes the introduction, which includes general overview of Vocational training in Nepal. It also includes the background of the study, rational of the study, statement of problem and objective of study as well as organization of the thesis report is incorporate in this chapter. The second chapter includes the theoretical review, review of previous scientific study findings as books, reports, ethnography writing or the forms of published dissertations, regarding to the study community. This chapter also comprises the strength and weakness of the variable left by previous writing. The third chapter is related to the methodology of research project. Rational of the selection of the study area, research design nature and source of data, nature of universe, data collection techniques, reliability and validity of the data processing and analysis will incorporate in the chapter. The fourth chapter includes data presentation and analysis of the data. The collected data are gathered, analyzed and interpreted in this section. It relate general introduction of the study area, socio-economic condition of the surveyed households, employability status of the youths, contribution of vocational training on the lives of youths. Finally, the summary of the study is placed in chapter five. Similarly, what is conclusion of this study is included along with the suggestions of the study in this chapter.

CHAPTER II

REVIEW OF THE LITERATURE

2.1 Historical Review

The historical review covers how the concept of vocational training was started in the global context and how it is being institutionalized in the global labor market. At the same time the review also gives glimpse of the national context of Nepal.

In 1815 in New York, the American prisons established an 'Auburn' system which capitalizes the physical labor of the prisons. In this system, prisons worked during the day in groups and were kept in certain confinement at night with imposed silence environment (Fox, 1972). This system was counted as an initiation of group work practices during 18th century. This system also started releasing the prisons after delivering them occupational skills together with a personal disciplinary skill. Similarly, this system also focused to deliver the trade related skills to full full the internal need of the institution and to link them in the employment after their release. Such types of vocational training system were continued with the number of inmates entering in to the jail. After getting popularity from such kind of vocational training practices, the American government made a provision of vocational rehabilitation act in 1920. Since then, vocational education and training sectors have been given high emphasis. Later the vocational training was emerged as a separate discipline offering the various courses both in full-time courses in the institutional setting and as part-time courses outside (Zumpetta, 1988).

At present, from the perspective of training and employment, there are basically two major problems in global labor market. On one hand, millions of low skills jobs are replacing through the application of modern technology day by day. On the other hand, thousands of youths in the world are seeking jobs without appropriate skills and knowledge (Sie, 1992). Therefore, for addressing this problem in labor market, there must be systematic intervention for the formation of human capital to contribute to the economic development of any country.

Nepal has its long history of vocational education. In Hindu caste system, various vocational works like metal works and leather crafts were originally considered as the work of so called low caste ethnic group of people. However, in reality the number of so called upper caste ethnic groups have been acquiring such vocational skills and performing their jobs as means of livelihood (Bista, 1991). During Lichhavi and Malla era, the tradition of handicrafts was famous and different sculptures and architectures were produced using

traditional skills gained mainly through informal means. It is also seen that the work of wood craft and metal crafts reflected in the civilization of Kathmandu Valley. It shows that the initiation of vocational works in Nepal originated centuries before. In general it can be seen that most of the Nepalese citizens has any sort of skills on particular vocation. As a tradition, it has been transferred generation to generation. After abolition of Rana regime and the restoration of democracy in 1950, modern education system in Nepal has flourished in a significant way although it has given overemphasis on theoretical education system. The educated youths and underprivileged students of Nepal are being compelled to live either unemployed or underemployed due to lack of vocational training and certification opportunities required for improving employability skills, working efficiency and productivity.

In Nepal, it seems that there is a significant contribution of Hinduism in the development of educational system including the TEVT practices since the beginning. Hinduism is very close to the education and work culture which highlights the importance of peace, gender equality, respect towards nature and social harmony on education and learning process. In Hinduism, Vidhya (education) is given a great value and the foundation of the education lied on the Veda (a holly document of Hindus). There are four types of Veda: Rigveda which focuses on a process of knowledge diffusion; Yajurveda which focuses on the application of knowledge in to the daily work; Samaveda focuses on devolution of knowledge and Atharvaveda; which focuses on making diversified knowledge (Gyani, 1997). It showed that the education was supposed to be developed to acquire knowledge and work place skills to earn some economic capital for the livelihood purpose. This idea of development of knowledge and application of knowledge to the work is very much close to the idea of vocational skills for the better employment and earning opportunities. Moreover, in various cases, the informal learning process in vocational skills is also very close to the instructor and trainees relation pedagogy (Guru-Shishyasambhandha). In this culture trainees (shisya) were taught spiritual, religious and value based curriculum. The both way relation of teacher and trainee made responsible for sharing knowledge and various skills related to livelihood and betterment of their working life. Hinduism has focused on Vidya, which is mostly perceived as value based education approach that leads to the art of living and peaceful life (Yogi, 2012).

The essence of Vhagavad Gita, which is a very key book in Hinduism, has also given emphasis on knowledge, skills, action and devotion. The acquisition of that knowledge can help to maintain high aspiration and determination capacity of an individual (Ghimire, 2013).

This review indicates that religious beliefs can be integrated in vocational education to produce not only a person skilled for particular task but also a morally correct human resource. This reflection also gave an insight about how Nepalese youth especially skilled and semi-skilled graduates learned various occupational skills from their socio-cultural structures. Further, the review gave ideas on how the students considered the importance of education in their life transformation, how they played the role of a change agent in the society and how they analyzed their socio-economic role in family and society. The historical review shows that the technical and vocational education has its long history, both at global and national arena. In Nepal, the practice of acquiring occupational skills as a part of livelihood measures started from Lichhavi and Malla period, which was brought into a TVET stream only after restoration of democracy during 1950s. The review helped to internalize the importance of research objectives and its interconnection with the livelihood enhancement of the Nepalese youths.

2.2 Theoretical Review

We come to be aware the importance of producing skill tested graduates is a process of human capital formation from human capital formation theory. According to human capital formation theory, producing skill tested graduates is a process of human capital formation which provides an empirical framework that measures economic relationships (Lekhi, 2008). By applying the ideas of human capital theory, educators and education policy makers can formulate their own evaluations of human capital studies from diverse disciplines. Therefore, educators and education policy makers has been establishing the socio-economic relationship among various subjects of studies like ; sociology, psychology, political science, human resource management, economics and business studies etc to address public concerns(Schultz, 1961). The human capital theory also can skill also can be analyzed from human capability approach that has intrinsic value for the well-being of people by developing personal capacity and getting a real opportunity (Sen,2000). Reasoning this an individual can foster own knowledge and skill through vocational training and skill testing system so that he or she can get an opportunity to engage in national and international labor market.

2.2.1 Theory of Human Capital Formation

Human capital theory thus, treats schooling as a “black box”, a technical relationship between inputs and outputs. The idea revealed that fixed technical relationships between inputs and outputs, as expressed in the form of production function. Thereby, such schooling system like, school education, higher education and vocational education are based on

dominant power relationship and ideology which is deeply rooted in socio-cultural structures (Fine et al., 2001). It is due to this fact, still in Nepalese context most of the youths are working in labour market without vocational training and skill test.

Early ability (whether acquired or innate), qualifications – knowledge acquired through in/formal and non-formal education and skills, competencies and expertise acquired through the training on the job experiences are basic components for human capital formation. According to Schultz (1961), human capital formation can be fostered by providing health facilities to extend life expectancy, on the job training, targeted adult program and assisting their migration in new destinations during their working life (Lekhi, 2008). More so, human capital constitutes the ultimate basis of wealth of nations, accumulates capital, exploit natural resources, builds social, economic and political organization and carry forward national development (Psacharopoulos & Woodhall, 1987, p.102). In this consideration, state mechanism must realize that human capital formation is a process of investing in human capital if short term vocational skill testing opportunities can be provide to local youths for their skill specification and certification (Abeyasinghe, 2012). This study will be mostly linked with the Theory of Human Capital Formation. It will assess the how the skillful human resources have contributed to build social, economic and overall development. The study will provide us the information of impact towards the investment in human capital through short term vocational skill testing system. Ultimately the study will show us the investment in human capital is the process of human capital formation.

2.2.2 Theory of Structure and Agency

The theoretical perspective of structure and agency theory sees both individual and society as major concern of the study. However most of the social theory elaborate either composition of society or only sees daily lives of the individuals. Individual-centered views argue that society is an aggregation of individuals engaged in various interactions. Whereas other view holds that society is something more than a mere aggregation of individuals. This view argued that the social structure as independent of individuals rather determines the individual's actions. With regards to the vocational training and skills development process for an individual graduates, it can be clearly seen the structure and agency function rather than an isolated view. The overall TEVT system including the skills testing system is functioning as a structure role and individual graduates and their actions (or reactions) are performing an agency role at a broader level. The social structure is constitution of the social, economic, cultural and political context in which various institutional and individual actions occurs. In every society, there are specific structures and conditions that produce human

action, behavior and agency inter-relation through various means. More to this, agency relationship is one in which one or more persons engage with another person (the agent) to perform some service (Jensen, 1976). The idea exactly agrees the phenomena of getting trained or certified through a well-defined guideline or policy of TEVT system and producing a qualified trained graduate who supposed to be perform as individual employee or entrepreneur. The reciprocal linkages can be seen between the system and graduates in a broader frame.

The social structures produce individual action for existing structure and at the same time social structure can also be reproduced by individuals' actions. Thus, 23 people may become aware of a prevailing structure and struggle to change it. This shows that individual does not act without reasons and reasons are taken in response to structures. To the extent that human beings have agency, they may act independently and in opposition to structural constraints and may reconstitute social structures through their actions and interactions. Therefore, structure and agency theory thus found to be key understanding mechanism within social science (Giddens, 1976). More specifically, the researcher has also reviewed Giddens structuration theory (the dualism of structure and agency) for linking these theoretical perspectives into the research issues and problems. The basic argument of this theory is that the phenomena of structure and agency are mutually dependent and internally related. The structure only exists through agency and agents have rules and resources which will facilitate or constrain their actions. These actions can lead to the reconstitution of the structure which may affect future action. From the broader prospective individual graduate in TEVT make an action on the basis of his/her will, ability or capability. These actions can be influenced by TEVT structures or perception of society toward the vocational works or their work environment or their origin. The Giddens theory provides an account of human agency which recognizes that human beings are purposive actors but embedded in social contexts which causally influence their original nature (Giddens, 1984).

The TVET programs and the individual students are interconnected each other as a structure and agency. The performance of TEVT graduates with respect to the emerging need of the labor market contributes to the reconstitution of the overall structure (like in curricula development, determining occupational skills standard etc.). The actions demonstrated by the individual graduate can lead to the reconstitution of the TVET structure; formulate the rules or policies and formation of the different TEVT sub-structures, which will again affect to shape the future action of individual graduates in the sector. In this research, the

TEVT structure as a structure and interacting graduates are supposed to be interconnected as an agency accordingly as described by theories above.

2.2.3 Theory of Economic Development

The economic development is the process by which a nation improves the economic, political and social well-being of its peoples. It is a very common term among various economists in developed countries and comparatively new for developing countries. Karl Max is one of renowned personalities explaining the various view points on economic development though there are multiple theoretical views is economic development debate. His work in economics laid the basis for most of the current understanding of labor and its relation to capitalist.

Similarly, Lewis has presented a 'theory of economic development with unlimited supply of labor' in 1954 (Lekhi 2008, p.142). He argued that economic development depends upon capital accumulation due to unlimited supply of labor. In this theory, a capitalist sector develops by utilizing labor from a non-capitalist backward or subsistence sector. At the early stage of development, because of unlimited supply of labor from subsistence sector there is no need to raise the wages by the capitalist. That means there is higher return to the capital which can reinvest in further capital accumulation. After all, this increase in the capital stocks with capitalists leads to expansion of employment opportunities by utilizing further labor from the subsistence sector. As a gist, the profits can be reinvested, it does not substitute for skilled labor in the production and it becomes self sustaining and ultimately leads to the economic development. The capitalist sector operates by employing the reproducible capital and wage labor and economic growth can be achieved through supply of surplus labor by providing more competent skilled forces through training. The theory is more relevant in Nepalese context where still there are large sectors of the economy where marginal productivity of labor is negative or negligible (Author & Lekhi, 2008). In Nepalese context, man land ratio is increasing yearly and surplus labors are still working with subsistence wage mostly in agricultural sectors. It seems to be continuous employment opportunities for the subsistence sectors for the long run without substituting existing opportunities. As theory states there is chances of re-investing the capital for the additional employment. At the same time, there might be the additional opportunities for the wage labor (from subsistence sector) to shift towards the self employment after certain level of professional and economic attainment of graduates (i.e. capital accumulation).

Thus, by this review, the research can be interlinked with the economic development of the nation that can be fostered through labor intensive investments or re-investments in the

industries. In the earlier days, although, labor from subsistence sector is assumed to be in surplus and mainly unskilled but the modern industries or labor market sector demands more skillful labor to perform a certain vocational tasks. Moreover, in one hand, the unskilled labor application inhibits growth and in other hand, current technical progress necessary for growth requires skilled labor. This kind of bottleneck can be broken through the provision of training and certification facilities focusing both on the on-farm and off-farm sectors in Nepal.

2.3 Policy Review

2.3.1 Nepalese Perspective

In the context of Nepal, the formal body to regulate Vocational Training in which council for technical education and vocational training (CTEVT) is policy formulation and coordinating body in central level that was established in 1989. It coordinates programs, develops and expands TEVT and ensures quality. It was initially established under the Act, 1989 and amended in 1993.

Regarding the organization structures, CTEVT has nice divisions: vocational training and community development division, curriculum development division, skill testing division, research and information division, examination division, planning and policy formulation division, polytechnic division, accreditation division, technical and administrative division (CTEVT,2012). Basically, skill testing and accreditation division take responsibility to conduct skill test examination in central level. Apart from skill testing division, there is also an accessibility of skill test in eleven zonal level technical schools in the country. A skill test is the test based performance on defined occupational skill standard that should be performed by every individual to obtain national skill certificate who meets the requirement of trade or occupation (NSTB,2012).

Government of Nepal and the World Bank has been implementing enhanced vocational education and skill development training (EVENT) project with the aim of expanding the supply of skilled and employable labor by increasing access to quality training programs, and by strengthening the technical and vocational education and training system in Nepal (MOE, 2013). The project implementation period has given excessive emphasize on increasing accessibility of technical education and vocational training programs to underprivileged groups like ; marginalized Janjati, female and dalit groups who are living in the remote rural areas and disabled youths throughout the country. By providing enrollment opportunities to targeted youths, the project has aimed to provide only short term vocational education, skill testing and arrange suitable job placement in national/international labor market (MOE,2013). This is one of the major concerned of the study to unpack current status

and impact of short term vocational skill received and tested graduates and foreign employment opportunities that can provide opportunities like employability skills and overall productivity to youth and foster human capital formation.

Vocational skill has been a highly prioritized area in policy dialogue. After the democratic movement of 1950, importance of technical education and vocational training was realized vocational education and training programs have been launching in different names such as basic education, multipurpose schools, and vocational schools and as trade schools (Sharma, 2003). More precisely, tenth plan aimed to supply basic and mid-level skilled, technical human resource required by country (NPC, 2003, p.452). The following are some of the important points mentioned in the Tenth Plan addressing the skills development needs of the poor and disadvantaged; (i) increasing employment opportunities, (ii) promoting access of the poor and disadvantaged to employment, (iii) ensuring the rights of laborers and (iv) raising quality and productivity. Similarly, thirteen three year plan (2013/14-2015/16) aimed to manage human resource development through given objectives; (i) to produce skilled work force who can compete in national and international labor market and maintaining a balance between demand and supply of labor, (ii) to provide qualitative TEVT education and link with employment opportunities and (iii) to interlink all kind of education in to quality, livelihood, skill full, and employability oriented and contemporary (NPC,2014).

In the Federal Structure of the Country, the authority has been decentralized to the local government. During the formulation of policy of Local Government Management based on the Article 269 and sub article 1, it has presented what are the roles responsibilities and authority of different level of government structure. In the Section 3, the authority of local government towards the identification of unemployed people, ensure their skillful employment in local and international level has been mentioned. Some of the important points towards the vocational training and producing skillful human resource in this section is ;(i) Establish Management Information System of Employed and Unemployed Human Resource, (ii) Locally establish Management Information System who are working Nationally and Internationally, (iii) Provide Financial literacy training and vocational training to the people going for foreign employment,(iv) Establish Information Centre for Employment. Recent Policy makes us more hopeful towards the youths getting opportunity to receive vocational trainings and being employed through that skill.

2.3.2 Vocational Education and Training in Periodic Plans

The ninth plan aimed to expand higher level technical education to develop and supply higher level skilled manpower to the national and international market. This plan has included programs related to vocational education and training. The major areas highlighted by the plan were; a training need assessment survey to be conducted for understanding the needs and establishing training centers at the grassroots level; initiate effective coordination with private training centers for skilled worker development; set the target to produce 5,000 skilled manpower from technical schools and set the target to provide training on various technical subjects for 20,00 persons; various short-term training to be provided in coordination with various I/NGOs; necessary supports, both technical and moral, to be provided to private sector training centers for human resource development; community development and vocational training centers will be expanded throughout the country and; technical and vocational training council's policy will be updated for effective implementation of these activities (NPC, 1998). Similarly, Tenth Plan aimed to supply basic and mid-level skilled, technical human resources required for the country (NPC, 2003).

The following were some of the important points mentioned in the tenth plan addressing the skills development needs of the poor and disadvantaged; promoting access of the poor and disadvantaged to the training and employment opportunities; ensuring the rights of laborers and; raising quality and productivity of the vocational training programs. The Tenth Plan has committed to impart regular (full time) training to 7,000 people and short-term training to 23,000 people by establishing two additional technical institutions and two poly-technical colleges. At the same time it is also planned to provide secondary level skill-oriented education in 75 community schools (NPC, 2003). As a gist, the tenth plan has made its efforts for upgrading quality education and increase people's access to education and training services especially from marginalized segment of the population. Moreover, it has emphasized to give responsibilities to local educational authorities for educational development. It has also tried to develop vocational education through schools by conducting annex program.

Moreover, Interim plan has incorporated the following educational vision (NPC, 2006): to create awareness and develop productive citizens securing their access to education opportunities; to provide vocational education to youths from marginalized communities and make them active in economic development process; to develop higher education system to make it equivalent with international standards and. Finally quality education system Nepal aimed to establish a modern, democratic, inclusive and equitable workforce development

approach. Interim plan has also developed following key strategies for the development of educational system in this country. It has given focus on these areas; according to decentralization concept and local governance act, the responsibility of education plan preparation and management will be given school management committee and active participation of civil society. There is also provision of new schooling structure in which class 1-8 will be known as basic education and class 9-12 will be regarded as high school education (general education and vocational education). A new system is also designed through which students can switch their education career ladder from non-formal, technical and vocational to formal education and vice-versa (NPC, 2006).

Ministry of education (MOE) changed in the curricula structure of 9-12 grade schools. The objective behind change was to increase the TEVT access, to develop skilled human resources for domestic as well as overseas labor market and develop infrastructure for higher level TEVT. Likewise, the curriculum center has expected to apply market oriented curricula incorporating both the hard and soft skills components. It had also been expected to make the provision of horizontal shifting between general and vocational streams in education. Similarly, Thirteenth three year plan (2013/14-2015/16) aimed to manage human resource development through given objective; to produce skilled work force who can compete in national and international labor market and maintaining a balance between demand and supply of labor; to provide qualitative TEVT education and link with employment opportunities and; to interlink all kind of education in to quality and relevancy for the employability and livelihood orientation (NPC, 2013).

In 2012, Ministry of Education has enacted a new Technical and Vocational Education and Training (2012) policy. It has realized and reiterated the need for a more inclusive system of programs and courses with greater emphasis on employability and relevance. The policy emphasizes three factors; one is increased supply (as to make the system more inclusive); raised quality (as to enhance employability) and; effective use of resources (as to increase the system's sustainability). The Council for Technical Education and Vocational Training (CTEVT), with its strategy plan (2014 to 2018), is responsible to put the Ministry's policy into action. It aims at a TVET system which is market oriented, efficient, relevant and equitable (CTEVT, 2012).

As a reality of our country, workforces are suffering from unemployment, under-employment and unfair pay. It seems that despite a continuous expansion of the TVET sector, large groups of the population have no access to the system due to poor accessibility, high opportunity costs, geographical distance and difficult learning conditions. On the other hand,

industries are struggling to equip their workers with appropriate skills and to bring their skills in line with job requirements with proper certification. From the above policies review what researcher understood that Nepalese education system has been giving more priority to technical education and vocational training program right from the beginning. But still policies related to provide accessibility to the skill training and testing system throughout the country especially in local level are lacking. It is important because majorities of the rural youths having trade specific occupational skills that must be certified by state mechanism to increase their productivity and efficiency. It can be concluded from the review that the accessibility of vocational skills training with quality and its relevancy is a major priority of most of the policies including existing TVET policy 2012.

In this context acquisition of quality skills training as well as its formal reorganization through skill tests and certification is a vital function within TVET frame work. Thus it indicates the adaptation of proper skills testing mechanism in the country is a priority subject in the days to come. At the same time it is worth wile to explore the relation between skills test and employment of the trained graduates.

2.4 Empirical Review

The vocational education system in Nepal has been supported by various bilateral and multilateral agencies (Bhatt, 2009). In general, the education system has envisioned developing a high quality public school system through intervention in three areas: increasing access and equity; improving quality and relevancies; and strengthening the institutional capacity of the system. In 1954, Nepal National Education Planning Commission was a first committee who had recommended the frame for structured vocational education system in Nepal (MOE, 1954). The aid from United State had started supports to establish various multipurpose high schools in various districts. At the same time, National Vocational Training Center (NVTC) was established with the support of United States. The aim of NVTC was to provide training opportunities to the vocational teachers in various fields before the establishment of Council for Technical Education and Vocational Training (CTEVT).

According to Belbase (1981), there were various objectives behind the establishment of NVTC like: to provide facilities for training vocational teachers; to serve as the national center for in-service training for vocational teachers; to train students in basic skills courses; to provide skill improvement courses for industry based workers; to train students in various crafts courses for industries. The new education system was started in 1971 and arrangement of vocational education in at least one subject in each secondary school was made through the

National Education System Plan (MOE, 2009). This provision was not existed for the long period of time. The National Education System Plan (NESP) in 1971 had achieved various improvements in education sector and established a system for its sectoral operation. It had given more emphasis on planning vocational education and diversification of vocational course (Shrestha, 1991). In this context modern technical school was commenced in 1980 with an objective of developing the technical and vocational education in an effective way (MOE, 2009). Later, the Council for Technical Education and Vocational Training (CTEVT) has developed vocational educational act in 1989. The amendment of this act in 1992 further emphasized the role and responsibility of the council. The major roles as mentioned were; classification of skills, testing and certification and; verification of skill and determination of level of skill (CTEVT, 1994).

After the democratic movement of 1950, it can be seen that the technical education and vocational training sector was given more priority in Nepal. Since then, different TEVT program has been scaled up in various forms (Sharma, 2003). In 1980, there was another change in the field of vocational education in Nepal. With support of external agencies separate technical schools were established in various parts of the county. There were 50% reduction in vocational subjects of general and vocational schools. The purpose of the rural technical school was to produce the skilled employees need for various rural based vocational works whereas urban technical school was to produce the skilled labors for medium and large industries (Sharma, 1998). At the same time, there were increased job opportunities for the vocational teachers because of extended opportunities of teaching in various vocational disciplines. Moreover, in various development interventions that were supported by various doors, there were various job opportunities for vocationally trained trainers and instructors.

Similarly, the world travel and tourism council expects the greater raise in the employment opportunities in the sector. It is estimated that the employment in the tourism sector will increase from 293,000 in 2011 to 429,000 by 2021 in Nepal. The total contribution of travel and tourism to employment both directly and indirectly is expected to increase from 726,000 jobs in 2011 to 1,087,000 by 2021 (WTTC, 2011).

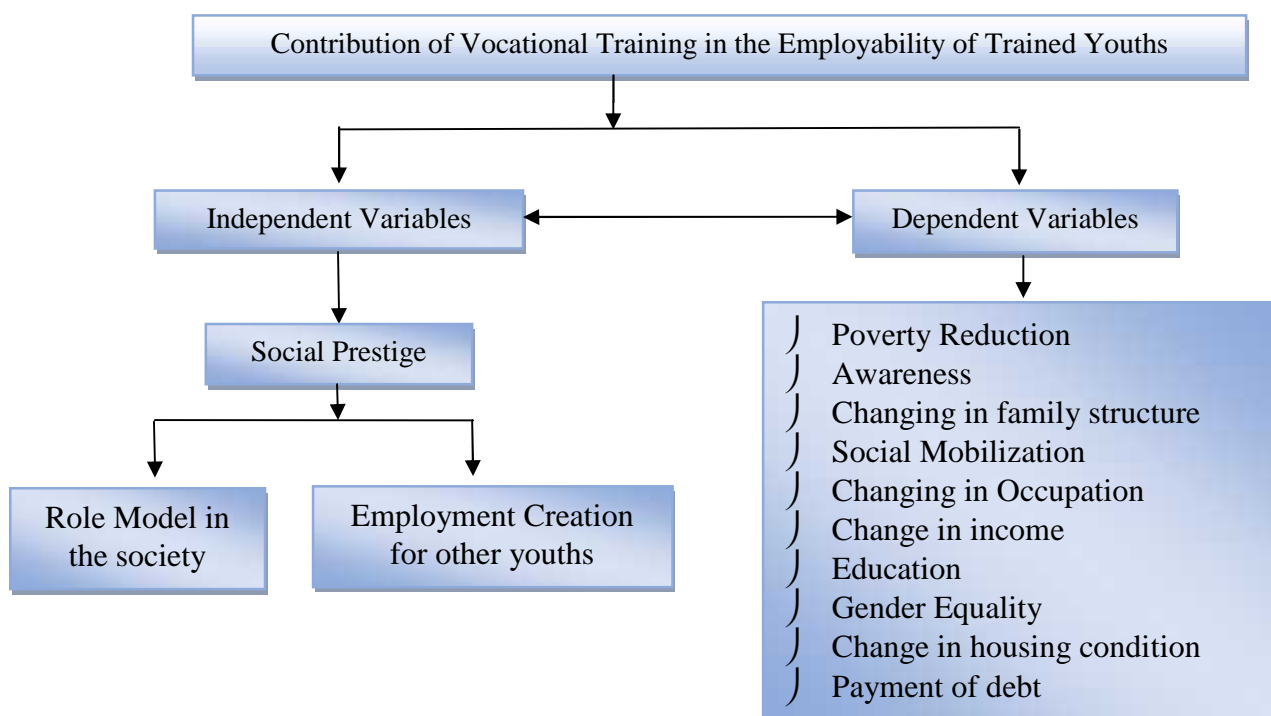
Realizing the facts, recently, the government has approved Technical and Vocational Education and Training Policy, 2012. Now, it is found that Nepal is become able to more structure the sector of technical and vocational education and training. As per the CTEVT data, technical SLC programs are operating in 12 public institutions and in 216 private institutions. Similarly, technical education program is also operated in 45 community schools and government has targeted it to operate in all 75 districts. Accordingly, 16 technical

education programs of diploma (certificate) level in the government sector and 162 in the private sector are being operated in Nepal. Similarly, 55 organizations affiliated to the Council for the Technical Education and Vocation Training are operating the vocational training. Up to this moment, vocational training programs are being operated in 12 centers under the vocational skill development training directorate. Similarly, cottage and small scale industries department has been established in 27 districts which are additional to these above interventions. The cottage and small scale industries development board has been established in 48 districts. There are altogether 400 private and public institutions that are operating vocational education and training programs with the support of various donor agencies. Likewise, about 25,000 people are obtaining technical education and 40,000 people are receiving short term vocational training annually from the different agencies (CTEVT, 2012).

2.5 Conceptual Framework of the Study

In this section, researcher has presented conceptual framework of the study that is developed based on literature review. This framework (see in figure 2.1) provided guideline of road map to the researcher during whole research process.

Figure 2.1: Conceptual Framework of the Study



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study followed quantitative approach and case study research design. The major objectives of the research are to find the income of a trained youths and how it has helped it to benefit them, family and society. The questionnaire is the major tool and the interview was conducted with those trained youths applying statistical sample population. The research is more focused in the qualitative data collection and can be considered as quantitative research. Though most of the objectives require quantitative data yet natural observation has been conducted and findings have been shared in the Chapter IV of data analysis and interpretation section. During the study, the number of trained youths will be identified in order to conduct the survey. The information will be gathered by interviewing them and their family members.

3.2 Rationale of Site Selection

Most of the area of Banke District is covered with the similar people residing with similar social, cultural and economic background. The study conducted in that area can be generalized as the maximum households are of similar socio-economic background. There are number of youths who are seen engaged in addiction where lack of education, skill and employment are the major reasons where the study is done to understand of scope of vocational training in the site. Additionally Banke district is located near to the India border where numbers of youths are migrating for the employment. They are forced to accept risky jobs as they are not skilled so the study will help if the vocational training can help such youths to get jobs in their own country and offered decent jobs in outside of country. I have been working in areas of Banke district so my better understanding of the site has helped me to carry out the research work effectively and efficiently.

3.3 Sampling and Population

The profile of Banke District has been maintained by the sub-metropolitan office located in Nepalgunj. The profile in the government report gives the information of the overall Banke District. The social planning office of the Banke district was visited to collect the total number of trained youths in the vocational training provided during the year. The number was taken from the district profile whereas the detail was taken from the social planning office. From the record, the population size was determined. The total number of youths taken the vocational training is 193 (Municipality Profile, 2014). The population size

was used to determine the sample number for the survey. The sample number was derived with 95% of confidence level and 5% margin of error. By using the statistical method, 108 sample numbers were selected for collecting primary data which is generated with 95% confidence level and 5% marginal error by using sample size determination formula (Krejcie & Morgan, 1970). The determined sample numbers have been attached in appendix B.

3.4 Nature and Source of Data

The survey is quantitative and we have applied survey through interview. The secondary data has been collected from the Sub metropolitan office of Nepalgunj. The secondary data is used to determine the population sized. To assess the findings of the survey, primary data collection has been done. The youths who are our primary respondents will be directly visited and asked the question from which the primary data has been gathered. Some verification has been done by reviewing the early reports but in this study the data presented and reported are primary. As the visits are made to village municipality and meetings with series of questions has been conducted with the respondents. So, the data presented here are the response of the vocational trained youths. Basic socio-economic status of the respondent and the family background are assessed where the family members are the respondents for those variables.

3.5 Technique and Tools of Data Collection

In this study we have collected primary data. The visits have been made in the sample size and the objective of the study is to assess, examine and analyze the socio-economic condition of the family members, efficiency of trained youth at his work and its impact. To measure the objective have conducted some interaction with Households to assess socio-economic background of the family members, we have included the information of basic behavior and surroundings of the area are living and major questions were asked to the vocational trained youths. Thus, to get the information, some of the tools like Observation, Household survey Questionnaire is used. The questionnaire (See in Appendix: A).

3.5.1 Observation

Simple Observation technique has been applied for the data collection. The research is designed to measure the quantitative areas so the observation have been applied in few areas as like the surrounding and environment where the family and the respondent have been residing, their culture and behavior. If the respondent is entrepreneur, we have assessed their management by observing their workplace. So, Observation will be applied in few areas only.

3.5.2 Household Survey Questionnaire

The major objectives of the survey are to examine the socio-economic status of the Household of the trained and certified youths in vocational training. For the household survey, questionnaire will be developed. The Household survey will include basic background of the family members such as the educational level of the family, the major source of income of the family, the role of gender in the family, total number of family members, the sanitation status of the family, the marital status of the family are the major things that will be included in the household survey. During the household survey, the house owner will be interviewed.

3.6 Reliability and Validity

The reliability of the data will be ensured by verifying earlier result of the research in the similar topics. The journal published earlier will be taken as the references and the findings of previous study and recent study will be compared whereas for the validity of the data, proper tool for the survey will be developed. Before finalization of the tool, series of consultation with the supervisor will be done.

3.7 Data Analysis and Interpretation

Data analysis is a continuous process of reviewing the information as it will be collected, classified it, formulated additional question, verified information and draw conclusion. Analysis is the process of making sense of the collected information. After the collection of data, they were carefully edited for missing and incomplete answers. Follow up activities are conducted accordingly. The data are then processed using EXCEL. It was then processed in excel software program in the computer. Descriptive statistical tools mean, percent, were used for data analysis. The analyzed data are presented in tables and graphs. In the study, descriptive statistic such as percentage, frequency counts, and mean were used in analyzing the measures of respondents, socio-economic characteristics and factors related to livelihood activities.

3.8 Ethical Considerations

Ethical Consideration is most important and sensitive part during the survey. It means we have to maintain the confidentiality of the respondents as it includes their personal information. Before collecting the data, permission with the respondents has been taken and if the respondent is under age, consent with his or her guardian has been taken. The data and information of the respondent are kept safely. The respondents are ensured that the provided information will not be misused and applied for illegal matters. The confidences of the information are highly managed.

CHAPTER IV DATA ANALYSIS AND INTERPRETATION

This chapter consists of the study analysis of the data obtained from field survey, contribution of vocational training in the employability of trained youths in Rambagh area of Nepalgunj Sub-metropolitan city. The chapter consists of data in table, charts and bars which illustrates the real scenario of Household survey. The chapter will help us better understand the situation if numbers and figures.

4.1 Socio Economic Analysis

4.1.1. Population Distribution by Ethnicity

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done. However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming. So, in this section the researcher has presented the number of population of sampled HHs of the study area by Ethnicity. In the below table the Ethnicity of Household survey has been presented. In the study area, the type of ethnicity identified are Brahmin/Chhetri, Janjati, Madhesi, Muslim.

Table 4.1: Population Distribution by Ethnicity

Ethnicity	Number	Percentage
Brahmin/Chhetri	20	19%
Dalit	15	14%
Janjati	17	16%
Madhesi	24	22%
Muslim	32	30%
Grand Total	108	100%

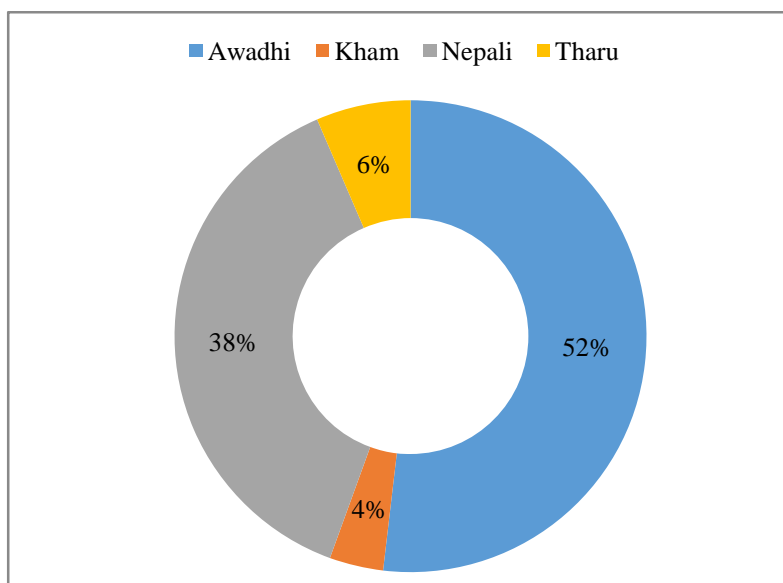
(Field Survey, 2017).

Among total number of surveyed household, the Muslim has the majority in the ethnicity whereas Dalit has the minor ethnicity in the surveyed areas. There is 30% of Muslim which is maximum in number whereas 14% is of Dalit which is minimum in number whereas 16%, 19%, 22% are of Janajati, Brahmin/Chhetri and Madhesi respectively.

4.1.2: Population Distribution by Language

During the Household survey of the respondent, the language being used by the respondent and their family has been assessed. From the below chart, we can understand the types of language being used by the community in the study area. The study shows that there are four types of language identified which are Awadhi, Kham, Nepali and Tharu. The below chart shows the language distribution in the study area.

Figure 4.1: Language Used by the Community



(Field Survey, 2017).

Among the total 108 surveyed Household, the maximum language being used is Awadhi which is 52% whereas the minimal used language is Kham which is 4%. The remaining languages used are Nepali and Tharu which is 38% and 6% respectively.

4.1.3: Distribution of Household by Family Size

In the context of Nepali Community, we can find the family which consist with different number which can be defined as Nuclear or Joint Family. The survey also consists of household which has family members of different size. It will provide us the number of family member residing in the surveyed areas.

Table 4.2: Distribution of Household by Family Size

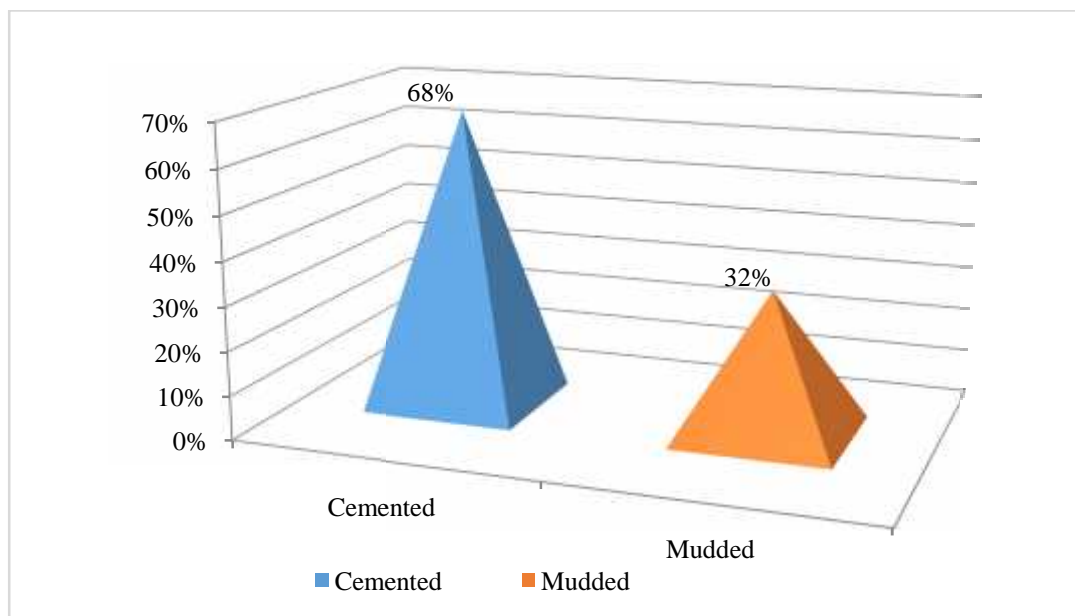
Number of Family Member	HHs	Percentage
4 to 7 members	35	32%
8 to 11 members	34	31%
> 12 members	39	36%
Grand Total	108	100%

(Field Survey, 2017).

Among the surveyed Household, the maximum number of Household is composed of more than 12 members which is 36% whereas 31% of the Household has the family composition of 8 to 11 members and 32% of the Household has the family composition of 4 to 7 members.

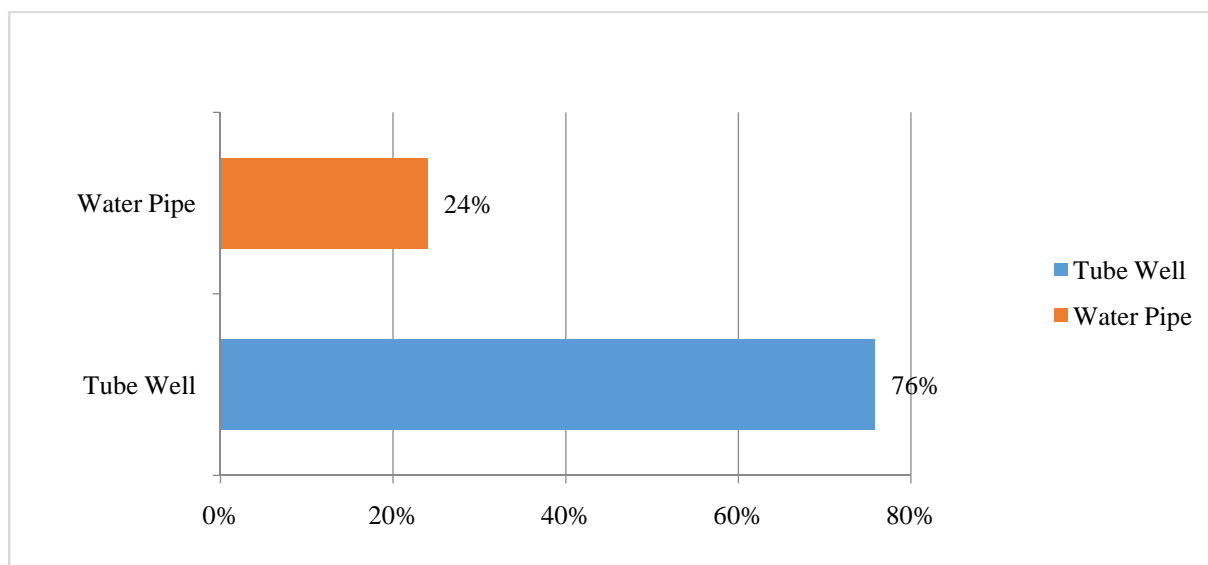
4.1.4: Sanitation Status of the Surveyed Household

During the survey, the sanitation status of the household was surveyed. The sanitation of the household is assessed by the toilets and drinking water availability in the household. There are still number of people who are not using proper disposal and pure drinking water. The chart below shows the types of drinking water and toilet being used by the surveyed household.

Figure 4.2: Types of Toilet Used by the Households

(Field Survey, 2017).

The survey conducted in the 108 Household, 68% of the family are using cemented toilet whereas 32% of the family are using Mudded toilet. The toilet families are using toilets.

Figure 4.3: Source of Drinking Water of the Surveyed Households

(Field Survey, 2017).

Among the surveyed household, the data shows 24% of household using water pipe whereas 76% of household using tube well. Due to the Terai region, it seems like maximum number of people are relying on tube well.

4.1.5 Types of Occupation, Food Sufficiency and Land Holding of Surveyed Households

The number households are depending in different kinds of source of income to sustain the livelihood of the family. The survey also intended to study the type of source of income which is also defined as the Occupation of the household. Beside the Occupation, the study also shows the number of Household which owns their own land and Food Sufficiency months. Food sufficiency also defines the total number of months where a family can rely on the production of their own land. From the below mentioned tables we will be able to understand the actual number of results after being surveyed.

Table 4.3: Major Occupation of the Surveyed Households

Major Occupation	Total	Percentage
Agriculture	37	34%
Business	20	19%
Daily Wages	34	31%
Foreign Employment	17	16%
Total	108	100%

(Field Survey, 2017).

The above table shows that 34% of the household consider agriculture as their major occupation whereas 16% of the household consider foreign employment as their major occupation which is maximum and minimum respectively. Beside them, Business, Daily Wages are the other occupation identified in the surveyed areas.

Table 4.4: Land Status of the Surveyed Households

Own Land	Number	Percentage
Yes	63	58%
No	45	42%
Total	108	100%

(Field Survey, 2017).

The survey shows that 58% of the household has their own land whereas 42% of the household don't have their own land.

Table 4.5: Food Sufficiency Status of the Surveyed Households

Food Sufficiency Months	Number of Hhs	Percentage
10 -12 months	14	13%
4 - 6 months	49	45%
Not Applicable	45	42%
Grand Total	108	100%

(Field Survey, 2017).

The data from the survey shows the number of people with percentage with their food sufficiency status. As the household who doesn't own their land are mentioned as Not applicable in the table whereas remaining 13% of the household has the food sufficiency till 10-12 months and 45% of the household has only the food sufficiency till 4-6 months.

Table 4.6: Distribution of Land in the Surveyed Households

Land	Number of HHs	Percentage
< 5 Ropani	49	45%
15 - 25 Ropani	14	13%
Not Applicable	45	42%
Grand Total	108	100%

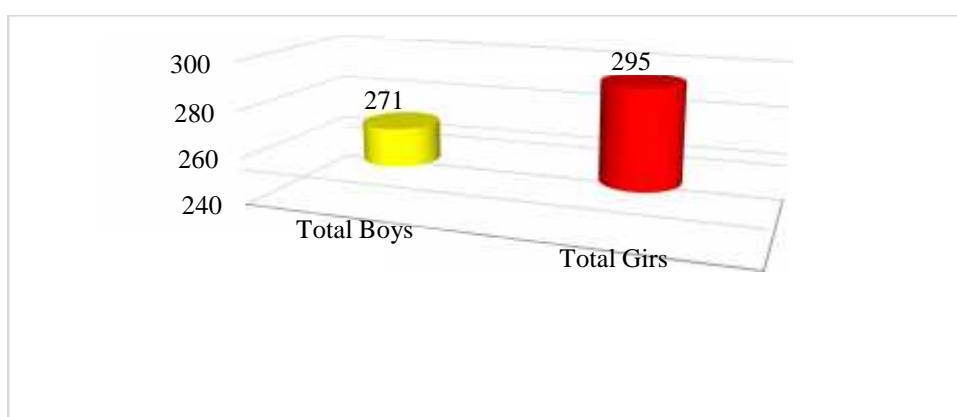
(Field Survey, 2017).

The above table shows that maximum number of Household has land less than 5 Ropani which is 45% whereas remaining 13% has the land 15-25 Ropani. The people who don't have their own land are mentioned as Not Applicable.

4.1.6 Status of Children in the Surveyed Households

As the children of present are the future of tomorrow so the study also surveyed the number of children in the household and their access towards education. In the below table we can see the data presented from survey which is related to children. The education provided to the children and the type of school they are being enrolled based on the gender can also be observed from the data presented below. As is the male dominant country, we can also study if there is any biasness in the surveyed household based on the gender. In the below table and chart, the total number of boys and girls is presented and their access towards the education system.

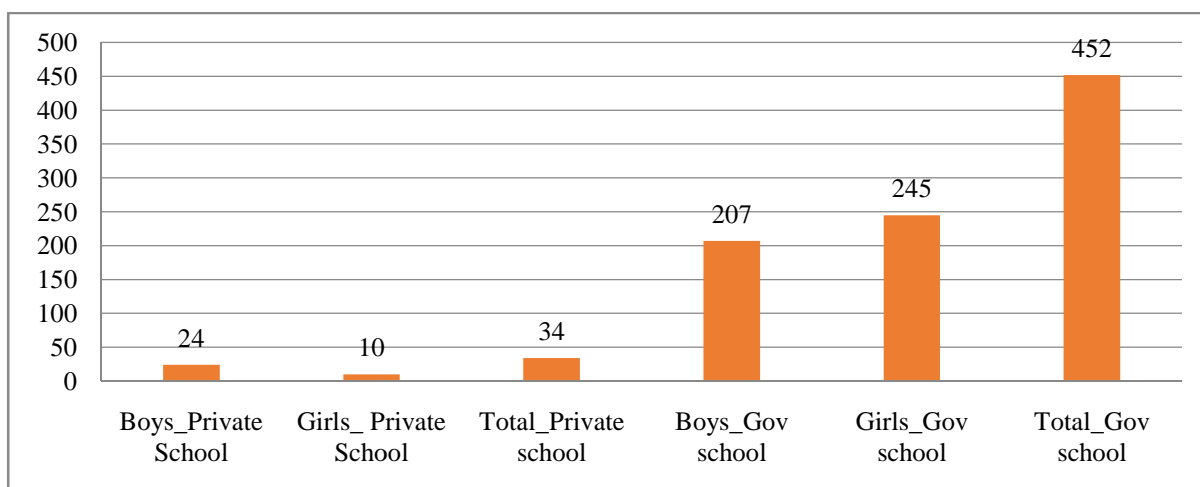
Figure 4.4: Number of Boys and Girls in the Surveyed Households



(Field Survey, 2017).

The above bar diagram shows the number of boys and girls in the surveyed areas. The numbers of girls are higher than boys. The total numbers of boys are 271 whereas the total numbers of girls are 295.

Figure 4.5: Number of Girls and Boys Enrolled in Private and Government Schools



(Field Survey, 2017).

The above bar diagram shows the number of children going to school. In total there are 452 children going to school out of 666 children in the surveyed household. There are more number of boys going to private school than the girls. As most of the household belong to marginalized group so maximum number of boys and girls are observed going to Government school.

4.2 Socio and Employability Analysis of Employed/Self-Employed Youths

4.2.1 Description of Respondents in terms of Gender

This part of the data analysis and interpretation will include the number of respondent based on the gender. The genders are identified as male, female and third gender and the survey includes the involvement of respondent based on the gender. From the data presented the below mentioned tables and chart will present the number and the percentage of composition based on the gender. The type of gender identified will make us understand the type of people engaged in the survey as well their involvement in the vocational training.

Table 4.7: Distribution of Respondent Based on their Gender

Gender	Number	Percentage
Male	37	34%
Female	71	66%
Total	108	100%

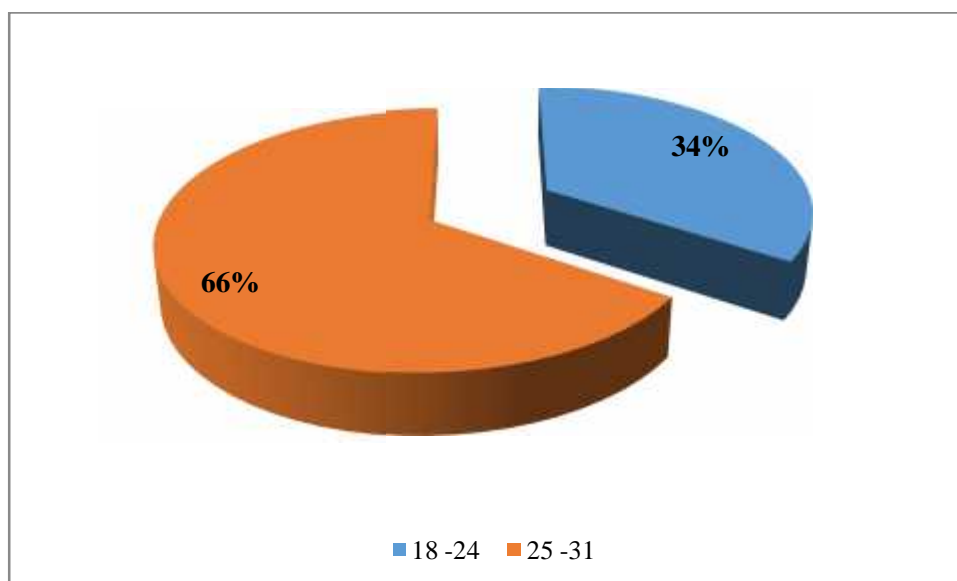
(Field Survey, 2017).

The above table shows that the total number of female respondent is 71 whereas the total of male respondent is 37. The data also shows that there is maximum number of female engaged in vocational training.

4.2.2 Number of Respondent Based on their Age Groups

There are lots of age groups being observed in different occupation. The survey also identifies the maximum number of people with the age group being associated in the vocational training and are engaged. During the survey, we have divided age group in different range and the below chart shows the two range of age groups of the respondents.

Figure 4.6: Percentage of Respondents with Age Groups



(Field Survey, 2017).

The above pie chart shows 66% of respondent come under 25-31 age group and 34% of respondent come under 18-24 group which illustrates maximum number of respondent from 25-31 age group.

4.2.3 Level of Academic Qualification of Trained Youths

The surveys stated the problem of statement as the youths being dropped out from their school level and create a huge gap in their academics. To overcome the gap and self-sustain their life, vocational training is one of the bridging course. During the survey, it also studies about the academic qualification of youths who has later pursued vocational training.

Table 4.8: Number of Respondent and their Academic Qualification

Academic	Number	Percentage
Lower Secondary Level	45	42%
Primary Level	10	9%
Secondary Level	53	49%
Grand Total	108	100%

(Field Survey, 2017).

The above table shows maximum youths have pursued their academic education till secondary level which is 49% whereas 9% of youths have pursued primary level and 42% of the youths have pursued Lower Secondary level.

4.2.4 Types of Vocational Training, Employability Status and the Source of Training

In this section of data presentation and interpretation, the types of vocational training will be presented. As there are different types of vocational training available which can be learned within some months or a year. The vocational training helps them to be skilled and get employment. So, the data presented will show the types of training perceived by the respondents. There are government and non-government organization which supports for the vocational training to the youths and in the below data, it will illustrate the agencies where they have received training and the duration which month or a year taken them to be skilled.

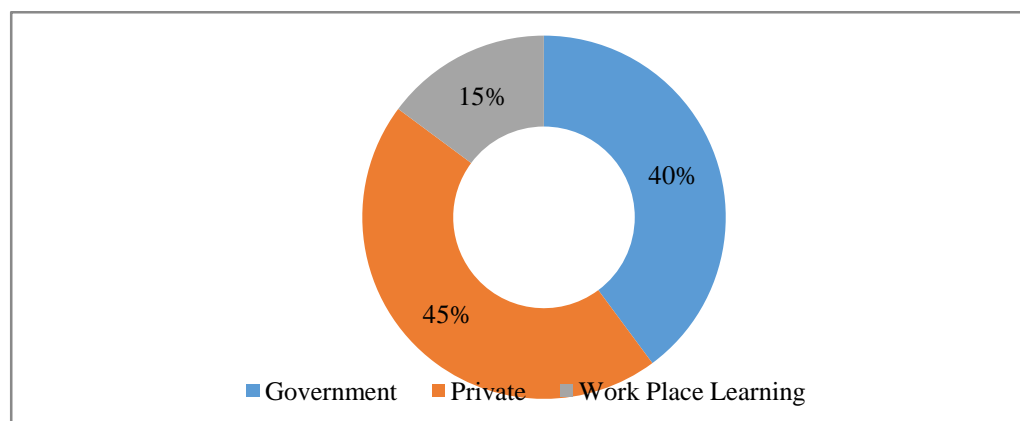
Table 4.9: Types of Training and the Employment Areas of Youths

Training Types	Female	Female%	Male	Male%	Grand Total	Grand Total%
Beautician	11	15%	0	0%	11	10%
Electrician	12	17%	6	16%	18	17%
Food and Beverage	20	28%	5	14%	25	23%
Livestock	6	8%	10	27%	16	15%
Plumber	0	0%	14	38%	14	13%
Tailoring	22	31%	2	5%	24	22%
Grand Total	71	100%	37	100%	108	100%

(Field Survey, 2017).

The above table shows that maximum numbers of youths are trained on Food and Beverage which is 23% whereas minimum numbers of people are trained on Beautician which is 10%. In the plumber training, it seems 0 female received the training whereas in the beautician, it seems 0 male received the training. The maximum numbers of female have received tailoring training whereas maximum numbers of male have received food and beverage training which is 31% and 23% respectively.

Figure 4.7: Percentage of Youths Trained by the Support of Different Sectors



(Field Survey, 2017).

The above chart shows the percentage of youths which has received support for the vocational training from different sectors. It shows that 45% of youths have received maximum support from Private sector whereas Government sector have supported 40% of youths and there is minimum youths which is 15% who has self-trained themselves from work place.

Table 4.10: Duration of Training Received

Training Received	Number
6-9 months	21
>1 year	87
Total	108

(Field Survey, 2017).

The above table shows that maximum numbers of youths have received training which is more than one year. From the table, it can be observed that 21 numbers of youths have received training from 6-9 months whereas 87 numbers of youths have received training for more than a year.

Table 4.11: Number of Employability Status of Male and Female

Gender	Employee	Employee%	Self-Employed	Self-Employed%
Female	26	62%	45	68%
Male	16	38%	21	32%
Grand Total	42	100%	66	100%

(Field Survey, 2017).

The above table shows the number and percentage of youths who are employee and self-employed. It shows that maximum numbers of people are self-employed comparative to the employee.

4.2.5: Description of the Income Status of the Respondents:

The major objective of vocational training is to provide skill within the short term period so that they can pursue some skill and sustain their own life with being employee or self-employed. The survey here studies about the income status of respondent after the training. The monthly income in NPR will be assessed where we come to know the amount of earning by the trained youths after receiving the training.

Table 4.12: Number of Male and Female and Their Income Level

Gender	NPR < 20000
Male	37
Female	71
Total	108

(Field Survey, 2017).

The above table shows that all the male and female earns less than 20000 every month.

4.2.6: Description of Awareness, Attitude and Confident Level of Youths

The section here presents the level of awareness among the youths. As we can see lots of news these days as Nepalese people in foreign land are being injured during their work as well there are mostly cases reported from India where mostly youngster go to seek the work. They harm themselves during the work because of the lack of safety. This study also presents the level of awareness among youths after receiving the training and being employed. As most of the youths are under SLC which is the qualification that hardly offers them any job so after receiving the training and earning, it also assess their level of attitude and confident regarding their recent work and future career.

Table 4.13: Number of Youth accepted their level of Awareness, Attitude and Confident

Increased Awareness/ Positive Attitude and Confident towards their future	Yes	No	Neutral
Work Efficiency Increased	108	0	0
Self-Awareness Level on Safety	108	0	0
Self-Awareness on decent work.	108	0	0
Self-Awareness on employment benefits.	108	0	0
Self-dignity has been Increased	108	0	0
Capacity to specialization on the Job	108	0	0
Positive Attitude towards vocational occupation.	108	0	0

(Field Survey, 2017).

The above table shows that all of the respondents have increased efficiency at work whereas they are aware of their safety and self-dignity. They have positive attitude with self-awareness on employment benefits. All of the respondents are self-aware on decent work.

4.2.7 Analysis of the Level of Knowledge of Respondent on National Skill Testing Board

Nepal has given reorganization to the vocational trained by providing the skill testing system where the vocational trained youth can test their skill and receive certificate which validates his/her skill. The certificate officially certifies that the person acquire the level of skill. The certificate can be a great use to receive a job and if apply a job for foreign country. If the person can acquire the certificate, the level of income is increased and there is a high chance to get the job. In such context, this study shows the level of awareness of youths in the skill testing system and the number of youths who have received the certificate. In the below presented figure, the data of surveyed respondent is presented.

Table 4.14: National skill testing system (Knowledge and Awareness of the Respondents)

Ethnicity	Yes	Percentage	No	Percentage
Brahmin/Chhetri	17	20%	3	14%
Dalit	9	10%	6	29%
Janjati	14	16%	3	14%
Madhesi	19	22%	0	0%
Muslim	28	32%	9	43%
Grand Total	87	100%	21	100%

(Field Survey, 2017).

The above table shows the total number of respondents and their level of awareness on national skill testing system based on their ethnic group. The table shows that maximum numbers of people have knowledge on the testing system. The total of 87 respondents has the knowledge and 21 respondents don't have the knowledge on national testing system.

Table 4.15: Number of Responded Received Skill Testing Certificate

Ethnicity	Yes	Percentage	No	Percentage
Brahmin/Chhetri	3	17%	17	19%
Dalit	1	6%	14	16%
Janajati	0	0%	17	19%
Madhesi	1	6%	18	20%
Muslim	13	72%	24	27%
Grand Total	18	100%	90	100%

(Field Survey, 2017).

The above table shows that very low number of respondents has received skill testing certificate. Though the maximum numbers of people are aware of skill testing system but

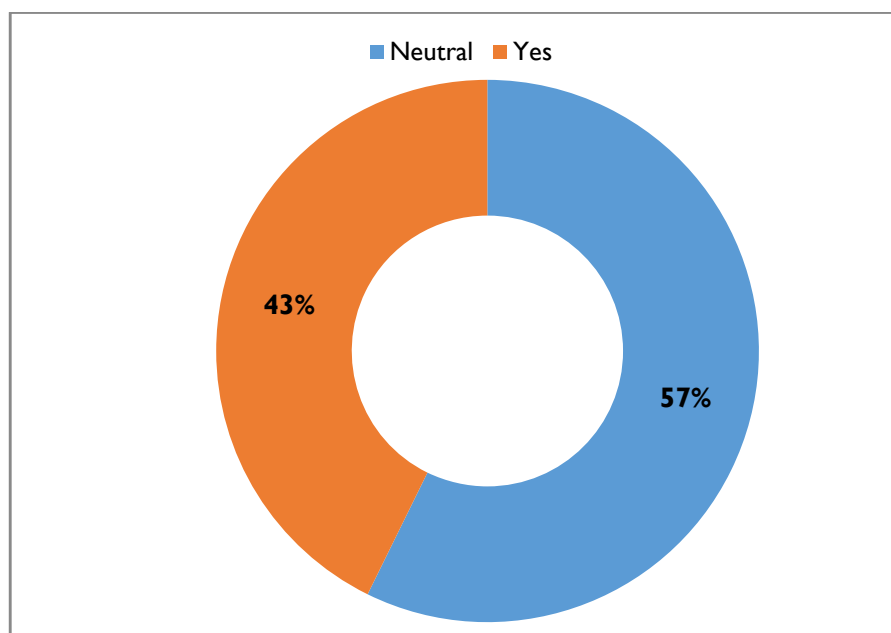
very low numbers have only received the certificate. From the total respondents, 18 have received the certificate whereas 90 haven't received the certificate.

4.3 Role of youths towards Personal/Social Level after Being Employed/Self-employed

4.3.1: Perception of family and community members towards vocational skills

In context of Nepal, emphasize is mostly provided to the academic education of a child. From the early childhood, the academic education is given the importance whereas the life skills and vocational training are not the matter of importance. On one hand there are large numbers of people who are under the vicious circle on poverty and the children from that family have to engage in work to have the income in their family whereas academic qualification in the recent period doesn't offer good payment and decent job until a higher degree pursued. In such scenario, the study wanted to examine the perception of society towards vocational training after observing the work being received by the youths and the level on income they are making. The study will show if the society has completely changed their perception of still the academic qualification is dominant. In the below figures and tables, the perception of society towards vocational training will be presented.

Figure 4.8: Perception of Society towards Vocational Training



(Field Survey, 2017).

The above chart shows that more than 50% of the members in the society have changed their perception towards vocational training. More than half of the society is positive towards the training. From the total 57% of the society says yes to the vocational training whereas 43% of the society is neutral regarding the training.

4.3.2 Access of Youths towards the Investment Areas

There are lots of areas where the investment is required for the quality life. We have to spend in the sector of Education, Health, Food, Entertainment, and Accommodation to receive various services. During the survey we come to know that all of the youths belonged to the marginalized group so the study over here will show if the income level of youths have increased their access towards the various sector. In the below table and charts, the areas of investment will be identified.

Table 4.16: Maximum Spend Areas

Maximum Spend Area	NPR<5000	NPR 5000-10000	Grand Total
Education	15	28	43
Food	50	15	65
Grand Total	59	44	108

(Field Survey, 2017).

The table shows that maximum respondent invest in the area of food whereas secondary priority is education. It seems like they don't invest of health and entertainment.

4.3.3 Career Prosperity, Skills and Purchasing Power.

The survey can provide the glimpse of the life of youths before and after the training. As the youths are all under SEE where 50% of the youths were found dropped out before SEE. In such scenario, they didn't have any option to go through daily wages work and risk their own life. The vocational training has provided the skill and opportunity to the youths because of which they are now employed or self-employed. In such scenario, the study has assessed their career prosperity. The career prosperity includes their income level increased and the number of jobs being offered to them whereas skill includes they found themselves more skilled and wont engage themselves in some risk work rather they would receive decent work. The section also provides the information about the purchasing capacity of service and goods. In the below charts and table, we can find the number of respondent agreeing and disagreeing the status related to their career prosperity, skills and purchasing power.

Table 4.17: Perception of Youths on their Career Prosperity and Skill Levels

Areas of career prosperity and skill levels	Yes	No
Offering Jobs to Other	0	108
Career Prosperity has been increased	108	0
Upgraded in skill level than earlier	108	0
Income level Increased	108	0
Ability on self-recognition has been increased.	108	0
Number of Jobs Offered Increased.	108	0
Social Prestige has been Increased	108	0
Role Model Youth in the Society	108	0
Purchasing Power for consumable has been increased	108	0
Access to better health care increased	108	0
Increased Access to Education	108	0
Able to buy the fixed assets	108	0

(Field Survey, 2017).

The table shows the opinion and understanding of respondent on their career prosperity and skill level. Though they haven't offered jobs to any but their career prosperity has been increased due to their upgraded skill level than earlier which has been accepted by the respondent. They say that their income level and self-recognition has been increased whereas they have been offered more number of jobs than earlier. They are now taken as the role model youths in their society. Their purchasing power for consumable has been increased where their level of access to education, health has been increased and they are able to add fixed assets in their house.

4.4 Observation During Study

During the survey, I got a chance to observe the working environment, attitude, living surrounding of the trained youths. As all the respondent are either self-employed or employee, they were found at their working station during the survey. The respondents were from different gender and various ethnicities but the common thing I could observe was confident and assure about their future. They were very cool and calm and taking about their journey before the training and after the training. The place they have been working seemed safe and secured for them. They have to work all day and return their home at night which for me seems safe working environment. They were much aware of what they were doing and the step next after the recent job.

Observing the family status of the respondent, it was found that all of them belong to the marginalize family who have been always struggling for their living. Most of the respondents are living in the joint family especially with in-laws in context of female. There was no safe drinking water as numbers of neighbor were relying in the one hand pump which was not maintained clean and safe. In most of the family, children more than 5 were observed which makes us understand than birth rate is high in the family. All of the family members were engaged in Agriculture if they have their own land and if not, the family member visit to India or abroad, work as a labor to sustain the living of family.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSION & RECOMMENDATIONS

5.1 Summary of Findings

The study was taken inside the Nepalgunj Sub-metropolitan city from February to March of 2018. The study has been conducted in 103 number of people affiliated in various occupation receiving vocational training. In the total of 103 people, 31% is male and 69% is female. Based on the data of Sub-metropolitan Office, maximum numbers of female were provided training comparatively to men. With the aim of strengthening the capacity and skill of women, the training must be focused to them.

The study shows that 6% of the youths have completed their primary level, 43% percent of the youths have completed their lower secondary level whereas 51% of the youths have completed their secondary level. It seems that all of the youths have not attempt the academic qualification more than secondary level. In such cases, we can observe most of the people moving to India to explore the work but the vocational training has helped them to receive skill on their own hand and pursue their career accordingly. Some of the youths are self- employed whereas some are employee. As most of the youths have been migrating to different overseas and India where we come to learn various news of them suffering and undergoing through harassments but this survey shows the youths living their life with self-dignity. It shows that they are aware of their own safety and security in the workplace and they are confident on their specialization at work and they will be receiving decent work.

Regarding the skill testing system we have in Nepal called CTVT, the numbers of respondent don't have the skill tested certificate. They have been working but yet they haven't received the skill testing system. The result shows 56 female and 32 male has the knowledge of existing skill testing system but only 10 female and 3 male have only received the skill certificate. Comparing the awareness level and certificate pursued number, the number of respondent have certificate are very few. As the certificate would official support to their skill, it will be effective if they all would get their skill tested and received certificate.

The study shows than they think that their career prosperity has been increased and their skill has been upgraded than earlier with the increment in their income level. Their ability on self-recognition has been increased whereas the number of job Offered has been increased. They have now identified as the role model in their community and their social prestige has been increased. With the increase in purchasing power, they have now added the

fixed asset in their family members. The access in the education of their children as well health service has been increased.

In the summary, it shows that Vocational training has helped people to excel their career and increase the livelihood of them. A lot of youths are seemed to going to India and ending up with uncertain living and career in future. As most of them either drop-out or illiterate which makes them hard to continue their education. In such cases the study in the livelihood of people after vocational training shows that they are now independent, working on their own. They are supporting their family and increased the access in different areas. The consumption capacity of them has been increased and they are now been recognized as the role model in their community.

5.2 Conclusions

Study on the Contribution of Vocational Training in Employability of Trained Youths in the Sub-, metropolitan city of Banke district shows that there is direct relation between the livelihood of people and Vocational training. It shows that most of the people received the training fall under 18-24 age group and they haven't pursued the academic more than secondary level. In such context, vocational training has helped them to achieve skill and enhance their career. Based on the study, Vocational training seems supplementary education for those who have lost their interest in education. It has helped the youth to establish the source of income and support the need of their family.

During the study it was found that the youths were happy with their recent task but the challenges they have been facing is not being able to get the certificate from skill testing system. The certificate would help them as the proof of their skill and they would seek further career out of Nepalgunj city. It was found that their lack of access to the system and process is the hurdle to get the certificate. If the youths were encouraged and provided the proper advice, they would attempt to get the certificate. Additionally, the vocational training is very relevant in context of Nepal. Nepal is the under developed country where lots of youths have to let the academic education go and start earning for their family. In such context, Vocational training helps to fulfill the gap by making them skillful in shorter and help them providing some technical course. Vocational training can be the bridge to overcome the unemployment, break the cycle of poverty which can lead towards peace and prosperity.

5.3 Implications

Some of the possible implications are listed below:

-) The role of the vocational training is found significant to link the graduates to employment, through the enhancement of both personal and social level.

-) Since there is a good relation between skill development training and employment, people who have acquired skills through informal and non-formal means can also be certified through proper skills testing program.
-) Moreover, as migrant workers return with new knowledge, skills and earned capital together with vocational/technical and entrepreneurial skills, they could be some of the best actors for economic regeneration in the country.
-) Technical and vocational education and training (TVET) program must be developed and implemented according to the suitability of geographical regions so youth from all geographic origin and from all segment of community can participate and get benefitted.
-) Since the women participation in vocational training program was found very much encouraging, TEVT should further contribute to greater socio-economic development of a society by utilizing the potentiality of men and women equally irrespective of caste, religion, ethnicity and region.
-) Occupational skill is very vital for every individual to sustain their livelihood especially for those who have no any academic education for their future progression. Thus, vocational skill training program must fit to both literate and illiterate individuals in various ways such as duration of the training, level of skills standard and employment opportunities.

5.4 Suggestions

-) Awareness about the vocational courses and its importance can help youths to achieve technical skills.
-) Establish the system to bridge the youth to achieve certificate from skill testing system.
-) Increase the budget at local level to support vocational training to marginalized community.
-) Spread the knowledge at school level about the existence of Vocational training.
-) However in the comparison of the budget investment in the total education system and that for the Technical/Vocational system shows that vocational training got very little i.e. less than 1% of the budget of education sector. The research data from 2002-2007 proved the very few investment in skill development sector in Nepal.
-) Referring to the finding of this study, the investment in TVET program should be increased to make it more accessible and productive for the better employment and income opportunities within the country

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APPENDICES

Appendix A: Household Survey Questionnaire

वेक्षणफाराम

प्रियउत्तरदाताहरू

यो अध्ययननितान्त अनुसन्धानमूलकप्रयोजनकालागिरिएको हो ।यो अध्ययनतपाइकामहत्वपूर्ण उत्तरहरूमाभिर्भर गर्नेछ । यस अध्ययनकाक्रममातपाइबाटप्राप्त सूचनाअध्ययनप्रयोजन बाहेक अन्यप्रयोजनाकालागिप्रयोग गरिने छैन । तपाईकाउत्तर गोप्य रहनेछन् ।

Objective I: To examine socio-economic condition of selected households.

S.N	Question	Response Categories	Response
1	Name of the Household Owner?		
2	Gender?	Male Female Third Gender	1 2 3
3	Age Group?	25-29 30-34 35-39 40+	1 2 3 4
4	Ethnicity?	Dalit Janajati Brahmin/Kshetri Madhesi Others	1 2 3 4 5
5	Religion?	Hindu Muslim Christian	1 2 3

		Buddhist	4
		Others	5
6	Mother Tongue	Nepali	1
		Aawadhi	2
		Tharu	3
		Magar	4
		Other	5
7	Number of family members?	4-7	1
		8-11	2
		>12	3
8	Educational status of the family members	Illiterate	1
		Literate	2
9	Level of educational status?	Primary	1
		Secondary	2
		Graduates	3
		Post graduates	4
10	Number children?	Boys	1
		Girls	2
		Third Gender	3
11	Does your children go to school?	Yes	1
		No	2
12	Types of school children are	Private	

	enrolled?	Girls	1
		Boys	2
		LGBTI	3
		Government	
		Girls	1
		Boys	2
		LGBTI	3
13	Major Occupation of the Family?	Agriculture	1
		Business	2
		Government job	3
		Private jobs	4
		Daily wages	5
		Foreign employment	6
		Pensions	7
14	Does your family have their own land?	Yes	1
		No	2
		Tenant	3
15	Land holding pattern?	<5 ropani	1
		5-14 ropani	2
		15-25 ropani	3
		>25 ropani	4
16	If yes, food sufficiency from the	1-3 months	1

	land?	4-6 months	2
		7-9 months	3
		10-12 months	4
17	Source of drinking water?	Tube well	1
		Pond	2
		Water pipe	3
		Water Well	4
		River	5
		Others	6
18	Toilets	Cemented	1
		Mudded	2
		Not available	3

Objective II: To assess employability and work efficiency of employed /self-employed youths

19	Name of the respondent		
20	Age of the trained youths?	18-24	1
		25-31	2
		32-38	3
		39-45	4
		>45	5
21	Sex of the trained youths?	Male	1

		Female	2
		LGBTI	3

22	Academic Qualification?	Primary level	1
		Lower Secondary level	2
		Secondary level	3
		Bachelor	4
		Masters	5
23	What kind of vocational training you have acquired?	Electricity	1
		Mason	2
		Carpenter	3
		Service	4
		Production	5
		Food and beverage	6
24	Agencies for offering vocational trainings?	Government	1
		Private	2
		Work place learning	3
25	How many months did you receive the training?	<6 months	1
		6-9 months	2
		>1 years	3
26	What is your employability status?	Employee	1
		Employer	2

		Self employed	3
		Entrepreneur	4
27	If employer, what was your per month income?	<20000 NRs	1
		20000-39000	2
		40000-49000	3
		>50000	4
28	My work efficiency has been increased	Yes	1
		No	2
29	My self-awareness on work place safety and security has been increased	Yes	1
		No	2
30	My self-awareness on decent work has been increased	Yes	1
		No	2
31	My self-awareness on employment benefits has been increased	Yes	1
		No	2

32	My self-dignity has been increased	Yes	1
		No	2
33	My capacity to specialization on my job is increased	Yes	1
		No	2
34	My attitude towards vocational occupation is positively changed	Yes	1
		No	2
35	Do you have knowledge on national	Yes	1

	skill testing board?	No	2
36	Have you got skill testing certificate?	Yes	1
		No	2

Objective III: To analyze role of vocational training in personal/social level of the employed/self-employed youths.

37	My family and community members are appreciating to my vocational skill.	Yes	1
		No	2
		Neutral	3
38	How much do you spend for the children in your house?	<5000 NRs	1
		5000-10000	2
		>10000	3
39	In which areas you mostly spend your income?	Education	1
		Health	2
		Food	3
		Entertainment	4
40	Have you offering jobs to the others?	Yes	1
		No	2
41	If yes, How many people are employed?	2-4	1
		5-7	2
		8-11	3
		>11	4
42	My career prosperity has been	Yes	1

	increased	No	2
43	I upgraded my skill level than before	Yes	1
		No	2
44	My level of income has been increased	Yes	1
		No	2
45	My ability on self-recognition has been increased	Yes	1
		No	2

46	Number of job offers to me has been increased	Yes	1
		No	2
47	My social prestige has been increased	Yes	1
		No	2
48	I became a role model youth in my society	Yes	1
		No	2
49	My purchasing power for consumable has been increased	Yes	1
		No	2
50	Me and My family's access to better health care has been increased	Yes	1
		No	2
51	My children or belongings have increased access to education	Yes	1
		No	2
52	I became able to buy the fixed assets (land or house or vehicle	Yes	1
		No	2

	or cattle etc.)		
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उत्तरदाताकातर्फबाटकुनै टिप्पणीभएमा

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<u>सर्वेक्षकको तर्फबाट</u>	<u>उत्तरदाताको तर्फबाट</u>
नाम	नाम
दस्तखत	दस्तखत
	Address:
मिति :	

Appendix B: Sampling Determination Table

Required Sample Size				
		Confidenc e =		95.0 %
Populati on Size	Degree of Accuracy/Margin of Error			
	0.05	0.04	0.02 5	0.01
10	10	10	10	10
20	19	20	20	20
30	28	29	29	30
50	44	47	48	50
75	63	69	72	74
100	80	89	94	99
193	108	126	137	148
200	132	160	177	196
250	152	190	215	244
300	169	217	251	291
400	196	265	318	384
500	217	306	377	475
600	234	340	432	565
700	248	370	481	653
800	260	396	526	739
900	269	419	568	823
1,000	278	440	606	906

The recommended sample size for a given population size, level of confidence, and margin of error appears in the body of the table.

For example, the recommended sample size for a population of 1,000, a confidence level of 95%, and a margin of error (degree of accuracy) of 5% would be 278.

Change these values to select different levels of confidence.

Change these values to select different maximum margins of error.

Change these values to select different (e.g., more precise)

Appendix C: Observation Checklist

-) Household activities of the selected respondents
-) Involvement of trained youths in income generate activities
-) Daily life activities of entrepreneurs involving in entrepreneurship development
-) Flow of beneficiaries in the different trade related enterprises
-) Parenting role of the trained youths to their children
-) School education life of the children
-) Housing structure of the selected respondents
-) Accessibility of toilet facilities
-) Health and hygiene of household members