

**IMPACT OF TRAINING: A CASE STUDY OF  
SKILL FOR EMPLOYMENT PROJECT (SEP) IN  
POKHARA**

A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Award of the Degree of Master of Arts in Rural  
Development

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## **RECOMMENDATION LETTER**

This thesis entitled “IMPACT OF TRAINING: A CASE STUDY OF SKILL FOR EMPLOYMENTPROJECT (SEP) IN POKHARA” has been prepared by Mr. Rajiv Kumar Thakur under my guidance and supervision. I hereby recommend this thesis for examination by the thesis committee as a partial fulfillment of the requirement for the degree of Master of Arts in Rural Development.

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## **APPROVAL CERTIFICATE**

This is to certify that the thesis entitled “IMPACT OF TRAINING: A CASE STUDY OF SKILL FOR EMPLOYMENTPROJECT (SEP) IN POKHARA” by Mr. Rajiv Kumar Thakur has been examined. It has been declared successful for fulfillment of the academic requirements toward the completion of Master of Arts in Rural Development.

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**Mr. Rajiv Kumar Thakur**

## **ABSTRACT**

*This study entitled “IMPACT OF TRAINING: A CASE STUDY OF SKILL FOR EMPLOYMENT PROJECT (SEP) IN POKHARA” deals with the impact of training on skill for employment projects graduates. The general objectives of the study is To analyze hotel management and hospitality sector training and describe the SEP graduate's employment status, opinion about training, employment satisfaction in Pokhara region. The specific objective were To explore employment activities of SEP graduates in Pokhara, To find out cause of unemployment, To find out the change in income generation by vocational training, To analysis the major previous and existing financial position of SEP graduates.*

*Skills for employment are aimed to generate employment opportunities for those youth who could not complete higher-level studies. Through market oriented short term skill training, it aims to reduce the socio economic inequity existed in the county and uplift the economic condition of the people who are under the poverty line. Towards this end, according to the national and international labor demand, SEP has been providing training to 80,000 youths free of cost in different 125 places of 56 districts.*

*The purpose of this study is to establish employment outcomes of the Vocational training graduates of SEP run in Pokhara on the field of hotel management and hospitality industry, beside employment situation, types employment activities, job behavior and graduates opinion about training also focused. SEP has regularly conducted different training program all over the country. These training programs are supported by SEP and totally free of cost raining. However impact of training is not clear due to lack of studies .It is apparent that without any substantial study.*

*The study used a combination of quantities and qualitative research methodologies to collect and analyses data. The questionnaires for graduates solicited information on their personal detail, training details, employment status, cause of unemployment, and their opinion about vocational training. The study*

*selected 3 technical training institutes and randomly 100 trainee graduated selected as sample from the 495 graduates due to sampling error only 85 graduates applicable for study. In this study, primary data has been collected directly from personal interviews and alternatively, used email questionnaires for job behavior observation of graduate's. This study has categorized, Income, financial position, cause of unemployment has been measured through, ratio/percentage analysis, mean and standard deviation. Opinion about courses, job behavior observation, employment situation, have presented in pie chart, bar diagram and tables etc.*

*SEP is to promote poverty reduction and stability by increasing engagement in wage and international employment and self-employment. Study shows 65% trainee graduates are unemployment, 12% trainee graduates are full time stable employee, 10% trainee graduates are part time stable employee, 11% trainee graduates engage on self-employment activities and 2% trainee graduate involved on unpaid employment. SEP has providing training to 80,000 youths free of cost in different 125 place but on the observation shows on the sector of hotel training in Pokhara is not significant of free training & graduates monthly household income; 28.2% graduates have less than Rs 6000 household income, 22.4% graduates have less than Rs 10000, 18.8% graduates have less than Rs 20000, 15.3% graduates less than Rs 25000 and 15.3% graduated have more than Rs 30000 monthly household income. However SEP practical trainings are very useful for those graduates who want to enter on the domestic and international wage market.*

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## Abbreviation

<b>ADB</b>	Asian Development Bank
<b>BOS</b>	Behavior Observation Scale
<b>CBO</b>	Community Based Organization
<b>CSIDB</b>	Cottage and Small Industries Development Board
<b>CTE</b>	Career and Technical Education
<b>CTEVT</b>	Council for Technical Education and Vocational Training
<b>DCSI</b>	District Cottage and Small Industries
<b>DOLEP</b>	Department Of Labor and Employment Promotion
<b>GDP</b>	Gross Domestic Product
<b>KSA</b>	Knowledge Skill Attitudes
<b>MOES</b>	Ministry Of Education and Sports
<b>MOST</b>	Market Orientated Short Term Training
<b>NGO</b>	Non Government Organization
<b>NRS</b>	Nepalese Rupees
<b>NSTB</b>	National Skill Test Board
<b>NVQF</b>	National Vocational Qualification Framework
<b>PTTC</b>	Pokhara Tourism Training center
<b>ROI</b>	Return on Investment
<b>RD</b>	Rural development
<b>SDC</b>	Swiss Development Corporation
<b>SEP</b>	Skill for Employment Project
<b>SLC</b>	School Leaving Certificate Examination
<b>TEVT</b>	Technical Education and Vocation Training
<b>TFE</b>	Training For Employment.
<b>TIA</b>	Training Investment Analysis
<b>TNA</b>	Training Need Analysis
<b>TTP</b>	Technical Training Provider
<b>VET</b>	Vocational Education Training

# CHAPTER I

## Introduction

### 1.1 Background

Of the 23.15 million Nepalese as per 2001 census data, 9 million (approximately 40%) live below the poverty line, which is set at above \$77 per capita per annum; the poorest 30% get 12% of national income; the gender development index 121st out of 143 and adult literacy rate is above 41.8% of the population above 15 year of age. Labor force of 11.2 million is increasing at a rate of 2.4 percent: approximately 80% is engaged in agriculture 3% in manufacturing industries and 17 % in service industries (Nepal Economic review 2003/04).

Of the total school aged children, although enrollment in the formal education system has increased from 69% in 1998 to 81 % in 2001; only 39 % of them pass grade one 34 % drop out of the system before even completing the grade five of primary school. This is much encouraging from 1995, when 50% of the children did not complete the primary school. Roughly, 15% of the original enrollees did not complete class 10, 94 % did not pass regular School Leaving Certificate Examination (SLC) (MOES, Education, and Statistic 2004/05).

World education data based upon Nepal government census report 2001 indicate that annually 650,000 children and youth fall out of the education system every year without any work skill. It is reported that eighty-five percent of the nation's children and youth fall in this out-of -school category. Migration of the workforce in search of new livelihood in the urban enters and their inclination to go abroad has provided a great challenge to the government in providing sustainable livelihood to its people.

Education is the foundation of a country's development. Development in regarding to their living standards, per capita income, literacy, mortality rate, life expectancy and GDP etc. Education can be categories into two parts; these are

formal education and technical education/vocational training, formal education is knowledge based. On other hands, technical education and vocational training is skill-based education. Formal education increases just knowledge of a topic or subject. But, technical education increases skill for job. It increases their performance, efficiency and productivity. Technical education or training should change their working capability, performance skill with their high standard productivity and their entrepreneur-ship skill. Due to this phenomenon, financial position of individual or organization will be changed. Graduates can change their behavior learning and by doing methods. It is related with real job. This type of education is launched by TEVT mechanism all over the world. But, in Nepal, CTEVT is playing crucial roles to produce lower level skilled-workforce and middle level skilled-workforce (except other academic universities). "The current economic plans of Nepal have provided sufficient national support for TEVT with premise that it will be instrumental in reducing growing poverty and unemployment" (Sharma 2058) CTEVT and its technical schools or training centers provide this sort of education and training to change graduates' living standard, to develop the economic status and to fulfill the objectives of tenth five year plan of Nepal. Tenth plan has main objective to alleviate the poverty.

National TEVT (technical education and vocational training) with a vision to make single door of Technical Education and Vocation Training (TEVT) a new national TEVT policy has been developed and the policy has approved by government of Nepal on 7th Oct.2007. The project has been developing strategies, action plan, organizational structure and qualification framework of this policy. After implementing this national TEVT policy, all vocational training will be under the National Vocational Qualification Framework (NVQF) with qualifications recognized nationally.

Government of Nepal with the loan assistance of Asian Development Bank (ADB) has implemented Skills for Employment Project (SEP) under Ministry of Education and Sports (MOES). Implementing agency of this project is Council for

Technical Education and Vocational Training (CTEVT) in cooperation with Department of Cottage and Small Industries (DCSI), Cottage and Small Industries Development Board (CSIDB) and Department of Labor and Employment Promotion (DOLEP) with the goal of promoting poverty reduction stability by increasing engagement in wage and international employment, and self-employment. The total budget of the project is estimated at US \$ 25 million.

## **1.2 Focus of the Study**

The research aims to study **“IMPACT OF TRAINING: A CASE STUDY OF SKILL FOR EMPLOYMENT PROJECT (SEP) IN POKHARA”**. It is associated with Skillful vocational training change in income generation activities after completing training course offered by skill for employment project in Pokhara region.

Training is inevitable as it develops the skills and knowledge of the employee and enables them to take up challenging jobs. Training builds up self-confidence in the minds of employees. Each trained person has the responsibility to justify the results of the program as they contribute to the organization’s productivity and profits. After agriculture, remittances are the most important sources of income and the backbone for the majority of rural households in Nepal. “Rural migrants in search of livelihoods in urban centers and abroad have been coming in addition to more than 300,000 youth entering the job market annually. One of the immediate duties of the Government is to offer opportunities to these young people including approx. 100,000 ex-combatants and soldiers, who are entering the job market with limited education but with high expectations. Donors are interested to support vocational training and skills development as one of the important means to the reintegration and peace building process” (SDC 2003 report).

“More than 92% of the employed labor force works in rural areas, 81% in subsistence agriculture. The total unemployment rate is estimated at 17.4%,

which is largely accounted for by underemployment". (Economic survey 2003/04) Of the 9.5 million workforces, only 1.5 million (16%) are engaged in paid employment; the remaining 8 million are self-employed, with about 4 million working as unpaid family workers. The major sectors for formal employment are manufacturing, construction, retail sales, and hotels and restaurants. Government, public corporations, and registered private companies are the major formal sector employers, and comprise the majority of employers of technicians, clerks, and higher salaried occupations. "Foreigners hold 7.2% of the jobs in Nepal. The porous border with India allows many Indians to work in Nepal and vice versa. Indian workers are given preference in construction work, as they are considered more skilled, more experienced, and more reliable than Nepalese (Jha 2002).

According to SDC 2003 Report every year, about 200,000 new workers enter the labor market. The majority has no school-leaving certificate (SLC) and is thus not eligible for many formal sector jobs. Opportunities for new employment in the formal sector are limited because of the slow economic growth and the small share of and required qualifications for formal sector employment. In response, many Nepalese explore work opportunities outside of the country, including India. The majorities are engaged in informal work.

Nepalese working abroad contributes about 25% of the gross domestic product. In 2001/02, about 105,000 left the country for foreign employment under formal arrangements. The greatest demands were for unskilled, semiskilled, and skilled labor in service, construction, and metal and machine operator occupations. According to one study, the majority of migrant workers have not completed their basic education, and most can best be described as literate. (SDC Report 2003) reported that semiskilled and skilled workers working outside of the country in 2003 received an average monthly salary of NRs23, 300. Locally, monthly wages of skilled labor in construction in urban areas is about NRs 6, 000. Of the requests by international employers for 100,000 Nepalese workers in 2003, only

half of the demand was filled. The majority of unfilled requests were for semiskilled and skilled workers—Nepalese lack the appropriate skills.

The study observes positive or negative impact, which has been seen in this study. After completing training, trainee graduated earn definitely more or less. That effects on their physical facility and consumption. Therefore, study has measured training impact based on employment, job behavior, employment satisfaction and financial position. Training has changed skill and knowledge and financial position study has explained financial roles of trainee graduates in this study. Training is a learning experience that it seeks a relatively permanent change in an individual that will improve his/ her ability to perform the job (Bhattarai 2002). Training brings changes on individual's knowledge, skill and attitudes. However, it depends upon the individual participants who participated in the training. Learning from training is depended on motivational factors. Motivation plays vital roles to bring changes in trainee. If training organizer motivates trainees to changes, then trainees has changed because people are naturally inclined to do what they are motivated to do, and disinclined to do what they are not motivated to If there is motivation, trainees change and learn increasingly. It is due to motivational factors like: more salary, more income etc. So, from the organized training of SEP implicates on productivity and skill performance also.

### **1.3 Statement of the Problem**

Currently, opportunities for income generation in Nepal are in informal self-employment and international labor markets where Nepalese workers are in demand. However, Nepalese lack the necessary skills to take advantage of these opportunities, to be more competitive locally, and to engage in self-employment activities. Access to skills training is limited, especially for the poor, women, Dalits (low caste), and disadvantaged, and the quality of skills training is variable and often not linked to market needs. The Project aims to improve access to

employment or self-employment for women, socially excluded Dalits, and disadvantaged groups, as well as poor socioeconomic groups in general.

The importance of human capital in generating growth and prosperity among individuals, firms, and regions is one of the more significant research and policy issues in our time. In research, measures of human capital generally show a large impact in our evaluations, even though the measures to capture this important variable in many instances are a crude approximation of the real thing. The value creation that is generated by investments in human capital is documented in such diverse areas as labor economics and financial research. Initial schooling is naturally seen as the preferred public policy vehicle for improving the human capital base, but a substantial amount of investments are made after the individual enters the labor market.

In the past, human resources were offered training in a certain field of science, technology or skill. But today modern organizations need those kinds of skills in order to attain organizational goals and perform the duties in the best manner possible. Training is inevitable as it develops the skills and knowledge of the employee and enables them to take up challenging jobs. Training builds up self-confidence in the minds of employees. Each trained person has the responsibility to justify the results of the program as they contribute to the organization's productivity and profits. The last stage of training and development process is the impact of results. Impact analysis is not going easy. It is made relatively simple, by means of the traditional feedback sheet issued at the end of the courses, to assess factors like what learners thought of the trainer. But this does not ensure the learners doing their jobs better, still less the training's impact on the learners' departments or on the organization as a whole. But human resource managers often justify not evaluating training by arguments.

A number of studies have documented that low educated and low skilled workers are the categories that typically receive less income than other groups of worker.

The results regarding the returns to training for these two groups of employees are somewhat mixed.

How much of income are generating by SEP graduates and view about sponsored skill training motivated to change labor market. Sponsored training is the single most important source of further education and training for the employment workforce.

SEP has regularly conducted different training program all over the country. These training programs are supported by SEP and totally free of cost training .However, the employment situation, strength and weakness of training course, cause of unemployment and impact of training on income generation are not clear due to lack of studies . It is apparent that without any substantial study.

Therefore, this study has attempted to raise the following specific research question:

- 1) Sponsored or free of cost training is the single most important source of turning to labor market for income generation to the working-age population. What are the financial roles of skill for employment trainee graduate in formal and informal sector?
- 2) Get the views and opinions of graduates on vocational training quality and relevance of training.

#### **1.4 Objective of the Study**

##### **General objectives**

The purpose of this study is to analyze hotel management and hospitality sector training and describe the SEP graduate's employment status, opinion about training, employment satisfaction and sates job behavior in Pokhara region.

## **Specific Objectives**

The specific objectives of the research are as follows:

- I. To explore employment activities of SEP graduates in Pokhara.
- II. To find out causes of unemployment.
- III. To assess the status of change in income generation by vocational training.
- IV. To analyses the major previous and existing financial position of SEP graduates.

### **1.5 Significance of the Study**

Technical education undoubtedly, has stood as pivot of development of labor market .It has not only played a significant role on fulfilling the increasing demand of trained workforce, but also assisting the industry by providing the consultancy services as well.

Skill for employment project run under grant loan of Asian development Bank every Nepalese equally liabilities for refund the loan provision. The study analyzing employment situation, cause of unemployment and financial position of trainee graduates throughout vocational training.

This study is very important to get answers of the above problems. If it is know about the financial position and its impact on graduate's earnings. It could help to increase more ideas for further research. Similarly, this study will be helpful to the following areas:

- Technical education provider (TTP's)
- Society for general information and transparency.
- Researcher for further research work.
- For making policy to technical education.
- For financial planners and other training providers.
- SEP and other stakeholder for making strategy decision
- Donor or funding agencies for making strategy decision

## **1.6 Limitation of the Study**

- This study has focused only Pokhara Sub metropolitan area.
- This study has focused only 3 technical training providers one is public Training institute: Pokhara tourism training center and two are private technical training provider Katntipur Hotel training Institute and Standard Hotel training Institute.
- The study has focused on SEP's MOST training.
- This study has based on the data 2067/068 fiscal years.
- The study has consider the graduates who attend the training of, Indian Cook, Chinese Cook, Continental Cook, , Baker, Continental cook Waiter/Waiters ,Housekeeping, Bar tender.
- This study is not viable for the Skill for employment project because most of training program is not covered; it is prepared only for partial fulfillment for the master degree of rural development (MARD)
- The study have a very few literature review.

## **1.7 Organization of Study**

The entire study report is divided in to five chapters:

The first chapter 'introduction' has included background introduction, focus of the study, statement of the problem, and objectives of the study, significance of the study and limitation of the study.

The second chapter contains 'Review of literature' in which the review of the books, journals and previous thesis has been done.

The third chapter deals with 'Research methodology' it include the information on research design, data collection procedure, data analysis tools etc adopted during the study.

The fourth chapter is the main body of research and includes data presentation and analysis. This part presents detailed analysis and findings on financial impact of Skill for employment project.

The fifth chapter includes conclusion of the study. It also includes finding and some valuable recommendations in the summarized form, references and appendices.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **Introduction**

This study attempt to empirical review of literatures regarding the impact of training on employment of SEP graduates. This section is divided into two parts. In first part, a conceptual or theoretical aspect of the impact of training has been presented. In the second part, the literature survey of existing volumes of similar or related subjects has been presented.

#### **2.1 Theoretical Review**

##### **2.1.1 Skill for employment project SEP**

“Government of Nepal with the loan assistance of Asian Development Bank (ADB) has implemented the Skill for employment project under the ministry of education (MOE). The implementing agency of this project is the CTEVT in cooperation with department of cottage and small industries and cottage and small industries development board. The goal of project is to promote poverty reduction by increasing the number of people engaged in wage employment and self-employment. The total budget of the project is estimated to be US\$ 25 million” (SEP Bulletin 2010)

Graduates who have passed grade 10 or failed the school leaving certificate exam and age between 16 to 40 years are eligible for training. According to the requirement of the project, among the total trainee at least 50% women and 25% Dailits must be included. In total 60% of participants should be women, Dailits and member of under privileged groups.

According to (SEP Bulletin 2010) duration of training of market oriented short term training is normally between 3 to 6 months. However, according to the nature and subject of training, on the job training can also be managed. 50% SEP graduated has been provided with accommodation allowance for those who are financially weak. According to training norms, among them 25% trainee have

got NRs 3000 per month and remaining 25 have got NRs 1000 per month .After completion of training, the National Skill Testing Board (NSTB) examine the skill and provide the certificate of certified skill level-1 to the successful trainee.

### **2.1.2 Training**

“The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.” (Wikipedia, the free encyclopedia 2010).

Here, writers emphasized on learning experience and permanent change. It means, training is a learning experience. It changes permanently on their ability.

“The process of preparing some body or being prepared for a sport or job is called training” (Oxford Dictionary 1996). According to definition, training is a teaching process. It teaches an individual or an animal to perform a particular job or skill well or to behave in a particular way by regular instruction and practice. "Training is an organized procedure by which people learn knowledge and/or skill for a definite purpose". (Dale Beach 1995).

"Training is a learning process that involves the acquisition of skill, concepts, rules or attitudes to increase the performance of employees" (Byars, Lioyd and Lesllew, Rue1984) ".

“The need to train, to acquire new knowledge, new skill and new attitudes has become an everyday aspect of individual's working life” (Boella.1996).

So the definitions conclusively show that training is a learning process. That changes knowledge, skill and attitudes of trainees. That changes increase performance and efficiency positively. The main components of the training are knowledge, skill and attitudes. So it is concluded that training is one of the tools, which should be used to increase employee efficiency, competency, knowledge, and skill, attitudes that help to earn more and to gain promotion.

According to Cole 2002:330 in his book *Personnel and Human Resource Management*, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

Training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992:235). This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity.

Most organizations have long recognized the importance of training to its development. As new technology progresses, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce. Many of the jobs being replaced by machines have been of an unskilled and semi-skilled nature, and this emphasizes the need for higher education and skills for those wishing to gain employment in the future.

Vocational education and training (VET), also called career and technical education (CTE), prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific trade, occupation, or vocation. It is sometimes referred to as technical education as the trainee directly develops expertise in a particular group of techniques or technology.

Vocational Education and Training (VET) is education and training for work. VET is taken to encompass all educational and instructional experiences— be they formal or informal, pre employment related, off the job or on-the-job that are

designed to directly enhance the skills, knowledge, competencies and capabilities of individuals, required in undertaking gainful employment, including self employment, and irrespective of whether these experiences are designed and provided by schools, public training institutions, or higher education institutions, by private training providers or by employers in industry.

### **2.1.2.1 Benefits of Training**

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to (Cole 2002) training can achieve:

- 1) High morale – graduates who receive training have increased confidence and motivation;
- 2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- 3) Lower turnover – training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided;
- 4) Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- 5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- 6) Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and
- 7) Help to improve the availability and quality of staff.

### 2.1.2.2 Principles of Training

According to Bryn Leslie (1990:19), there are four main requirements for learning to take place. The first is **motivation**. People learn if they accept the need for training and commit to it. If their motivation is weak, for instance if they doubt their ability to learn, no matter how well their training is designed and implemented, its effectiveness will be limited.

Edwin Flippo (1976: 65) also came out with the fact that the more highly motivated the trainee, the more quickly and thoroughly a new skill or knowledge is learned. This means training must be related to something, which the trainee desires. This could be money, job promotion, recognition and so on.

The second requirement is **cue**. Through training the learner recognizes relevant cues and associates them with desired responses. The third one is **response**. Training should be immediately followed with positive reinforcement to enable the learner feel the response. The reinforcement should be positive, timely and consistent (Bryn Leslie 1990:91).

Finally, **feedback** – the information the learner receives indicating the quality of his response is the feedback. It should be made available as quickly as possible to ensure possible effective learning. Even though these learning principles are good, they fail to talk about practice where the learner actively participates in using the skills and knowledge acquired. Furthermore, it also fails to mention that the level of aptitude and intelligence of individuals are different and that could affect the methods of training.

### 2.1.2.3 Training Process

Scores of Literature available on training (McGhee et al 1996) indicate that traditionally, training in an organization involves systematic approach which generally follows a sequence of activities involving the establishment of a training policy, followed by training needs identification, training plans and programs design and implementation, evaluation and training feedback for further action.

#### **2.1.2.4 Method of Training**

The two main approaches are 'off the job' and 'on the job' training (Boella, M.J.1996) off the job training: Training that takes place in environment other than the actual work place is called off the job training. (Robert Woods 1998). Off the job training has several types of training methods like; case study, discussion, lecture, game, role-plays, movies, sensitivity training methods etc.

According to (Robert Woods 1998) On the Job training have very effective method of learning. Unfortunately, it is often conducted incorrectly. Typically, employee is asked to teach another some desired skill. It is doing on real workplace. Trainers are assigned not, they can teach. It is 'cost effective' training method because training can be conducted during business operation in actual work setting.

#### **2.1.2.5 Presenting the Training**

##### **a) Kinds of Training**

There are various types of training that an organization may adopt depending on the main objectives of training and these are outlined below;

##### **i. Refresher Training**

Here the employees are made to attend refresher courses at specific training institutions such as Pokhara Tourism training center, Standard hotel training Institute sponsored by the employer. This exposes the employee to modern trends in his field of business. That is, it involves updating skills to meet the job requirement of employees.

##### **ii. Orientation Training**

This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization

### **iii. Career or Development Training**

This type of training aims at preparing employees for the future. This enables employees to take up higher responsibilities.

### **iv. Job Training**

This involves teaching the employee now to perform the job for which he or she was hired or employed for. This is to help employees to acquire the necessary skills and experience for specific jobs.

### **b) Methods of Training**

The selection of method for training need to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. DeCauza et al (1996:70) explained that the most popular training and development method used by organizations can be classified as either on-the-job or off-the-job. Looking at the sophistication of the equipment in SEP, the on-the-job training would be very ideal. According to DeCauza et al, there are a variety of training approaches that managers can use and these include:

**I. On-the-job Training** This is the most widely used training method, as in comparison; on-the-job method of training is simple and less costly to operate. Observing this method critically, the training places the employee in actual work situations and makes them appear to be immediately productive. Here, there is a close collaboration between trainer and learner. There are three common methods that are used in on-the-job training and these are; learning by doing, mentoring and shadowing and job rotation.

**Learning by doing:** this is a very popular method of teaching new skills and methods to employees. Here the now employee observes a senior experienced worker and learns what to do. The advantage here is that this method is tried and tested and fit there requirements of the organization. The disadvantages are that the senior worker is not usually trained in the skills and methods of training

therefore it can be a process that may be time consuming as a new comer struggles to cope with the senior or experienced worker who has been trained in instruction or training method and whose teaching skills are coordinated with a developed program linked to off-the-job courses.

**Mentoring:** this is another version of the system whereby a senior or experienced employee takes charge of the training and development of a new employee. This suggests a much closer association than master/apprentice and elements of a father/son relationship can exist whereby the mentor acts as an advisor and protector to the trainee.

## **ii. Job Training**

This method of training is where the worker is trained to use machine or perform a task similar to the ones in the real work situation. Under this method of training, the training program is conducted out of the job in an area separate from the work place under the supervision of a skilled instructor. After going through the vestibule training for a specified time period, the trainees are expected to apply their newly acquired skills when they are assigned to their real job.

## **iii. Behavior Modeling**

Here, some of the methods used in the assessment centers include business games, in-basket, simulation, problem-centered cases, and many others, to enable the trainee learn the behaviors appropriate for the job through role-playing. The use of behavior modeling is based on social theory, and it is in particular an effective method for interpersonal or social skills training. This method of training incorporates the use of videos to clearly demonstrate the way things ought to be done, what behaviors are to be avoided.

Behavior modeling is often based on the demonstration of the right and effective way to behave and as a result, trainees are provided with facilities to practice this. Bryn (1990:17) puts it this way, that behavior modeling is where target

behaviors are selected and videos on each of the behaviors produced, showing competent persons achieving success by following specific guidelines. Key points are displayed on screen and are backed by trainer-led discussions. Learning here is trainer enforced through role-play.

#### **iv. Understudy Training**

An understudy is a person who is training to assume a position at a future date, the duties and responsibilities of the position currently occupied by the person him or her in understudying. An individual or group is assigned to assist a superior officer in the performance of his duties related to the position and at times left to grapple with the day-to-day problems which confront the superior in the performance of duty. They are allowed to solve them with or without the help of the superior. When the understudy shows promise of talent, he takes over when the superior is transferred, retired or is promoted to a higher position, Decauza et al (1996:70).

#### **iv. Case Study**

Here, trainees are given case studies of real or imagined events in an organization to study, analyze and give an opinion. After analyzing several cases under the guidance of instructors, the trainees are exposed to certain concepts, problems, techniques and experiences, which they will later face on the job. The object of this method is to help the trainees think logically and develop the ability to analyze alternative courses of action systematically and objectively.

#### **v. Business Exercise**

In this type of training exercise, the work situation is stimulated and the trainees are presented with reports, correspondence and memoranda, as in a real work situation, to handle. Business exercise training helps employees to develop decision-making, time management, and planning and communication skills. It also helps them to develop a “feel” for the work situation before they apart the real job.

## **vi. Group Training**

Group training method includes group discussions, seminar and sensitivity training. Here, trainees having different or similar backgrounds and experiences meet to share ideas on specific topics decided by the trainer. If organized properly, it offers trainees from different backgrounds an opportunity to share valuable information and learn from each other

### **2.2.2.6. Evaluation of Trainees**

Evaluation of trainees is very important task for HR manager. Because, the impacts of training, training supports to change trainee's behavior, attitudes, skill and knowledge can be measured on the basis of its evaluation so, evaluates behavioral changes, skill and knowledge changes and attitude changes on trainees. After the changes of all the above, they become mastery in their field. Due to this, their efficiencies are increased too.

#### **Behavior Changes**

Evaluation of behavior changes is another crucial task of behavior evaluator. Showing concern for excellence, showing sensitivity to the need of others, communication and motivation, each dimension has several indicators. Evaluator uses Behaviorally Anchored Rating Scale (BARS) and Behavior Observation Scale (BOS) method.

#### **Knowledge Changes**

The objective of this evaluation is to find out the knowledge, which is learned by learners as per benchmark. It is pencil and paper test. Evaluator uses open-end questions; objectives test items and narrative essay. It would be pretest and post test. The gap of the two tests is improvement of knowledge of learners. Knowledge change is oriented to behavioral change.

## **Skill Changes**

The objective of this evaluation is to test the level of skill required for satisfactory job performance as per benchmark.

According (Peter 1997) on evaluating training basic level of skill is the ability to label things and identify the parts etc. Second level of skill, trainee can perform simple procedures, often with the use of instruction or notes. Trainees learn fairly, easily and practice can be supported by checklist until established. Third level is that of performing skill actions. This often required considerable practice. Trainees become automatic. A highest level of skill is that involved in judging whether a piece of skilled work is of acceptable quality. It is mastery level. Assessment of this level is quite difficult to make correct decision.

In this evaluation, Evaluator uses ranking method, graphic rating scale method with the checklist or and performance guide. It is always that “on the job” his supervisor evaluates training. In another way, evaluator uses testing skill method, profiling method and follow up skill-based program method.

## **Attitudes Changes**

One of the effects of learning is that the attitudes of the Learners tend to change. An Attitude may well be a pre-disposition to behave in certain ways, but it does imply that a person will always do what is expected (Peter 1997) in this evaluation, TTPS use attitudes survey tools. Especially in hospitality industries, employees’ attitudes and behavior towards guests are very important. Those are related to honesty. It is a part of learning evaluation.

### **2.1.2.7 Evaluation of Training’s Impact**

#### **Evaluation of Training**

Measuring changes has measured reaction, learning, job behavior and results. Reaction; how can trainee reacts after learning? That can be measured the

changes. Training provider can use smile feedback sheets to see a reaction. Learning can measure through pencil and paper test but behavior can measure through behavioral Observation Scale (BOS) model.

The training payoff is another evaluation of training. Training is one of the best investments for an organization. When organization is properly invested, it provides excellent returns. As a result, many companies have reduced turnover and increased productivity. It increases annual sales and earnings. If the training payoff is greater, results will be good (American standard is 4% of total salary payments). It means, greater training investment, greater results.

### **Financial Value of the Training**

Financial value of the training is called Return on Training's Investment (ROI), which is described on the basis of financial utility here. Training improves workers' skill and often boosts their motivation, leads to better productivity and increases profitability, but we don't know how much profitability results from many dollars invested in what kind of training? It is great question for any manager or other person who is responsible for developing and training people is to clearly demonstrate financial value of the training. From prospective of cost accounting, TTP's should know the calculation of short pay back period and high return on investment (ROI). (Michael.1996)

### **Impact Evaluation**

Impact Evaluation has been evaluated on the basis of Training's Value, Return on Training Investment (ROI) and Cost and Benefits.

Training's Value; Initiation of 26 companies joined forces, a model has been developed around a relatively simple set of analytical tools in 1992 and tested across a range of training interventions. This model is called Training Valuation System (TVS).

**The system employs a four-step process:** According to Michael 1996

**Step 1: Situation 1;** The situation is the business problem or opportunity with which we are concerned, that is, it's pre-testing status of some body's (some group's) performance Management finds current level of performance here by analyzing several question answers. Then he establishes values of gain and cost of training.

**Step 2: Situation 2;** this step has two components. Those are problem diagnosis and training description. In problem diagnosis, management studies the performance short fall to find its sources and suitable solution. The solution may or may not be training. Use checklist on the basis of outcome of diagnosis, decide whether to attack or to find a different solution.

**Step: 3 Impact;** if training provider or management has decided that training is the remedy, then designed and delivered training would make difference on trainees' behavior and performance. The variables, that may have caused the difference in performance. Each of the variables has relative effect. Impact can be seen, how to employ behavior as a result of the training changed and affected performance and why training did or did not affect performance. That change is impact.

**Step: 4 Value:** Value is the monetary worth of the effects of changed performance. It is a measure of differences in quality, productivity, services or Sales. All of which can be expressed in terms of dollars.

In addition, concrete value equal to current level of performance minus performance and acceptable level performance, intervene training or other activities.

**Return on Training Investment (ROI):** if training is succeeded, it has changed positively in skill, behaviors and attitudes of trainees. This supports to earn more

than previous earnings. It means, after investing time and money in training, earning will be increased than previous. That increased earning is called Return on Training's Investment (ROI). For the calculation of ROI, expertise refers training investment analysis, which has four steps are follows:

**Step 1:** Determine the information of organization needs: A Training Investment Analysis (TIA) is same as other financial procedures and terminology, which is used by other departments for evaluation of potential investment in equipment or software. From the account point of view, we use Net Present Value (NPV) approach, Payback approach and Internal Rate of Return (IRR) approach. On the other hand, can use Ives and Forman's multilevel ROI model and Spencer's step-by-step model. According to the needs of organization, determine the information.

**Step 2:** Simplest and least expensive method (as possible) has been used: Training provider can use reliable methods, which should be simplest, least expensive. To calculate return from training program or to predict the effect of new training program or to study the effect of an old one, it has used. It covers all factors and it reduces errors. Used methods should be applicable for long-term and short-term training program evaluation.

**Training Investment Analysis (TIA)** is another appropriate method to evaluate ROI. It has part one and parts two. Part one consists; calculation of revenue produced by training under the sub-topic of itemized analysis with the enclosure of increased sales, higher productivity, reduce error, client retention and employee retention. Or summary analysis is under the content of revenue after training minus (-) without training equal to (=) revenue produce by training. Part two consists calculation of the return with revenue produce by training minus (-) cost of training equal to (=) total return of training investment. Here, management uses option B summary analysis in complex situations.

**Step 3:** Perform the analysis as quickly as possible; TIA sacrifices rigor for simplicity and immediacy. TIA approach is designed for situation in which time and money are severally limited. TIA is justifiable for ROI evaluation. This can improve the accountability of the training department. In a way, that is visible throughout your organization. So, it is preferable and quick method.

**Step 4:** Publish and circulate the results; Summary of the results should be published and circulated. It should reinforce the idea. The training is an investment and it could include the information on the training expenses. If a particular training program will cost more than it will produce, publish and circulate the results just as quickly as you would with a positive study. Many training programs pay for themselves by increasing profits and or reducing costs. This published and circulated results show the positive or negative signal in market. If profit is high, it increases the value of shares and increases earning per share or dividend.

**Cost and Benefits:** Calculation of Cost and Benefits is also another ROI calculation method. It is simple method.

**Part 1; Calculation of Costs:** There are two kinds of expenses (e.g. Labor Cost and Direct Cost)., which are involved, in any training efforts. Labor Cost; monetary value of time spent by both HRD people and program participants is called Labor Cost. It is categorized Direct Labor and Full Labor Cost. Direct Labor Cost is each person salary divided by number of days he works in a year. It is only daily wages for working days. Full labor cost is a person's salary, plus fringe benefits, plus overhead cost (e.g. occupancy costs, support staff salaries, equipment, rental etc.). Direct Cost; it has included travel, per diem, and materials, purchased services (e.g. consultants), equipment, facilities (e.g. room rentals) and opportunity cost (e.g. hiring temporary workers or overtime paying). Finally, for the cost calculation, we should add full labor cost and direct cost then becomes total cost of program.

**Part 2; Calculation of Benefits;** according (Spencer, JR. and Lyle M. 1996) There are only two ways to demonstrate benefits or increase profits in business; one can either increase revenues by rising price or by increasing sales volume or one can decrease expenses Here, training and consulting efforts have to expand volume of production and sales. On the other hand, if organization wants to increase benefits then he should decrease cost of training program. The cost is related with time, materials, equipment down time, people problem and retention turn over costs.

**Time;** Reducing the person hours or days needed to perform any organizational function (e.g. time wasted in use less meeting) is easiest way to show dollars benefits HRD efforts. Here, simply multiply the saved time (hours) times the full cost per hour or (saved hours x full cost of per hour = dollars). The saved useless time can be used in most productive activities, which increase revenues or decrease the workforce cost.

**Materials;** Benefits from saving on materials include reduced waste of inventory due to more efficient scheduling or better quality-control procedures

For calculation, multiply the number of units saved per day times the cost per units times none of days or (No. Of units x cost per units x number of days = saved dollars).

**Equipment down Time;** Significant benefits can be shown from increasing the use or preventing the down time of expensive the capital equipment

**Retention Turnover Costs;** The cost of recruiting and training new people to replace those who quit or are fired are at minimum salary equal to the direct salary of the people who leave It is called turn over.

Using training program and consulting intervention can reduce this cost. And saved each person's dollar value is retention turnover costs. This Retention benefits can be estimated on an organizational-wide basis by multiplying the

turnover rate time's total number of people in given salary category to find the dollar value of reducing turnover

**People Problem;** The dollar value of any 'People problem event' (e.g. grievances, strikes, accidents, disabilities days) can be calculated using costing a grievance technique.

**Strategies for Showing Benefits;** A simple strategy for calculating benefits in any training intervention is adding cost benefits calculation to problem solving consulting, which consists following steps;

<b>Step1</b>	Problem Identification
<b>Step2</b>	Analysis
<b>Step3</b>	Alternatives
<b>Step4</b>	Decision-making
<b>Step5</b>	Implementation, Planning and Goal setting
<b>Step6</b>	Implementation
<b>Step7</b>	Follow-up
<b>Total</b>	Revenue (Each cost – each saved amount) Where, Each cost means,
<b>Cost</b>	time materials etc. Benefits = Total revenue – Total cost.

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## **2.2 Review of related studies**

“An Overview on Training Conducted by PTTC, Pokhara” (**Karki, 2004**) this study consists background of training program in Pokhara, literature review analysis and conclusion. Especially, it describes the training program, which is launched in PTTC. This study's background shows name of training providers in Pokhara, types of training of PTTC, training duration, eligibility for training, public-private partnership program etc. In literature review, it shows review of five years plan in context of TEVT, poverty elimination, economic development, HR product of PTTC yearly basis and HRD strategies for tenth five years plan etc.

In analysis part, it is defined about enrollment and production pattern of short term and long-term training of PTTC from 2055 to 2060. It consist sex-wise participation ratio. In conclusion part, PTTC trained workforce is being able to provide qualitative service. It helps to reduce cost of production, increase productivity and profit of an organization. Due to quality service, the skill workforces are demanded in national and international markets. Trainees are able to get better-paid jobs. In spite of this, PTTC should design courses for foreign job. Trend shows, most of the people want short-term training in PTTC.

Main objective of this study is to provide an overview on training conducted by PTTC. “Tracer Study Report of Eastern region campus (ERC) Graduates” (**Rai, 2002**) It is unpublished study report. Main objectives, the present tracer study on short-term training courses offered by ERC, Dharan, under the financial support of training for employment (TFE) has been identified as one of the managerial part to asses and analyses the overall effectiveness and efficiencies of training courses.

The study is focused on animal health worker graduates, refrigeration and A/C repaired worker and industrial electrification graduates who are from ERC.

The methodology of this study is primary data and information collected by using participatory action research (PAR) method. Based on agreed guideline questionnaires, the study team collects the necessary data and relevant information carrying out informal interaction with the graduates and the partner’s organization respectively. Methodology consist the sample size and survey implementation.

Specially, this study tries to find out employment situation and status. That covered employment status, nature of employment, monthly income range of graduates, level of satisfaction with present job and income, reasons behind unemployment, problem observed or experienced for self employment etc. In training, it has covered pre and post training received by the graduates.

This study has covered Information media for knowing training, motivational factors behind participating in the training, problem during training period, perceived and experienced benefits, overall rating of the training, Effectiveness and efficiency of the training. In work environment, relation between present work and training, practical experience and confidence building, future scope and opportunity for progress, dropout rate from the training courses.

This Study Report advice TTPs to play role to link between graduates and employment provider organizations (EPOs) for getting employment opportunities or finding job in open market. Study has requested to that carryout various markets need assessments before finalizing to organize the training courses. Report suggests designing the training courses; the trainers should be exposed to various subjects that are directly related to their respective vocation. And TTPs should develop and carryout some refresher training and skill testing exercises once or twice in a year to the graduates before recommending them to any EPOs.

“Follow-up study of BTTC graduates” (**BTTC 2005**). It is unpublished study. Its main objective is to find out employment situation and the problem in the performance level of BTTC graduates batch of (2057-2061). This study has focused on the junior technician graduates from 3 different trades (e.g. mechanical, electrical and sanitary). This study tries to find out overall quality and usefulness of BTTC training, employment situation of graduates, duration to get the employment after graduation, satisfaction after the employment, improvement need in BTTC’s training etc.

This study recommends that the training programs of BTTC are effective and useful, should make it more effective, BTTC management should be aware of market and changing technology and it should be taken place timely. Linkage with private sector, awareness creation for self and overseas employment should

be emphasized more. There should be effective and efficient activities of job placement unit for employment of graduates. BTTC should run upgrading courses for junior technicians for their career development and modular course should be recognize by the concerning agencies. Overall management should have timely improved in internal and external affairs.

"A Study on Impact Assessment of Training by World Vision International (WVI)" **(NEST, 2004)**. WVI conducted fourteen different types of management training and worker training within three years period. It is an unpublished report.

The main objectives of this report are to see the impact of training on participant's life (e.g. in context of empowerment, performance level, change in attitudes and behaviors) and to assess relevancy and effectiveness of training contents, method and approach. It has also assessed the impact of training in community and organizational level in context to transfer knowledge, skill and attitudes (KSA) to other community and organization and to identify improvement area for the future.

This study has concluded that overall training were very much effective for the participants. Training contents were very much useful in their work and everyday life. Training method and materials were very much effective to gain knowledge and skill. Trainer's knowledge, skills and attitudes were very effective. Impact of training in participant's life was concerned. The training has developed participants' knowledge, skills, attitudes, personal hygiene, confidence and behavior. The training has improved their productivity and efficiency effectively.

This report recommends to WVI. The participants are found having well about the subject matter of training, which they had expressed in interview process. We observed that there was still lack of practice in real field. Therefore, regular monitoring and follow-up mechanism should be developed and implemented properly to strengthen their knowledge and skill in practical field. The participants'

should make special commitment, after the training, which lead them to apply their knowledge and skill properly in practical field. More emphasize should be given on TNA and follow-up part of the training.

### **2.3 Research Gap**

Although, various researchers have conducted about different parts of training impact. There is no study on training by SEP in Pokhara. This study concern with the training and its impact on (SEP) graduates in Pokhara.

### **2.4 Conceptual Framework**

This study uses the employability model as the conceptual benchmark. The concept draws a line between employment and employability. Being employed means having a job and being employable means having the qualities needed to maintain a job and progress at the work place (de Guzman and de Castro 2008). Figure 2.1 shows the schematic employability model. The model builds on that educational systems shape the matching of people to jobs. To match people to job, they should have acquired knowledge and skills that are required by employers.

Employability can be affected by labor market institution, skills, and knowledge enhanced by education and training. The concept of employability can be further divided in some key analytical dimensions as shown in Figure.

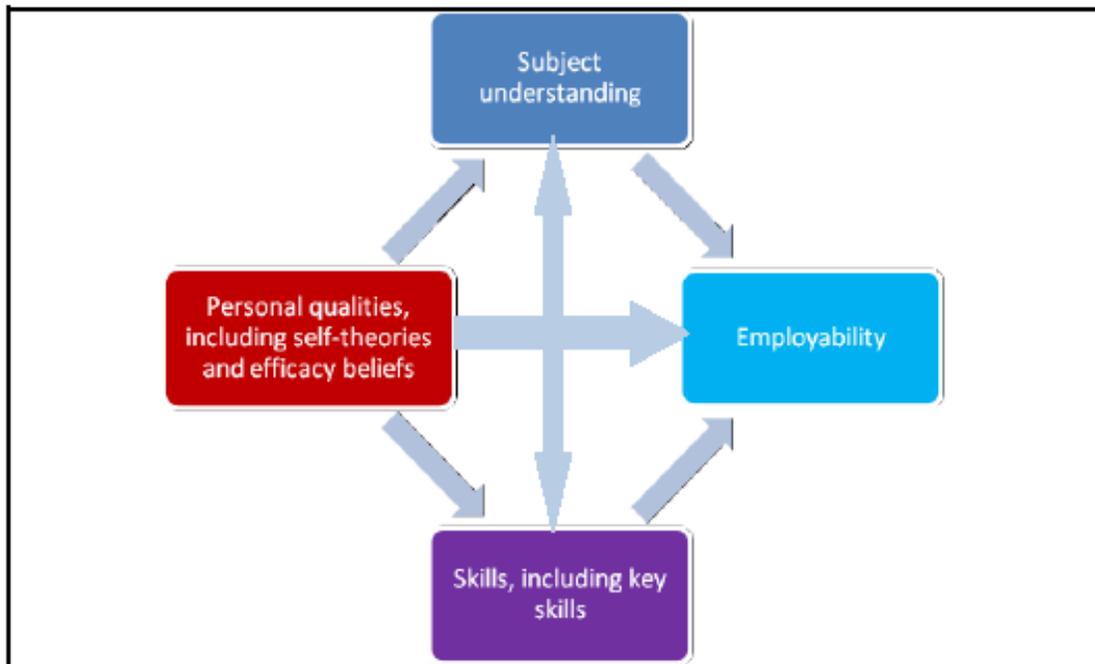


Figure 2.1 a schematic model of employability (de Guzman and de Castro 2008)

# **CHAPTER III**

## **RESEARCH METHODOLOGY**

### **Introduction**

This chapter includes the methods and tools used to analyze impact of vocational training to create the income generation of the trainee graduates organized by skill for employment project in Pokhara. Research is a systematic method of finding out solution to a problem. Methodology means performing sequential steps in studying a problem with the certain objectives. This study has described the research design, population and sample size, nature and sources of data, data collection technique, and data analysis tools, research questions and limitation of the methodology in the context of study title.

### **3.1 Research Design**

The function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible. Obtaining relevant evidence entails specifying the type of evidence needed to answer the research question, to test a theory, to evaluate a program or to accurately describe some phenomenon. The research design is the conceptual structure in which research is conducted. It shows different type of research designs.

The study used a combination of quantitative and qualitative research methodologies to collect and analyses data. The questionnaire for graduates solicited information on their personal details, training details, employment status, on how often they change jobs, what they consider as strengths and weaknesses of the vocational training system and satisfaction levels of the graduates with the system, other questionnaires ask to employer to find out the trainee graduates job behavior and performance level of trainee graduates.

The relevant document and name list of the trainee graduates were collected from skill for employment project and technical training provider offices at Pokhara (TTP's).

### 3.2 Population and Sample size

The population of this study is 495 number of trainee graduates of SEP who completed the training. Trainees were recruited primarily from its target area; Kaski and the method of choosing sub group are sampling.

The degrees to which the findings of the survey can be generalized to the entire Pokhara depend on how representative the sample is. The institutions were selected from urban area of country. A total of 3 training institutions graduates were selected for the study. On the basis of area sampling methods, this study takes a sample of trainee graduates, those are from Pokhara Sub-metropolitan City and sponsored by SEP and trained by local technical training providers on the course of hospitality and hotel management. The number of trainee graduates sample size correspondent was 100. But only 85 trainee graduates have respondent.

**Table 3.1 Population and sample size**

<b>S N</b>	<b>Type of Training</b>	<b>Total graduates</b>	<b>Sample size</b>	<b>Respondent no.</b>
1	Indian Cook	120	20	18
2	Chinese cook	40	10	8
3	Baker	60	12	12
4	Housekeeping	40	10	7
5	Continental cook	60	12	10
6	Waiter/Waiters	95	20	20
7	Bar tender	40	6	4
8	Care giver	40	10	6
Total		495	100	85

*Source: Field survey 2011*

### **3.3 Sources of Data**

In this case study, Primary data has been collected directly from personal interviews. Secondary data has been collected from, SEP bulletin, report, TTP'S trainee registration and from different newspapers etc. This case study has covered 2067 to 2068.

### **3.4 Data Collection Technique**

There is different type of data collection technique. It is also called the method of the data collection. The data collection techniques used in this study are follows.

#### **Primary Data**

For questions answers part: Data has been collected by using personal interview technique with questionnaire.

#### **Secondary Data**

Secondary data collected from office records, SEP bulletin, SEP annual report, TTP'S trainee registration and other information are collected from different newspapers articles etc

### **3.5 Data Analysis Tools**

The nature of data to be obtained from this study is both quantitative and qualitative. This study has categorized, Income, Financial Position has been measured through, ratio/percentage analysis, mean and standard deviation. Opinion about courses, job behavior observation, employment situation, have presented in pie chart, bar diagram and tables etc.

Among the given tools, the researcher applied appropriate tools to analyze data in this study by consultation of the statistician, after the data has collected.

### **3.6 Research Questions**

This study has identified and set certain research questions to make research questionnaire in place of research hypotheses, which are most appropriate and reasonable for the study. These questions are given below:

1. How to explore employment activities of SEP graduates in Pokhara?
2. What is the cause of unemployment?
3. What is the major previous and existing financial position of SEP graduates?
4. How much change in income generation by vocational training?

### **3.7 Limitation of the Methodology**

This study assumes only focused on trainee graduates were from Pokhara Sub-metropolitan city, a sample size on the based of area sampling method. A source of data, primary data has been collected directly from trainee graduates with the prepared questionnaire. The study has used e-mail with the questionnaire for employer in Pokhara to explore the trainee graduate job behavior. Skill for Employment project conducted various type of market oriented short-term training all over the country but this case study only focused on hotel management trainee graduate and 3 technical training provider in Pokhara.

At the end, questionnaire has been used in this study for personal interviews. The research has used job behavior appraisal sheets only for existing jobholder trainee graduates who were working in related field. Simple types of static tools, financial tools and research questionnaire are used in this study.

## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Data Presentation and Analysis

Data analysis shows graduates opinion about vocational course, current employment situation, causes of unemployment, ratio of earning changed after having training. It also states trainee graduate's job behavior after having training. The general objective of this case study is to study on impact of training on income generation of trainee graduates of SEP in Pokhara. In order to achieve objective collected data are presented and analyzed in this section.

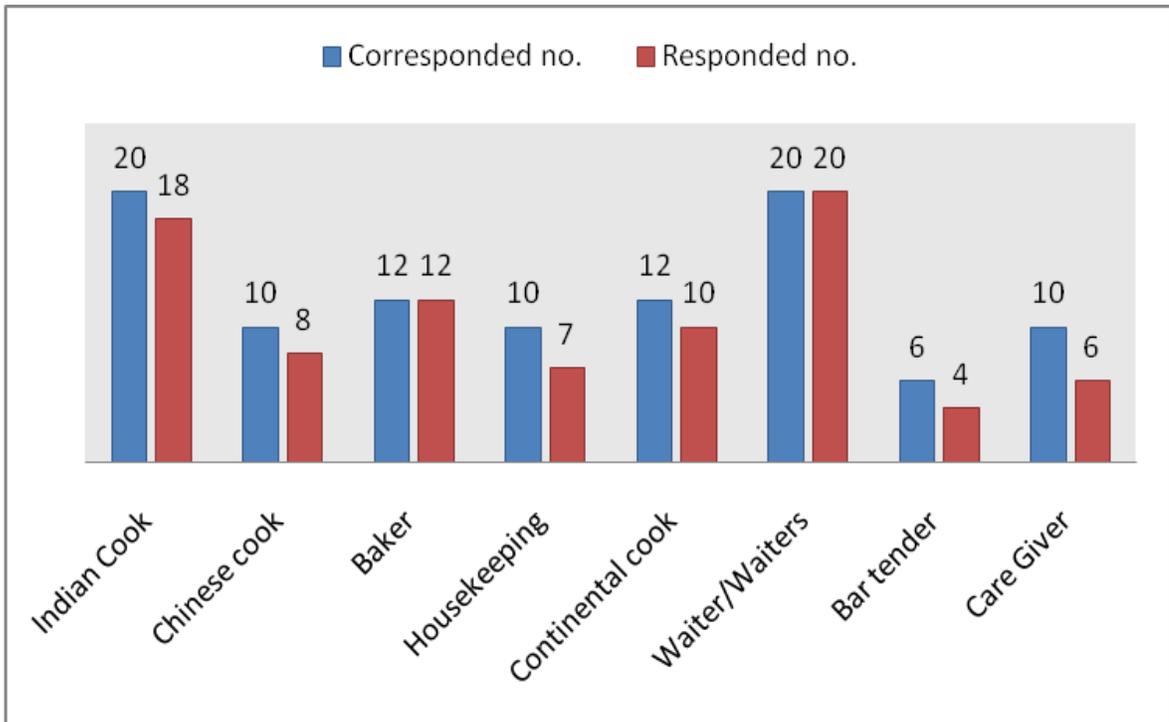
**Table 4.1 Data Distribution**

S.N.	Type of Training	Sample size	Corresponded no.	Responded no.	Percent	NA
1.	Indian Cook	20	20	18	90.00%	2
2.	Chinese cook	10	10	8	80.00%	2
3.	Baker	12	12	12	100.00 %	0
4.	Housekeeping	10	10	7	70.00%	3
5.	Continental cook	12	12	10	83.33%	2
6.	Waiter/Waiters	20	20	20	100.00 %	0
7.	Bar tender	6	6	4	66.66%	2
8	Care Giver	10	10	6	60.00%	4
Total		100	100	85	85.85%	15

Source: Field survey 2011

In the table no 4.1 the total sample size of graduate's are 100 but only 85 trainee graduates have responded the questionnaires,15 trainee graduates have not respondent.

**Figure 4.1 Course wise training response and sample size**



Source: Field survey 2011

Figure 4.1 shows course wise respondent out of 85. 12 covered from baker, 4 covered from bar tender, 6 covered from care giver, 8 covered form Chinese cook, 10 covered from continental cooking, 7 covered from housekeeping, 18 from Indian cooking and 20 graduated covered form waiter/waiters course.

### A) Financial Analysis

**I) Self employment annual income before training** table no 4.2 shows, before training 81 (95.3%) trainee graduate had negative financial activities, 1 (1.2%) trainee graduates had Rs 50,000, 2 (2.3%) and 1 (1.2%) trainee graduates had 500001-100000 and 100001-1500000 annual earning respectively.

**Table 4.2 Self-employment annual incomes before training**

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Negative	81	95.3	95.3
Rs50000	1	1.2	96.5
Rs50001-100000	2	2.3	98.8
Rs100001-150000	1	1.2	100.0
Total	85	100.0	

*Source: Field survey 2011*

**II) Self employment annual income after training**

Table no 4.3 shows, self-employment annual income after training out of 85. Negative earning trainee graduates are 89.4%, RS 500000 earning trainee graduates are 3.5%, Rs 50001-100000 earning trainee graduates are 4.7%, 100001-150000 earning trainee graduates is 1.2% and above 150001 trainee graduates is 1.2% respectively.

**Table 4.3 Self-employment annual incomes after training**

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Negative	76	89.4	89.4
Rs50000.00	3	3.5	92.9
Rs50001-100000	4	4.7	97.6
Rs100001-150000	1	1.2	98.8
Rs150001 Above	1	1.2	100.0
Total	85	100.0	

*Source: Field survey 2011*

### **III) Impact of training on self-employment**

By the cross tabulation table no 4.4 shows out of 85 trainee graduates, 81(95.3%) before training had negative earning but after training 76(89.4%) are negative earnings, so negative earning graduates decrease by 5.9%. before training 1.2 % trainee graduates had in Rs. 50000 categories but after training by SEP the graduates earning increased by 2.3% currently 3.5% trainee graduates are in this categories, Rs. 50001 to 100000 annual income observations shows before training only 2.3% trainee were involved but after completing the training self-employment rate increase by 2.4 % and currently 4.7% are in this categories, in the range of Rs.100001 to 150000 income level group there is no change in after and before training 1.2% out of 85 trainee graduates and in the income level Rs.150001 and above no one had involved before training but after training this level increased by 1.2 % in self employment activities.

**Table 4.4 Self employment after and before cross tabulation**

<b>Self employment annual income after training * Self employment annual Income Before Training Cross tabulation</b>								
Self employment annual Income Before Training							Total	
			Negative	50000	50001-100000	100001-150000		
Self employment annual income after training	Negative	Count	76	0	0	0	<b>76</b>	
		% of Total	89.4%	.0%	.0%	.0%	89.4%	
	50000	Count	0	1	2	0	<b>3</b>	
		% of Total	.0%	1.2%	2.4%	.0%	3.5%	
	50001-100000	Count	3	0	0	1	<b>4</b>	
		% of Total	3.5%	.0%	.0%	1.2%	4.7%	
	100001-150000	Count	1	0	0	0	<b>1</b>	
		% of Total	1.2%	.0%	.0%	.0%	1.2%	
	150001 Above	Count	1	0	0	0	<b>1</b>	
		% of Total	1.2%	.0%	.0%	.0%	1.2%	
	Total		Count	<b>81</b>	<b>1</b>	<b>2</b>	<b>1</b>	85
			% of Total	95.3%	1.2%	2.4%	1.2%	100.0%

Source: Field survey 2011

#### **IV) Job creation by Self-employment activities**

Entrepreneur has most important role to create new job opportunity. Training and skill have developed to start self-employment. Table no 4.5 show before training 4 trainee graduates had provided jobs for 14 people but after training 9 graduates had provided job for 30 people. The study shows job creation activities are increase by 53.33%.

**Table 4.5 Job create by self employment**

Job created by self-employer		Frequency Before Training	Frequency After Training
	01 to 03 Person	2	5
	04 to 06 Person	2	4
	07 to 09 Person	0	0
	10 to 12 Person	0	0
	13 above		
	Total	<b>4</b>	<b>9</b>
<b>Missing</b>		81	76
<b>Total</b>		<b>85</b>	<b>85</b>

Source: Field survey 2011

**V) Employed graduates annual income.**

Table no 4.6 shows employed graduates' annual income before and after training out of 85, before training 2.35% graduates had range of Rs 60000 annual income but after training 14.13% graduates have range of Rs 60000 annual income & 10.58% graduates have Rs 60001 to 100000 range of annual income. The observation shows before training 97.6% had missed from annual income but after training only 75.29% are missing from annual income.

**Table 4.6 Employed graduates annual income.**

Annual income	Frequency before training	Percent	Frequency after training	Percent
Rs60000	2	2.4%	12	14.13%
Rs 60001-100000	0		9	10.58%
Rs100001-150000	0			
Rs150000 above	0			
Total employed	2		21	
Missing	83	97.6%	64	75.29%
Total graduates	85	100%	85	100%

Source: Field survey 2011

## VI) Monthly trainee household income

Table 4.7 shows the distribution of monthly income by household. 28.2% graduates have less than Rs 6000 household income, 22.4% graduates have less than Rs 10000, 18.8% graduates have less than Rs 20000, 15.3% graduates have less than Rs 25000 and 15.3% graduated have more than Rs 30000 monthly household income.

**Table 4.7 Monthly trainee household incomes.**

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Less than Rs 6000	24	28.2	28.2
Less than Rs 10000	19	22.4	50.6
Less than Rs 20000	16	18.8	69.4
Less than Rs 25000	13	15.3	84.7
More than Rs 30000	13	15.3	100.0
Total	85	100.0	

*Source: Field survey 2011*

## B) Employment Status

### I) Present employment status

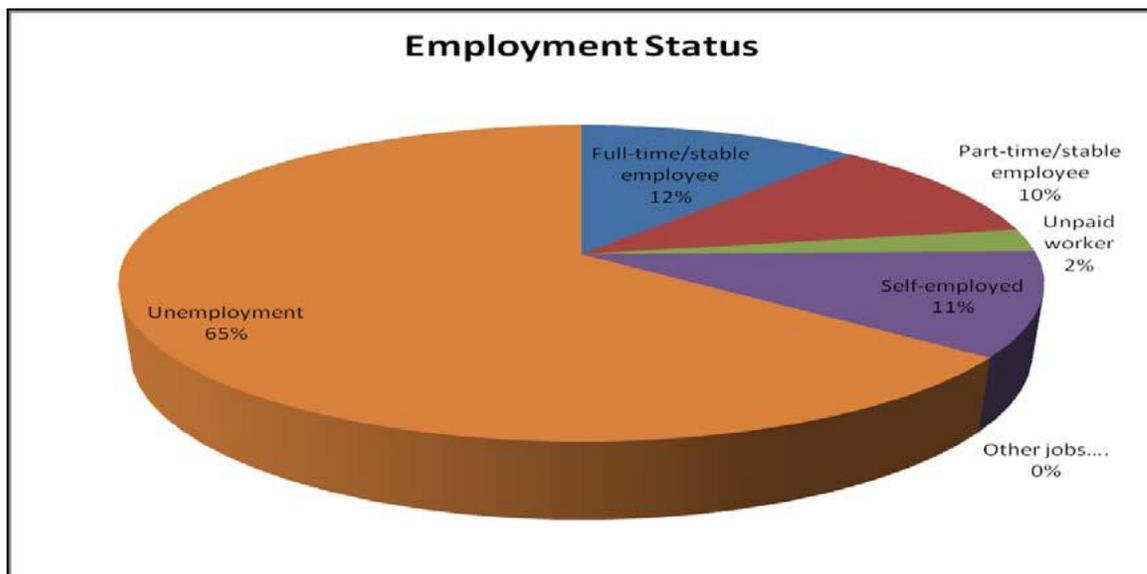
The graduates were asked to indicate whether they were currently employed fulltime, employed part-time, employed temporarily, unpaid worker unemployed and self-employment. The general employment statuses of graduates are shown in figure no 4.2 the 65% trainee graduates are unemployment, 12% trainee graduates are full time stable employee, 10% trainee graduates are part time stable employee, 11% trainee graduates engage on self-employment activities and 2% trainee graduate involved on unpaid worker.

**Table 4.8 Employment Status**

Description	Frequency	Percent
Full-time/stable employee	10	11.8%
Part-time/stable employee	9	10.6%
Unpaid worker	2	2.4%
Self-employed	9	10.6%
Other jobs....	0	0.0%
Unemployment	55	64.7%
Total	85	100.0%

Source: Field survey 2011

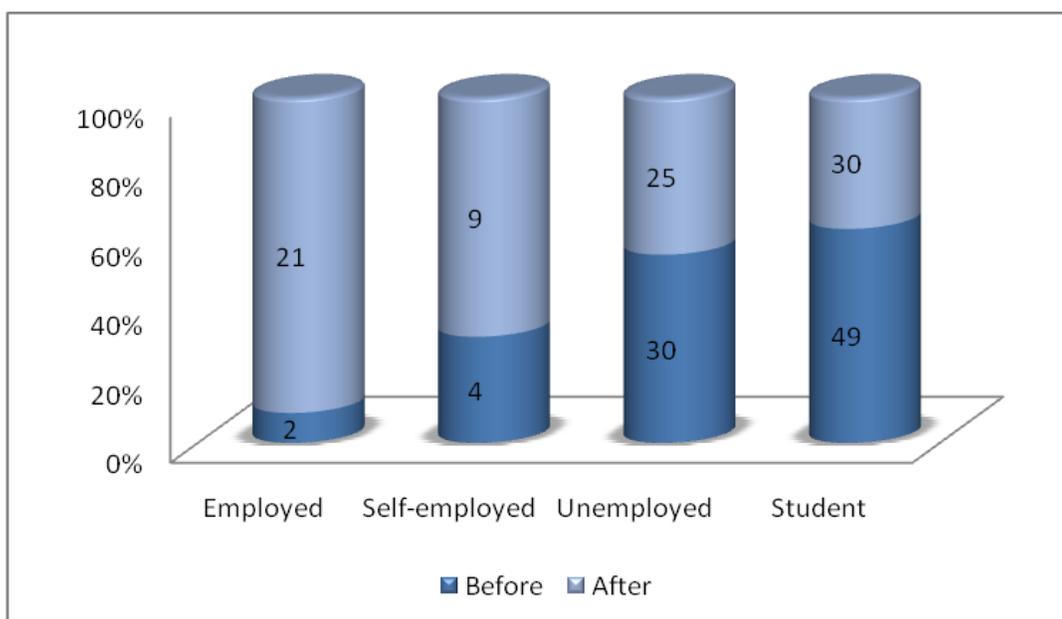
**Figure 4.2 Employment statuses**



Source: Field survey 2011

**II) Employment impact from vocational training.** Figure no 4.3 shows, 2 graduates had employed before training then 21 graduates are employed after training, 4 graduates had involved in self employment before training then 9 graduates are involved in self employment after training, 30 graduates had unemployed before training then 25 graduates are unemployment after training & 49 graduates had student before training then 30 graduates are student after training.

**Figure 4.3 Employment impact from vocational training**

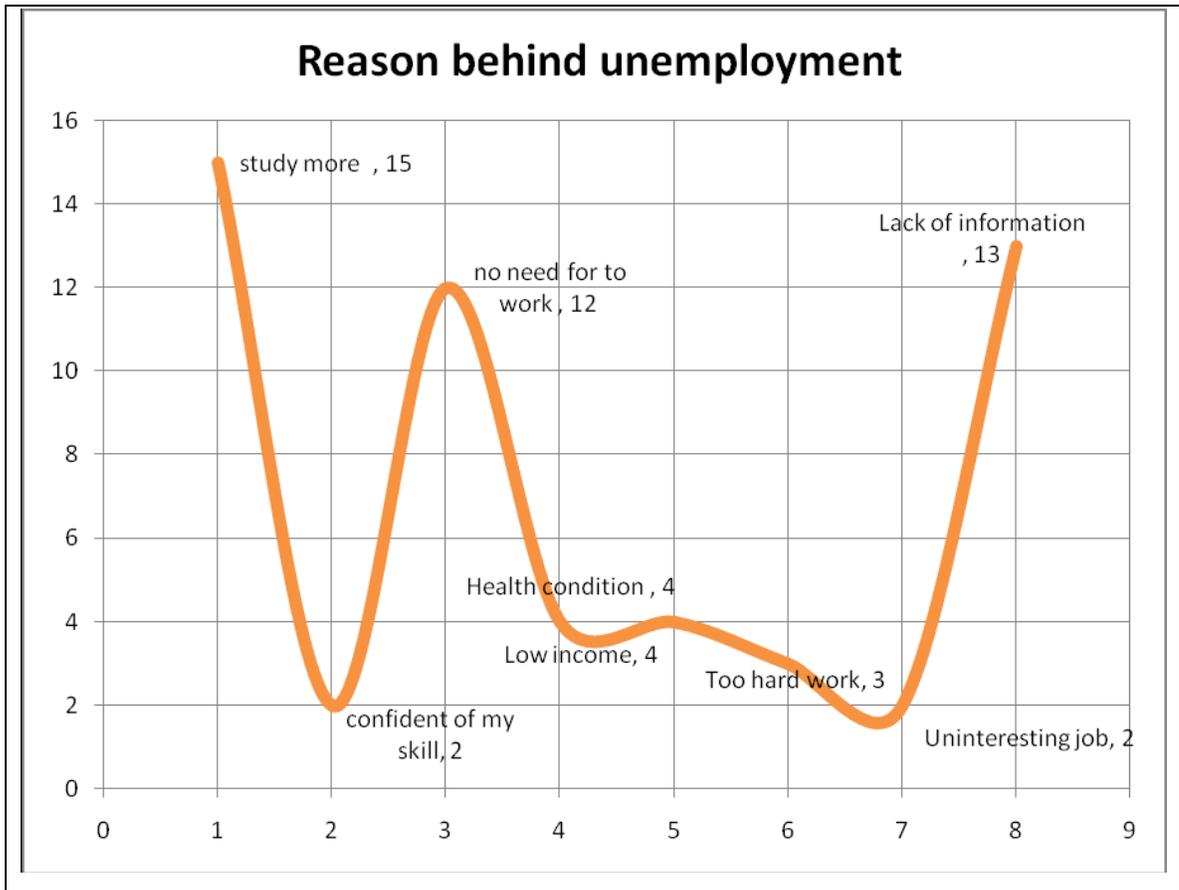


Source: Field survey 2011

### III) Reason behind unemployment

On the observation graduates were asked the questions on, study more, no need for work, health condition, low income, uninteresting job, lack of information other reason. Figure no 4.4 shows, 55 trainee graduates out of 85. 15(27.27%) trainee graduates are unemployed because they wants to study more, 12(21.82%) trainee graduates response they have no need for work because mostly of them depend on family income and house wife works, 4(7.27%) trainee graduates have a poor health conditions similarly 4(7.27%) trainee graduates due to low income they don't want to do job,3(5.45%) trainee graduates afraid from hard work so they don't want to do job , 13(23.64%) trainee graduates are unemployed because lack of proper information for the job,2(3.64%) trainee graduates thinks uninteresting job so they don't start job on labor market and 2(3.64%) unemployed because they have unconfident on their skill so they did get any job in employment market.

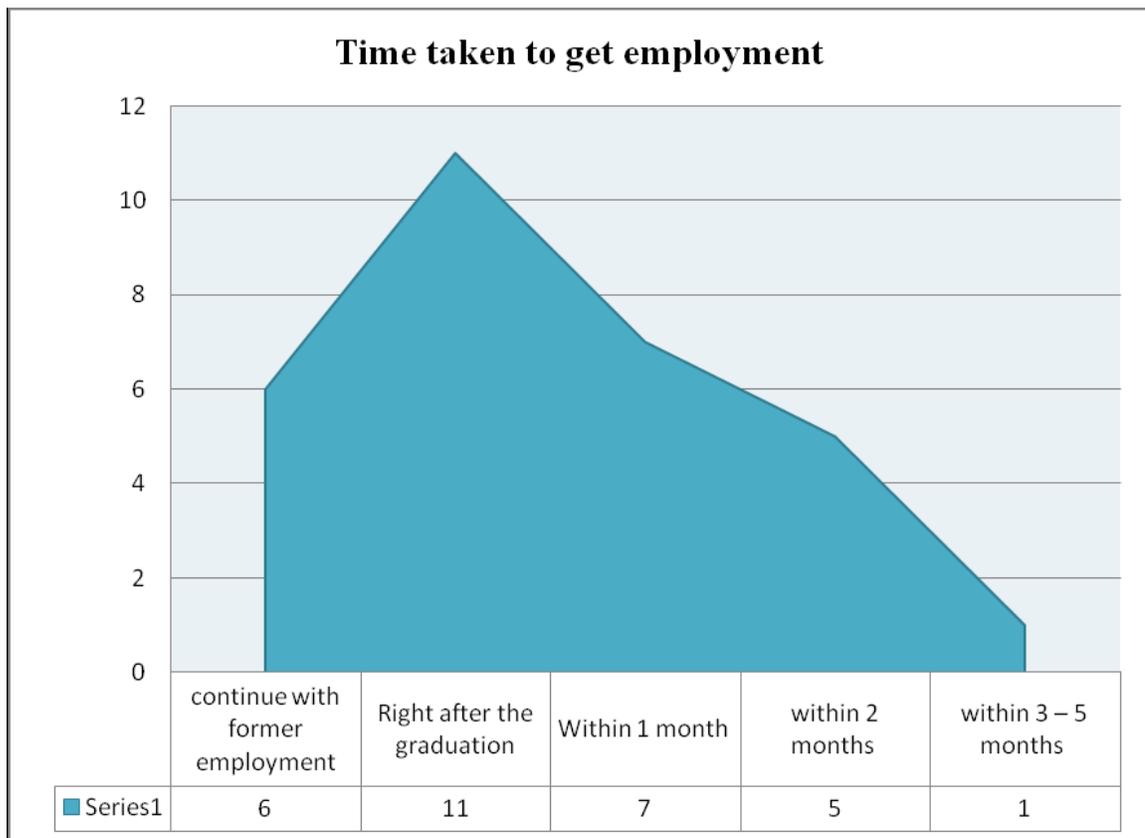
**Figure 4.4 Reason behind unemployment**



*Source: Field survey 2011 December*

**IV) Time taken for getting employment** The time interval between training completion and getting a job also analyzed in the figure no 4.5 Out of 30, 11 graduates had got the job right after graduation, 6 graduates continue their job in former employment, 7 got the job within 1 month, 5 graduates got the job within 2 months and rest 1 graduates got their job within 3-5 months.

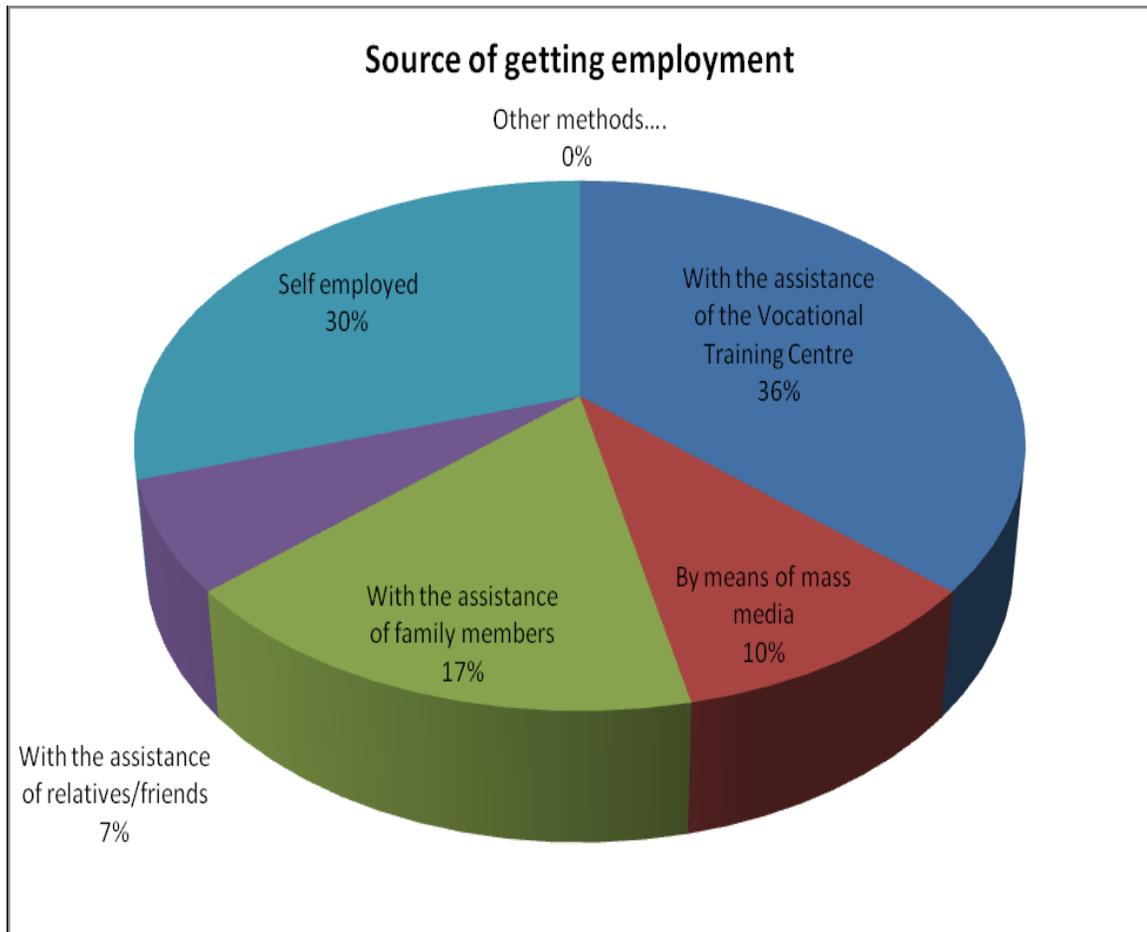
**Figure 4.5 Time taken for getting. Employment**



Source: Field survey 2011

**V) Source of getting employment** Figure no 4.6 shows, out of 30 employed graduates 30% graduate are self employed, 36% got their job with the assistance of vocational training center, by the means of mass media 10% graduates got their employment, 17% graduates had got their job by the help of family member and rest of 7% got their job with the help of relatives and friends.

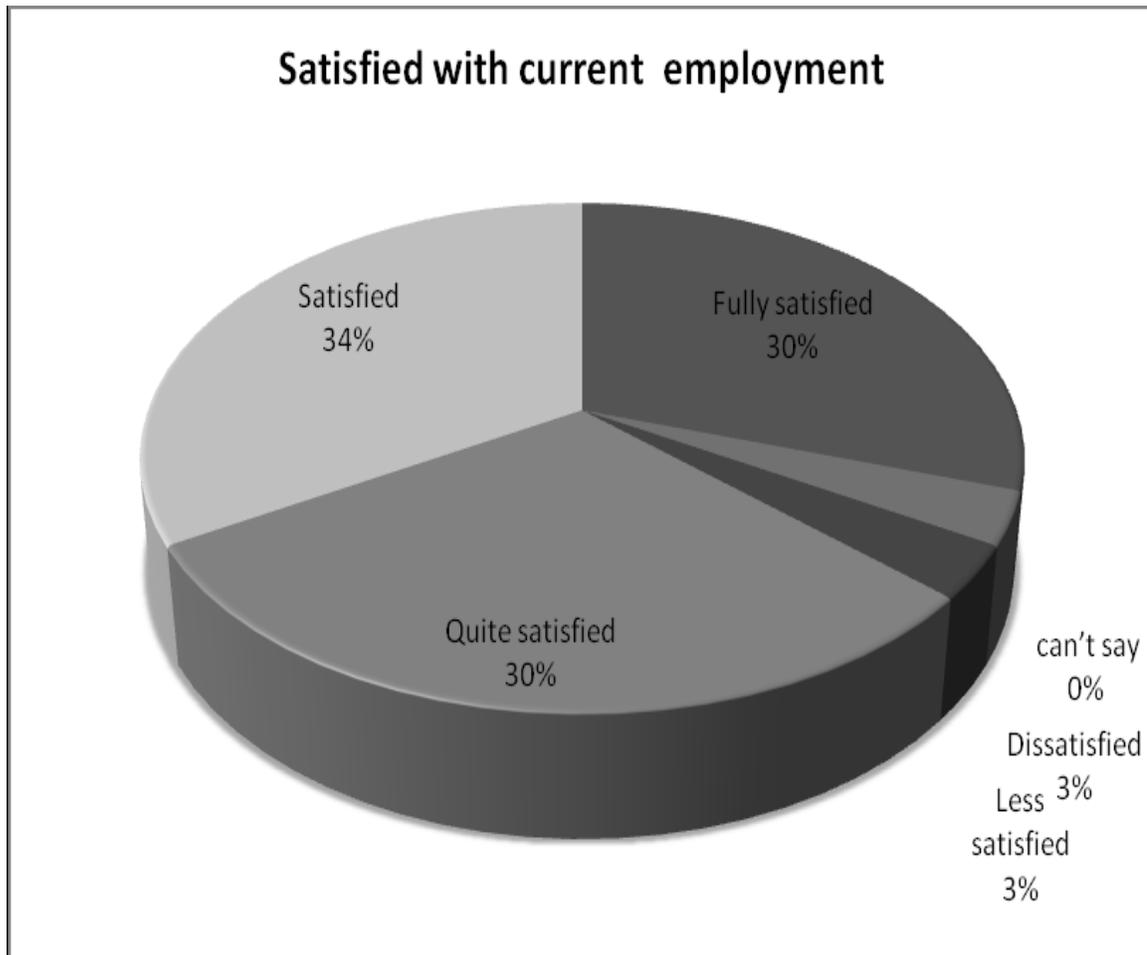
**Figure 4.6 Source of getting employment**



Source: Field survey 2011

**VI) Employment satisfaction** Figure no 4.7 shows, out of 30 employed graduates. Fully satisfied 30% satisfied 34% quite satisfied 30%, less satisfaction 3%, dissatisfied 3% with current employment and no one are I can't say form current employment.

**Figure 4.7 Satisfaction with current employment**

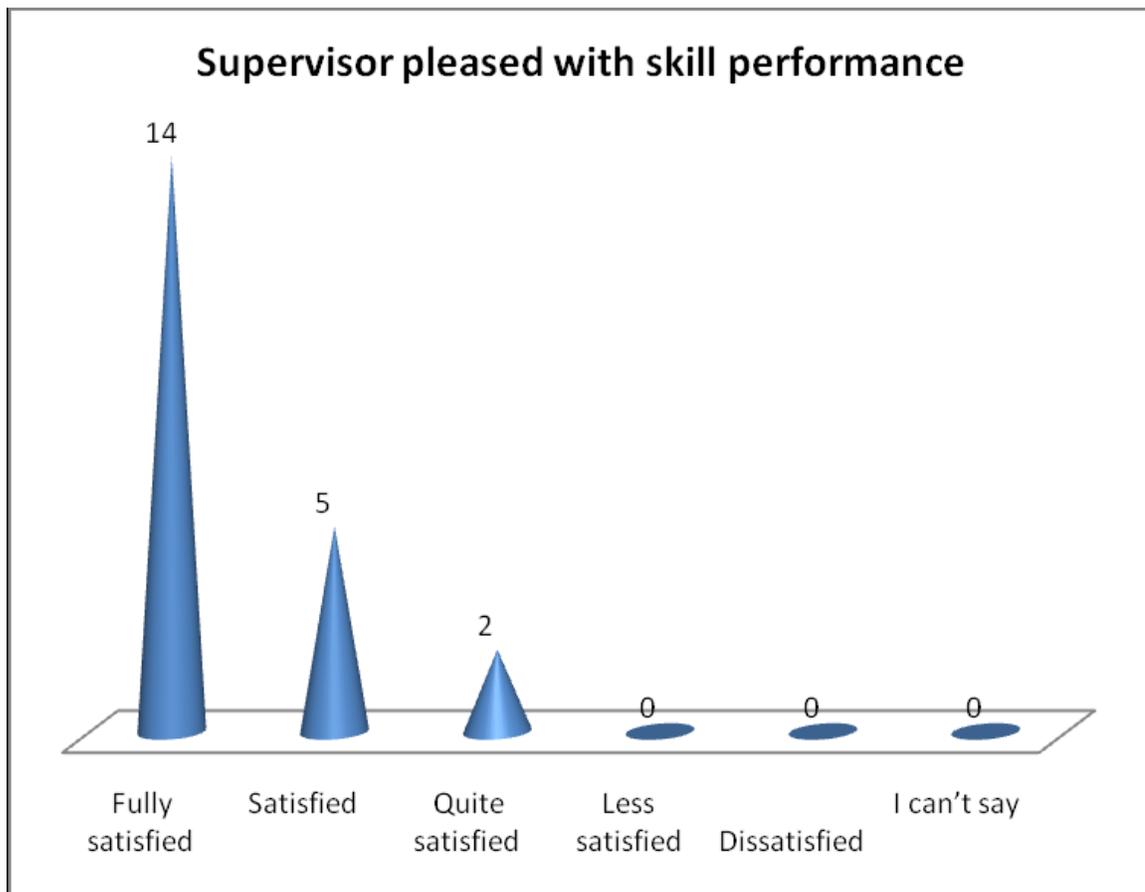


*Source: Field survey 2011*

**VII) Supervisor pleased with trainee skill performance.**

On the study question were raised for SEP sponsored trainee graduates skill performance pleased with their feeling to graduate's supervisor. Figure no 4.8 shows, out of 21 employed graduates. 14 graduates said that their supervisor is fully satisfied, 5 graduates said that their supervisor is satisfied, 2 graduates said that their supervisor is quite satisfied with their skill performance and no any graduates said that their supervisor is less satisfied, dissatisfied and I can't say from their skill performance.

**Figure 4.8 Supervisor pleased with skill performance**

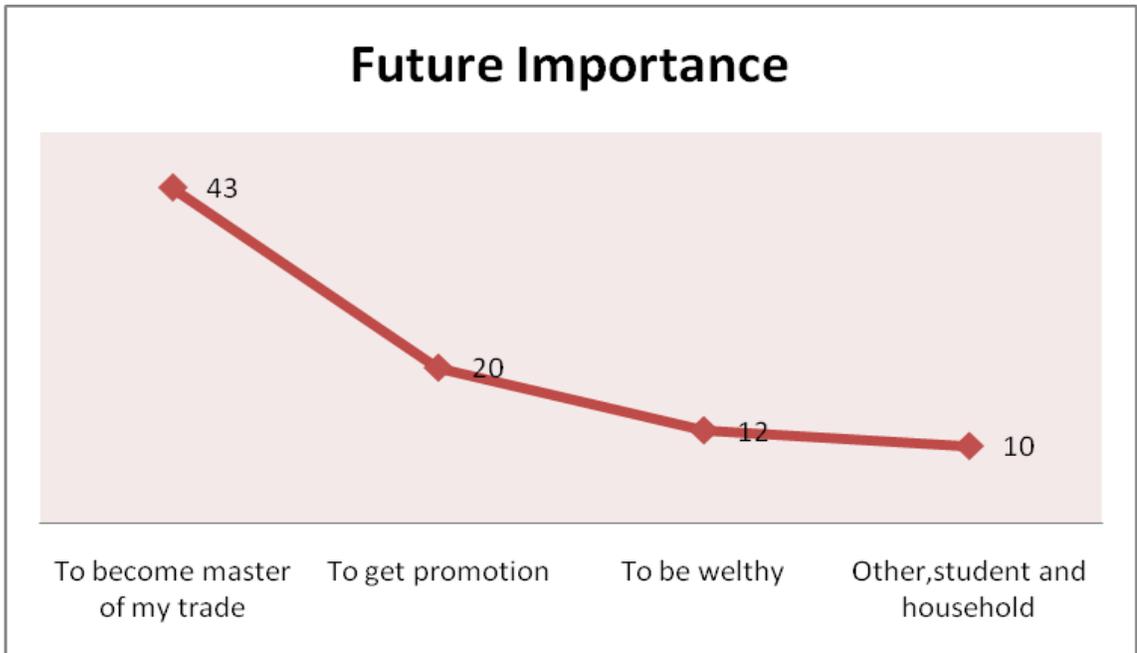


Source: Field survey 2011

### **VIII) Future importance**

Figure no 4.9 shows about important of graduate's future plan. out of 85 graduates, 43 graduates wants to be the master in related field, 20 graduates wants to promote their own field, 12 graduates want to become a wealthy and 10 gradates want to be a good house wife and study more for future life etc.

**Figure 4.9 Future importances**



Source: Field survey 2011

#### **4.2 Major findings of the study**

1. Impact on Self employment; Negative earning decrease by 5.9% similarly, annual income range Rs 50000 categories graduates earning increased by 2.3%, Rs. 50001 to 100000 annual income observations rate increase but in the range of Rs.100001 to 150000 income level group there is no change in after and before training 1.2%.
2. Job provided by self employment; before training 4 trainee graduates had provided jobs for 14 people but after training 9 graduates had provided job for 30 people. The study shows job creation activities are increase by 53.33%.
3. Impact of training on job & annual income; annual income before training 2.35% graduates had range of Rs 60000 annual income but after training

14.13% graduates have range of Rs 60000 annual income & 10.58% graduates have Rs 60001 to 100000 range of annual income.

4. Monthly graduates household income; 28.2% graduates have less than Rs 6000 household income, 22.4% graduates have less than Rs 10000, 18.8% graduates have less than Rs 20000, 15.3% graduates less than Rs 25000 and 15.3% graduated have more than Rs 30000 monthly household income.
5. Employment situation: 65% trainee graduates are unemployment, 12% trainee graduates are full time stable employee, 10% trainee graduates are part time stable employee, 11% trainee graduates engage on self-employment activities and 2% trainee graduate involved on unpaid employment.
6. Employment Impact form training; 2 graduates had employed before training then 21 graduates are employed after training, 4 graduates had involved in self employment before training then 9 graduates are involved in self employment after training, 30 graduates had unemployed before training then 25 graduates are unemployment after training & 49 graduates had student before training then 30 graduates are student after training.
7. Cause of unemployment 27.27% graduates are student, 21.82% trainee graduates have no need for work, 7.27% graduates have a poor health conditions similarly, 7.27% trainee graduates due to low income they don't want to do job, 5.45% trainee graduates afraid from hard work so they don't want to do job, 23.64% trainee graduates are unemployed because lack of proper information for the job, 3.64% trainee graduates thinks uninteresting job so they don't start job on the labor market and 3.64%

unemployed because they have unconfident on their skill so they did not get any job in employment market.

8. Source of getting employment; 30%graduate are self employed, 27% continue with their former employment, 23% got their job with the assistance of vocational training center, by the means of mass media 14% graduates got their employment, 3% graduates had got their job by the help of family member and rest of 3% got their job with the help of relatives and friends.
9. Employment satisfaction; fully satisfied 30%, satisfied 34%, quite satisfied 30%, less satisfaction 3%, dissatisfied 3%with current employment and no one are I can't say form current employment.
- 10.Future importance; 43 graduates wants to be the master in their related technical field, 20 graduates wants to promote their own field, 12 graduates want to become a wealthy and 10 gradates want to be a good house wife and study more for future life etc.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 SUMMARY**

Skills for employment are aimed to generate employment opportunities for those youth who could not complete higher-level studies. Through market oriented short term skill training, it aims to reduce the socio economic inequity existed in the county and uplift the economic condition of the people who are under the poverty line. Towards this end, according to the national and international labor demand, SEP has been providing training to 80,000 youths free of cost in different 125 places of 56 districts.

The purpose of this study is to establish employment outcomes of the Vocational training graduates of SEP run in Pokhara on the field of hotel management and hospitality industry, beside employment situation, types employment activities, job behavior and graduates opinion about training also focused. SEP has regularly conducted different training program all over the country. These training programs are supported by SEP and totally free of cost raining. However impact of training is not clear due to lack of studies .It is apparent that without any substantial study.

This study uses the employability model as the conceptual benchmark. The concept draws a line between employment and employability. Being employed means having a job and being employable means having the qualities needed to maintain a job and progress at the work place. Training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies.

The study used a combination of quantities and qualitative research methodologies to collect and analyses data. The questionnaires for graduates solicited information on their personal detail, training details, employment status,

cause of unemployment, and their opinion about vocational training. The study selected 3 technical training institutes and randomly 100 trainee graduated selected as sample from the 495 graduates due to sampling error only 85 graduates applicable for study. In this study, primary data has been collected directly from personal interviews and alternatively, used email questionnaires for job behavior observation of graduate's. This study has categorized, Income, financial position, cause of unemployment has been measured through, ratio/percentage analysis, mean and standard deviation. Opinion about courses, job behavior observation, employment situation, have presented in pie chart, bar diagram and tables etc.

This case study only focused on trainee graduates were from Pokhara, simple types of static tools, financial tools & research questionnaires are used in this study because of this study nature.

SEP is to promote poverty reduction and stability by increasing engagement in wage and international employment and self-employment. Study shows 65% trainee graduates are unemployment, 12% trainee graduates are full time stable employee, 10% trainee graduates are part time stable employee, 11% trainee graduates engage on self-employment activities and 2% trainee graduate involved on unpaid employment. SEP has providing training to 80,000 youths free of cost in different 125 place but on the observation shows on the sector of hotel training in Pokhara is not significant of free training & graduates monthly household income; 28.2% graduates have less than Rs 6000 household income, 22.4% graduates have less than Rs 10000, 18.8% graduates have less than Rs 20000, 15.3% graduates less than Rs 25000 and 15.3% graduated have more than Rs 30000 monthly household income. However SEP practical trainings are very useful for those graduates who want to enter on the domestic and international wage market.

## 5.2 CONCLUSION

Employment and skill training with sponsorship is crucial to motivate a trainee graduates in employment market. Knowledge and skill and their application are resources that can only be mobilized by training.

- The courses of SEP sponsorship are very useful to the youth who pursue to go for hotel and tourism related employment.
- The goal of project is to promote poverty reduction by increasing the number of people engaged in wage employment and self employment but study is not satisfied with current employment activities.
- Graduates were getting job despite hard struggle to get one. The training offered SEP is effective to enhance employment. Due to lack of information, targeting for foreign employment for high income, charm with academic education and house work has cause of unemployed.
- Although the relevancy of the training with the employment of the graduates didn't seem satisfactory, graduates were satisfied with what they have been doing in job market.
- Impact of training on income generation on behalf of self-employment or employments of SEP graduated have not satisfactory.
- After training employed graduate's job performance and behavior onward real work to world is very good.
- There is well equipping technological tourism and hotel training institution in Pokhara. For the promotion of trainee graduates creation of job opportunities, it is essential to establish training institution to full fill the scarcity of skill worker so that, Nepalese tourism sector able to take competitive advantage in the local markets and contribute to reduce poverty in the country through job placement.

### 5.3 RECOMMENDATIONS

1. Due to rapid urbanization, educational and technical environment of country is changing rapidly. Demand of specialist is increasing in every sector of life .So preference should be given for long term and more market oriented training rather than short term and generalized training.
2. SEP conducts different employment as well as self-employment oriented training activities. But number of graduates are unemployment only due lack of information about employment opportunities. In addition, because of lack of entrepreneurship idea they can't be self-employed too .So recommendations to establish an employment counseling unit in technical training provider TTPs every center.
3. Support skill training such as job seeking skills, resume writing skills, presentation skills, marketing skill and entrepreneurship skills should be provided by skill for employment project run TTP's.
4. In hotel training the selection criteria need to improve and some educational factor also play a vital role to get the employment and foreign employment so minimum SLC failed criteria need to change.
5. On the study most of trainee graduates come form student background either they waiting for result or back paper preparation for next year so before vocational career counseling need to enroll them into the training whether they want an academic course or vocational courses.
6. Most of trainee want to be master in their trade so, some more advance training are required to achieve their future importance.

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## Appendix 1 – Questionnaire for SEP trainee Graduates

### QUESTIONNAIRE

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable the researcher Mr. Rajiv Kumar Thakur complete his thesis on the topic; **IMPACT OF TRAINING: A CASE STUDY OF SKILL FOR EMPLOYMENT PROJECT (SEP) IN POKHARA**, in pursuance of Master of Art in Rural Development (MA. R.D.) Degree.

**Note.** All information given would be treated with utmost confidentiality. Thank you.

#### Part A: Personal data

Name of graduate.....

Address. ....

Level of training .....Type of program .....

Starting Date. ....Finishing date .....

Number of training hours. ....Date of Birth .....

General education: .....Sex. ....Cast .....

#### Part B: About Employment

1. Are you employed now?

Yes  No  if yes then go to Question no. 2

2. What is your current employment?

Full-time/stable employee

Part-time/stable employee

Unpaid worker

Self-employed/I've my own business

Other jobs....

3. When did you get employed?

I continue with my former employment

Right after the graduation

Within 1 month

Within 2 months

Within 3 – 5 months'

4. How did you find your recent employment?

With the assistance of the Vocational Training Centre

By means of mass media

With the assistance of family member's

With the assistance of relatives/friends

Self employed

Other methods....

5. In general how are you satisfied with your current employment?

Fully satisfied

Satisfied

Quite satisfied

Less satisfied

Dissatisfied

I can't say

6. How do you think your supervisor is pleased with your skill performance?

Fully satisfied

Satisfied

Quite satisfied

Less satisfied

Dissatisfied

I can't say

7. Why are you not looking for a job?

- I want to study more
- I'm not confident of my skill
- There's no need for me to work
- Health condition
- Low income
- Too hard work
- Uninteresting job
- Lack of information

8. How much is the total income per month of your household?

- Less than RS 6000
- Less than Rs10000
- Less than Rs 20000
- Less than Rs25000
- Rs 30000 and over

9. What is the most important for your future?

- To become a master of my trade
- To get promoted
- To become wealthy
- Others (write out).....

**Part C: Before Training**

10. Where were you engaged before getting training?

- Employed (as a worker)
- Self employed (as an owner)
- Unemployed (as a neither worker nor owner)
- Student

11. If you were self-employed or you have had own small industry or business.

I). How much was your annual income (including income tax)

Negative

Up to NPR 50,000/-

NPR 50,001/- to 100,000/

NPR 100,001/- to 150,000/-

NPR 150,001/- and above

II). How many people were worked in your industry or business?

01 to 03 person

04 to 06 person

07 to 09 person

10 to 12 person

13 and above

III). If you were employed (as a worker) how much did you annually earn (as remuneration or salary, overtime wages and tips)?

Up to NPR 60,000/-

NPR 60,001/- to 80,000/-

NPR 80,001/- to 100,000/-

NPR 1000, 001/- to 150,000/-

NPR 150,001/- and above

#### **Part D: After Training**

12. Where are you engaged after getting the training from skill for employment Project?

Employed (as a worker)

Self employed (as an owner)

Unemployed (as a neither worker nor owner)

Student

13. If you are self-employed or you have own industry or business.

I). How much is your yearly income (including income tax)?

Negative

Up to NPR 50,000/-

NPR 50,001/- to 100,000/

NPR 100,001/- to 150,000/-

NPR 150,001/- and above

II). How many employees are working in your industry or business?

01 to 03 person

04 to 06 person

07 to 09 person

10 to 12 person

13 and above

III). If you are employed (as a worker), how much is you annually earn (as remuneration or salary, overtime wages and tips)?

Up to NPR 60,000/-

NPR 60,001/- to 80,000/-

NPR 80,001/- to 100,000/-

NPR 1000, 001/- to 150,000/-

NPR 150,001/- and above

**Appendix II List of correspondence SEP graduates**

<b>Sn.</b>	<b>Name</b>	<b>Address</b>
1.	Mr. Amar Nepali	Pokhara SMC 3, Kaski
2.	Mr. Amrit B. K.	Shikha VDC 1, Myagdi
3.	Mr. Amrit Gurung	Thaprek VDC 6, Tanahun
4.	Mr. Anil Gurung	Malika VDC 7, Baglung
5.	Mr. Ben Bahadur Thapa	Sarangkot VDC 7, Kaski
6.	Mr. Bhagawan Pahari	Sarangkot VDC 7, Kaski
7.	Mr. Bharat Pariyar	Lekhnath Municipality 5, Kaski
8.	Mr. Bhimsen Damai	Betini VDC 6, Makwanpur
9.	Mr. Binod B. K.	Phedikhola VDC 8, Syangja
10.	Mr. Bir Bahadur Chaudhary	Gugauli VDC 4, Kapilbastu
11.	Mr. Bishal Bishwokarma	Pokhara SMC 6, Kaski
12.	Mr. Chetmani Dhungana	Nanglebhare VDC 4, Kathmandu
13.	Mr. Dadhi Raj Gaire	Ranipokhari VDC 9, Tanahun
14.	Mr. Dan Bahadur Thapa	Bandipur VDC 1, Tanahun
15.	Mr. Daya Ram Giri	Nirmalpokhari VDC 2, Kaski

16.	Mr. Ges Bahadur Gurung	Nirmalpokhari VDC 2, Kaski
17.	Mr. Gobinda Bhusal	Pangrang VDC 5, Parbat
18.	Mr. Hari Lal Kumal	Kyamin VDC 2, Tanahun
19.	Mr. Indra Bahadur Karki	Ghachok VDC 8, Kaski
20.	Mr. Jivan Bishwokarma	Lahachok VDC 3, Kaski
21.	Mr. Karan Nepali	Bharatpokhari VDC 2, Kaski
22.	Mr. Khal Prasad Gurung	Lekhnath Municipality 3, Kaski
23.	Mr. Khum Bdr. Thapa	Thumakodanda VDC 3, Kaski
24.	Mr. Krishna Bdr. Pun	Lwang Ghalel VDC 1, Kaski
25.	Mr. Mahesh Regmi	Chitrebhanjyang Syangja
26.	Mr. Manoj Jalari	Lekhnath Municipality 11, Kaski
27.	Mr. Milan Thapa	Sarangkot VDC 7, Kaski
28.	Mr. Nabin Thapa	Sarangkot VDC 7, Kaski
29.	Mr. Navin Paudel	Lekhnath Municipality 4, Kaski
30.	Mr. Nirmal Kumar Gurung	Hansapur VDC 5, Kaski

31.	Mr. Om Prakash Regmi	Thuladihi VDC 9, Syangja
32.	Mr. Pan Bahadur Thing	Piple VDC 6, Chitwan
33.	Mr. Pradhumna K. Shrestha	Pokhara SMC 6, Kaski
34.	Mr. Prakash Gurung	Phedikholā VDC 5, Syangja
35.	Mr. Raj Kumar Kunwar	Pokhara SMC 9, Kaski
36.	Mr. Rajendra Gahatraj	Pokhara SMC 6, Kaski
37.	Mr. Raju Gurung	Ghandruk VDC 3, Kaski
38.	Mr. Sandip Sunam	Thumki VDC 7, Kaski
39.	Mr. Shiva Thapa	Pokhara SMC 16, Kaski
40.	Mr. Shrawan Thapa	Haripur VDC 7, Sarlahi
41.	Mr. Subash Nepali	Pumdi Bhumdi VDC 7, Kaski
42.	Mr. Suresh Bishwakarma	Pokhara SMC 15, Kaski
43.	Mr. Sushan Lamgade	Pokhara SMC 15, Kaski
44.	Ms. Amrita Basnet	Shivagadhi VDC 6, Kapilvastu
45.	Ms. Anjana Bhattarai	Pokhara SMC 5, Kaski

46.	Ms. Asha Gautam	Pokhara SMC 15, Kaski
47.	Ms. Bandana B. K.	Pokhara SMC 15, Kaski
48.	Ms. Bindu Ghatane	Namarjung VDC 5, Kaski
49.	Ms. Bishnu Gurung	Sildujure VDC 7, Kaski
50.	Ms. Bishnu Maya Thapa	Thuladihi VDC 7, Syangja
51.	Ms. Devi Bhusal	Shankarpokhari VDC 2, Parbat
52.	Ms. Fal Subba Gurung	Parche VDC 8, Kaski
53.	Ms. Ganga Thapa Magar	Swara VDC 3, Gorkha
54.	Ms. Hari Maya Parajuli	Simpani VDC 3, Lamjung
55.	Ms. Indira K. C.	Dhikurpokhari VDC 7, Kaski
56.	Ms. Juna Sharki	Mijuredanda VDC 4, Kaski
57.	Ms. Juna Thapa Magar	Swara VDC 3, Gorkha
58.	Ms. Kalpana Darji	Lekhnath Municipality 5, Kaski
59.	Ms. Kalpana Dhakal	Hansapur VDC 5, Kaski
60.	Ms. Krishna Gurung	Nilkantha VDC 9, Dhading

61.	Ms. Laxmi Nepali	Kaskikot VDC 2, Kaski
62.	Ms. Laxmi Tamang Gurung	Kumari VDC 9, Nuwakot
63.	Ms. Lil Subha Ranabhat	Thumakodanda VDC 2, Kaski
64.	Ms. Madhabi Bhandari	Pokhara SMC 3, Kaski
65.	Ms. Mandira Shrestha	Nawalpur VDC 3, Sindhupalchok
66.	Ms. Mina Aryal Thapa	Pokhara SMC 12, Kaski
67.	Ms. Mina Kumari Karki	Bharam VDC 2, Kaski
68.	Ms. Mina Saru Magar	Kalleri VDC 8, Dhading
69.	Ms. Netra Kri. Gurung	Thumki VDC 7, Kaski
70.	Ms. Nirmala Nepali	Sarangkot VDC 1, Kaski
71.	Ms. Prabha Pahari	Pokhara SMC 6, Kaski
72.	Ms. Prem Devi Nepali	Shikha VDC 1, Myagdi
73.	Ms. Roji Hamal	Pokhara SMC 3, Kaski
74.	Ms. Roshani Gurung	Parche VDC 1, Kaski
75.	Ms. Sabita Gurung	Dang Sing VDC 1, Kaski
76.	Ms. Samjhana Bastola	Pokhara SMC 11, Kaski

77.	Ms. Samjhana Sunar	Kristinachanechaur VDC 7, Kaski
78.	Ms. Sangita Gurung	Pokhara SMC 12,
79.	Ms. Sarada Gautam	Pokhara SMC 10, Kaski
80.	Ms. Saraswoti Adhikari	Bhalayakharka VDC 2, Lamjung
81.	Ms. Sarita Nepali	Balakot VDC 9, Parbat
82.	Ms. Sarita Paudel	Kalika VDC 3, Kaski
83.	Ms. Sarita Thapa	Pokhara SMC 12, Kaski
84.	Ms. Shanta B. K.	Bhorletar VDC 7, Lamjung
85.	Ms. Shanta Gurung	Parche VDC 1, Kaski
86.	Ms. Sharmila Baraili	Phedikhola VDC 8, Kaski
87.	Ms. Sharmila Nepali	Pokhara SMC 2, Kaski
88.	Ms. Sirjana Jujju	Pokhara SMC 11, Kaski
89.	Ms. Sita Bhujel	Hansaur VDC 4, Kaski
90.	Ms. Sita Nepali	Hemja VDC 4, Kaski
91.	Ms. Som Maya Magar	Swara VDC 3, Gorkha

92.	Ms. Subas Gurung	Lwang Ghalel VDC 1, Kaski
93.	Ms. Sushila Lamichhane	Pokhara SMC 11, Kaski
94.	Ms. Tej Kumari Baral	Pokhara SMC 17, Kaski
95.	Ms. Tika Gurung	Chapakot VDC 7, Kaski
96.	Ms. Uma Gurung	Oraste VDC 2, Syangja
97.	Ms. Uma Khatri Chhetri	Pokhara SMC 12, Kaski
98.	Ms. Yamuna Giri	Parche VDC 8, Kaski
100.	Ms. Laxmi Nepali	Kaskikot VDC 2, Kaski