

*“75 % of participants are currently (self)employed demonstrating the program's effectiveness in promoting both entrepreneurial and traditional employment pathways.”*

## **Tracer Study Report 2081**

Short-Term Training Supported by

SAKSHYAMTA Project (Barista, Homestay

Operator, Bakery, Nepali Cuisine Cook,

and General Cook) 2077/78

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# FOREWORDS

It gives me great pleasure to present the findings of the tracer study conducted by Pokhara Technical School, shedding light on the outcomes of our short-term training programs supported by the SAKSHYAMTA project. As the principal of this esteemed institution, I am deeply committed to ensuring that our graduates receive the necessary skills and knowledge to thrive in today's competitive job market.



The tracer study, encompassing five occupations related to hospitality - Barista, Homestay Operator, Bakery, Nepali Cuisine Cook, and General Cook (Commis-II), offers invaluable insights into the post-training experiences of our participants. Over the course of 390 hours, 97 individuals embarked on this journey, aiming to equip themselves with practical expertise and enhance their employability prospects.

While the participation rate in the tracer study stood at 28.86 % the encouraging response rate of about 87% provided us with a comprehensive understanding of the outcomes achieved by our graduates. It is optimistic to note that a majority of them have successfully secured employment, but with a monthly income ranging from less than Rs. 1500 to Rs. 15,000 to 20,000. This underscores the effectiveness of our training programs in facilitating economic empowerment and livelihood enhancement.

However, the findings also reveal areas that warrant attention and improvement. Despite securing employment, our graduates express partial satisfaction with their current roles, emphasizing the importance of ongoing skill assessment and the provision of adequate facilities in their respective jobs. As an institution committed to excellence, it is imperative that we address these concerns and strive towards providing a conducive environment for continuous learning and professional growth.

I extend my sincere gratitude to all stakeholders, including the SAKSHYAMTA project, trainers, participants, and staff members, whose unwavering support and dedication have been instrumental in the success of our training programs. Moving forward, Pokhara Technical School remains steadfast in its mission to empower individuals through quality education and skill development, thus contributing to the socio-economic advancement of our nation.

Harkalal Shrestha  
Principal

# THANK YOU

As an agent of education and advocate for excellence, we at Pokhara Technical School are deeply concerned to the importance of quality in every facet of our training programs. Our foremost concern is the career trajectory of our students, and we are dedicated to ensuring that each graduate is equipped with the skills and knowledge necessary to thrive in their chosen field. To this end, we maintain a vigilant eye on the career development of our alumni, continually tracing their paths post-training and graduation.



The tracer study presented here focuses on five pivotal trades within our curriculum, all of which have been supported by the invaluable assistance of the SAKSHYAMTA project. Through this collaborative effort, we have endeavored to empower our students with practical skills and expertise, laying the groundwork for their professional success.

We extend our heartfelt gratitude to all those who have contributed to this endeavor. To our dedicated tracer study team, your meticulous efforts have provided invaluable insights into the outcomes of our training programs. Your commitment to excellence is commendable, and we are profoundly grateful for your contributions.

We reaffirm our unwavering commitment to the holistic development of our students and the pursuit of excellence in education. Together, let us continue to nurture talent, foster innovation, and empower individuals to realize their full potential.

Thank you all.

Shailendra Shahi

Vice-Principal

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# ACKNOWLEDGEMENTS

We express our sincere gratitude to the SAKSHYAMTA project for their invaluable support in facilitating the training programs at Pokhara Technical School. Without their generous assistance, our efforts to equip students with essential skills and knowledge would not have been possible.

We extend our heartfelt appreciation to the trainers who dedicated their time and expertise to imparting valuable knowledge to our students. Your commitment to excellence and passion for education have made a significant impact on the lives of our graduates.

We also acknowledge the diligent efforts of the tracer study team, whose meticulous work has provided us with valuable insights into the post-training experiences of our alumni. Your dedication and professionalism are truly commendable.

Last but not least, we thank all the participants of the tracer study for their willingness to share their experiences and perspectives. Your feedback is instrumental in helping us improve our programs and better serve the needs of our students. Together, we are committed to fostering a culture of learning and growth at Pokhara Technical School, and we are grateful to all who have contributed to our mission.

Tracer Study Team

June 3, 2024

## EXECUTIVE SUMMARY

This analysis evaluates the effectiveness of vocational training programs as reported by participants from various trades, including Barista, Homestay Operator, Bakery, and Nepali Cuisine Cook supported by SAKSHYAMTA project. Key insights were derived from participants' feedback regarding program participation, employment outcomes, and overall satisfaction. Based on the findings, several recommendations are proposed to further enhance the quality and impact of these training programs.

The findings indicate high training participation and satisfaction among the participants. A significant majority rated the quality of training as excellent (50%) or very good (32%), and 68% found the program duration to be appropriate. This reflects a strong overall endorsement of the training programs and their structure. Regarding employment outcomes, 50% of participants secured employment either during or immediately after their training. Currently, 39% are self-employed, and another 36% are employed in various sectors, with the private sector (70%) being the most common. These figures suggest that the training programs are effective in facilitating swift transitions into the workforce and promoting both entrepreneurial and traditional employment pathways.

Participants also reported notable professional and socioeconomic advancements. Many experienced positive changes in their professional lives, including salary increments (18%), job promotions (14%), and improved work environments (25%). Additionally, socioeconomic benefits included improved quality of life (43%) and easier access to general education (21%). These outcomes

demonstrate the broader impact of vocational training beyond immediate employment. However, participants also highlighted several challenges and areas for improvement. There is a need for more equipment to facilitate hands-on learning, timely skill assessments, and training aligned with market demands. Employment challenges were noted by those whose jobs were not related to their training, with key reasons being the lack of related job opportunities (50%) and low salaries in related jobs (25%).

Financial and job satisfaction levels varied among participants. A significant portion earned less than Rs. 15,000 (42%) or between Rs. 15,000 to Rs. 20,000 (30%). Job satisfaction levels were generally positive, with 32% fully satisfied and 40% partially satisfied. These insights underscore the need for further opportunities to enhance earning potential and job satisfaction.

To address these findings, several recommendations are proposed. First, enhance training resources by investing in more equipment and modern tools to facilitate hands-on learning. Regularly updating the curriculum to reflect industry trends and market demands will ensure training programs remain relevant. Implementing efficient skill assessment processes to provide immediate feedback is also crucial.

Strengthening job placement support through enhanced partnerships with industries and improving job placement services can facilitate smoother transitions into employment. Increasing the emphasis on experiential learning within the curriculum will better prepare participants for real-world job scenarios. Additionally, facilitating connections between participants and industry professionals can expand networking opportunities.

Providing advanced training and career counseling can improve salary prospects. Regular monitoring and evaluation of training programs based on feedback will ensure continuous improvement. Including modules on financial literacy can help participants manage their earnings effectively. Offering advanced courses and mentorship programs can support long-term career growth.

Supporting participants interested in self-employment by providing resources and training for entrepreneurship is also recommended. Promoting the benefits of vocational training can attract more participants. Enhancing communication between training providers and employers can foster better employer-employee relations. Working with industry partners to create more job opportunities and improve working conditions will address employment barriers.

Finally, making vocational training accessible to a broader audience, including rural and disadvantaged communities, will ensure that more individuals can benefit from these programs. These recommendations aim to build on the strengths of the current vocational training programs and address identified areas for improvement, ultimately enhancing the programs' impact on participants' professional and socioeconomic outcomes.

# CHAPTER I: INTRODUCTION

## 1.1 Background

Situated within Pokhara Metropolitan City-12, Kaski district, Pokhara Technical School (PTS) stands as an integral part of the Council for Technical Education & Vocational Training (CTEVT). Founded in 1996 AD, PTS has been committed to delivering top-notch education and training in various tourism-related fields. Offering pioneering academic programs accredited by CTEVT, such as the 3-year Diploma in Hotel Management (DHM) since 2014 and the Diploma in Automobile Engineering (DAE) since 2021, PTS has cemented its reputation as a leader in vocational education within Gandaki Province, Nepal. Moreover, PTS ensures a smooth transition to the DHM program by providing an 18-month Pre-diploma in Hotel Management.

In addition to its long-term academic offerings, PTS provides short-term vocational training spanning from 1 week to 26 weeks across various hospitality occupations. Functioning as a hub for tourism and hospitality education, PTS boasts its own restaurant and lodge, facilitating hands-on training for students and trainees. With well-equipped facilities, PTS creates ample opportunities for practical learning experiences, aligning with its core objective of producing skilled and employable human resources for the tourism sector, both domestically and globally.

Offering a diverse array of vocational and academic programs centered around tourism occupations, PTS caters to a wide range of interests, including Commercial Cooking, Indian Cooking, Chinese Cooking, Continental Cooking, Baking, Food and Beverage Services, Front Office Operation, Housekeeping, and Computer courses, with durations ranging from 1 week to 26 weeks.

With a dedicated team of over 25 experienced professionals, PTS is steadfastly progressing towards its vision of becoming a "Center of Excellence" in the tourism and hospitality sector. Underpinning this vision is PTS's five-year strategic plan (2021-2025), which prioritizes quality training and education through the integration of advanced technology, effective governance and management practices, strong industry linkages, and human resource capacity building to meet global market demands.

As part of the Strengthening Employer Engagement initiative by CTEVT, PTS actively collaborates with industry partners to enhance the quality and relevance of its education and training programs, further reinforcing its commitment to producing competent graduates. Since its establishment, PTS has successfully trained over 11,000 individuals in the tourism and hospitality industry, with the majority finding employment opportunities in various sectors, including self-employment, wage-based employment, and foreign employment. Committed to promoting gender equality and social inclusion (GESI), PTS adheres to CTEVT guidelines for student enrollment, ensuring representation from female, Dalit, and ethnic minority groups. Moreover, all instructors undergo training in GESI to foster an inclusive learning

#### environment. Vision

Become a center of excellence in hospitality education and training.

#### Mission

Develop a hospitality workforce through high-quality and innovative learning environments.

#### Goal

Prepare market-relevant and competent hospitality workforce with industry partnership.

## Objectives

The main objectives of PTS are:

- to expand hospitality education and training ensuring access, equity, and inclusion.
- to ensure quality, relevant, sustainable, and information communication technology (ICT) inclusive hospitality education and training.
- to enhance industry partnership and coordination for quality and relevance.
- to enhance effective and efficient governance and management.

## Specific Objectives

The main objective of PTS is to produce employable professionals in the field of the hospitality industry. The specific objectives comprise:

- Provide market-driven and contextual technical education and quality relevant education to the students/trainees.
- Offer quality programs that promote entrepreneurial skills and respond to the global market demand.
- Develop micro and macro-level curriculum for contextual training programs.
- Develop the capacity of the staff by offering opportunities for training based on performance appraisal.
- Provide facilities and learning resources that are effectively utilized and well managed to ensure efficient student and staff services.

## 1.2 Rationale of Tracer Study

This study holds significant importance for various reasons. Firstly, it serves as a vital tool to evaluate the effectiveness of the school's programs in meeting the demands of the hospitality market and ensuring the employability of its graduates. By tracing the career trajectories and outcomes of former students, the tracer study offers

valuable insights into the correlation between the skills acquired during their time at the school and the requirements of the job market.

Secondly, the tracer study enables the identification of any gaps or areas requiring improvement in the school's curriculum, teaching methodologies, or support services. Through feedback gathered from alumni, the study can pinpoint both strengths and weaknesses, empowering the school to refine its programs and address any shortcomings effectively.

Furthermore, the tracer study serves as a comprehensive evaluation tool for assessing the overall performance of Pokhara Technical School and its impact on the local community. By examining factors such as employment rates, job satisfaction levels, and income levels among graduates, the study offers a holistic assessment of the school's contribution to individual success stories and the broader economic development of the region.

### 1.3 Objectives of the Tracer Study

The objectives of this tracer study include:

- i) To determine the employment status of short-term training graduates and assess their success in securing relevant jobs in the labor market.
- ii) To track the career progression of short-term graduates over a period of time, identifying the different positions they hold, industries they work in, and any upward mobility they have achieved.
- iii) To evaluate the relevance of the training programs offered by the institution in meeting the needs of the job market.
- iv) To gather feedback from short-term graduates and employers regarding the quality and effectiveness of the education provided by the institution.

- v) To establish and maintain a connection with the institution's alumni network, fostering a sense of belonging and engagement.
- vi) To inform program evaluation and improvement processes by using the findings from the tracer study to identify areas for enhancement in curriculum, teaching methods, student support, and career services.

## 1.4 Scope and Methodology Used in the Study

The study was conducted 97 trainees of short-term training supported by SAKSHYAMTA Project in five different trades namely Barista, Homestay Operator, Bakery, Nepali Cuisine Cook, and General Cook conducted in 2077/78. Thus, the study has wider scope. The study aimed to track and gather information regarding the employment outcomes and career trajectories of these trainees post-completion of their respective training programs. The scope of the study extended to assessing the employability of the trainees, evaluating the relevance of the training programs, and identifying areas for enhancement based on the feedback received.

To execute the tracer study for the trainees supported by the SAKSHYAMTA Project, the study team employed the Microsoft Form platform as its primary data collection tool. A comprehensive tracer study questionnaire was crafted to capture pertinent information from the trainees. This questionnaire encompassed both closed-ended and open-ended inquiries, addressing diverse aspects such as employment status, job satisfaction, career advancement, further educational pursuits, and feedback on the training programs. The tracer study questionnaire, created using Microsoft Forms, was disseminated electronically to the trainees through various communication channels such as Viber groups and email. Though, we tried to reach to all trainees, it was not possible. Their contact number listed in our official record was not reachable and they were not found in social media with their real name. So,

we were compelled to apply snowball sampling technique. We first contacted a few accessible students and tried to reach as many students as possible through them. Though we reached to 32 students, only 28 participated in the study. Trainees were encouraged to furnish accurate and current details regarding their employment status, job roles, industry affiliations, salary levels, and any other relevant information. Additionally, inquiries were made about their satisfaction levels concerning the skills acquired during the training programs and the overall quality of education imparted.

From 97 trainees, 28.86 % of them were traced. Despite the rigorous effort, others were not possible to trace during the study period i.e. 2081 Baisakh 20 to Jestha 13. The data from the responses collected through Microsoft Forms were collated and subjected to analysis. Quantitative data, including employment rates, salary scales, and job satisfaction scores, underwent statistical scrutiny to unveil prevailing trends and patterns. Qualitative data sourced from open-ended questions underwent thematic categorization and analysis to extract meaningful insights. The findings of the tracer study were meticulously interpreted and scrutinized to derive conclusions pertaining to the employment outcomes, career trajectories, and efficacy of the training programs for the SAKSHYAMTA Project trainees. A comprehensive report, incorporating charts, tables, and narrative elucidations, was crafted to elucidate and communicate the key findings. Stringent measures were observed to safeguard the confidentiality and anonymity of the respondents throughout the data collection and reporting phases. The methodology adhered strictly to ethical guidelines, thereby safeguarding the privacy and rights of all participants involved in the study.

## CHAPTER II: LITERATURE REVIEW

The Council for Technical Education and Vocational Training (CTEVT) in Nepal plays a crucial role in developing skilled human resources for the nation's economic growth. Established in 1989, CTEVT is responsible for overseeing technical education and vocational training (TVET) across the country, offering a range of diploma, certificate, and short-term training programs. This literature review examines various studies and reports related to the outcomes and impacts of CTEVT graduates, focusing on employment, skill utilization, socio-economic development, and challenges faced in the TVET sector.

### **Employment Outcomes of CTEVT Graduates**

Employment outcomes for CTEVT graduates have been a primary focus of many studies. Research indicates that CTEVT programs significantly improve the employability of graduates. According to Baral, Kemper, and Maldonado-Mariscal (2019), CTEVT graduates have a higher employment rate compared to their counterparts from general education streams. The study found that around 70% of CTEVT graduates were employed within six months of graduation, highlighting the effectiveness of vocational training in facilitating immediate employment opportunities.

A comprehensive study by the Asian Development Bank (ADB) (2017) supports these findings, reporting that CTEVT graduates often secure jobs in various sectors, including construction, healthcare, and hospitality. The report emphasized that vocational training aligns closely with market demands, which helps reduce the gap between education and employment.

## **Skill Utilization and Job Satisfaction**

The utilization of skills acquired through CTEVT programs is another critical aspect influencing graduates' job satisfaction and career growth. Rimal ([2023](#)) found that a significant proportion of CTEVT graduates feel their skills are well-utilized in their current jobs, which correlates positively with job satisfaction and motivation. The study highlighted that graduates from health-related programs, in particular, reported high levels of skill utilization.

However, skill mismatch remains an issue in certain sectors. Kramer, Walker, and Brill ([2007](#)) noted that while technical skills are generally well-utilized, soft skills such as communication and management are sometimes underutilized. This mismatch can lead to job dissatisfaction and turnover among graduates, suggesting a need for a more holistic approach in TVET curricula that incorporates both technical and soft skills training.

## **Socio-Economic Impact**

CTEVT graduates contribute significantly to socio-economic development in Nepal. According to Garbuja and Pasa ([2016](#)), vocational training programs have empowered many individuals from disadvantaged backgrounds, providing them with opportunities for sustainable livelihoods. The study illustrated that many graduates have started their own businesses, contributing to local economies and job creation. Moreover, the Youth Employment Project (YEP) ([2020](#)) reported that TVET programs play a vital role in reducing youth unemployment and underemployment in Nepal. The report highlighted that CTEVT's emphasis on practical training helps graduates transition smoothly into the workforce, thereby enhancing their socio-economic status and reducing poverty levels.

## **Challenges in the TVET Sector**

Despite the positive outcomes, the TVET sector in Nepal faces several challenges that impact the effectiveness of CTEVT programs. According to Poudel (2020), one major issue is the lack of adequate infrastructure and resources in many training institutions. This limitation affects the quality of training and the overall learning experience of students.

Another significant challenge is the mismatch between training programs and market needs. As noted by Okon (2019), there is often a lag in updating curricula to reflect the latest industry standards and technological advancements. This gap can result in graduates lacking critical skills needed in the current job market (Dhakal, 2017).

Furthermore, gender disparity remains a concern in the TVET sector. Women are underrepresented in many technical fields, which limits their employment opportunities and contributes to broader gender inequality in the labor market. Efforts to promote gender inclusivity and encourage female participation in technical programs are essential for addressing this issue (Bidari, 2023).

The literature indicates that CTEVT plays a pivotal role in enhancing the employability and socio-economic status of its graduates. The positive employment outcomes, high levels of skill utilization, and significant socio-economic contributions of CTEVT graduates underscore the importance of vocational training in Nepal. However, addressing challenges such as infrastructure deficiencies, curriculum mismatches, and gender disparity is crucial for maximizing the impact of CTEVT programs. Future research and policy efforts should focus on these areas to ensure the continued success and improvement of the TVET sector in Nepal.

## CHAPTER III: DATA ANALYSIS AND PRESENTATION

The data analysis and presentation chapter of the report play a pivotal role in unveiling the insights garnered from the tracer study conducted among 97 trainees participating in short-term training programs supported by the SAKSHYAMTA Project. These trainees were enrolled in five diverse trades, namely Barista (19), Homestay Operator (19), Bakery (20), Nepali Cuisine Cook (20), and General Cook (19), during the period of 2077/78. The expansive scope of this study underscores its significance in providing a holistic understanding of the impact of short-term training initiatives on the career trajectories and employability of individuals within the vocational landscape. It focuses on the analysis and interpretation of the collected data, in a clear and meaningful manner.

### 3.1 Profile of the Respondents

The table 1 provides a comprehensive overview of 28 participants detailing their names, places of permanent and current residence, age, gender, and ethnicity. This shows various aspects of the participants' demographics, revealing significant patterns in their geographical mobility, age distribution, gender, and ethnic composition.

Starting with the geographic information, the participants predominantly originate from and currently reside in various districts and municipalities within Nepal. A substantial number of them have Kaski as either their district of permanent or

current residence, particularly in the Pokhara area, suggesting it as a central hub for this group. Other districts of permanent residence include Syangja, Baglung, Udayapur, Parbat, Kapilvastu, Tanahu, Gorkha, and Palpa. While most participants have relocated within Nepal, specifically to Kaski (Pokhara), two individuals, Mekha Bahadur Rana and Abishek Dahal, are currently residing abroad in Kuwait (Salmiya) and Japan (Tokyo), respectively.

The age distribution among the participants ranges from 20 to 56 years, with the majority being in their twenties and thirties. This indicates a relatively young demographic, with the average age likely skewing towards the late twenties or early thirties. The oldest participant is Lil Bahadur Ale, aged 56, and the youngest are Priti Gurung and Bishwash Gurung, both aged 20.

Gender distribution reveals a significant disparity, with 22 males and only 6 females. This male predominance might reflect broader social or cultural trends regarding mobility and participation in activities or programs involving relocation or demographic surveys.

Ethnically, the group is overwhelmingly composed of Janajati individuals, who make up 25 out of the 28 participants. The remaining participants include one Brahmin and two Chhetri individuals. This heavy representation of Janajati suggests that the group under study has a strong ethnic identity, possibly indicating a focus on or special interest in this community within the context of the study or program these participants are involved in. The data underscores significant demographic patterns that could be vital for understanding social dynamics, mobility trends, and the composition of the population under consideration.

Table 1

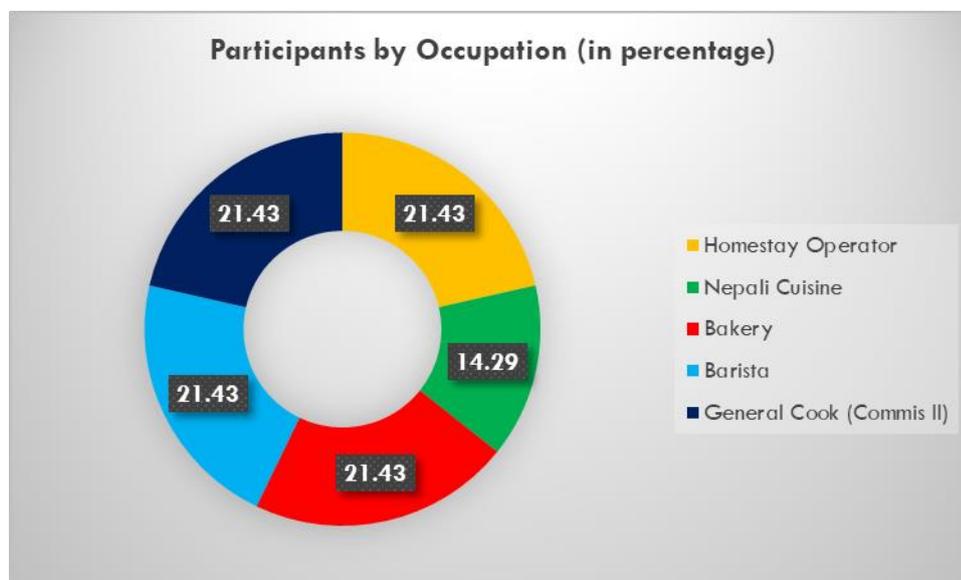
## Participants' Profile

| S.N. | Participants' Name   | District of Permanent Residence | Palika of Permanent Residence | Ward No. | District of Current Residence | Palika of Current Residence | Ward No. | If abroad, the name of the country and city | Current year | Gender | Ethnicity |
|------|----------------------|---------------------------------|-------------------------------|----------|-------------------------------|-----------------------------|----------|---|--------------|--------|-----------|
| 1    | Rozan Gurung         | Syangja                         | Chapakot                      | 4        | Kaski                         | Pokhara                     | 17       |   | 26           | Male   | Janajati  |
| 2    | Kushal Gurung        | Kaski                           | Pokhara                       | 28       | Kaski                         | Pokhara                     | 17       |   | 27           | Male   | Janajati  |
| 3    | Nawal Gurung         | Kaski                           | Pokhara                       | 16       | Kaski                         | Pokhara                     | 16       |   | 30           | Male   | Janajati  |
| 4    | Anju Thapa           | Kaski                           | Pokhara                       | 23       | Kaski                         | Pokhara                     | 23       |   | 28           | Female | Janajati  |
| 5    | Maya Gurung          | Kaski                           | Pokhara                       | 30       | Kaski                         | Pokhara                     | 30       |   | 36           | Female | Janajati  |
| 6    | Mekha Bahadur Rana   | Baglung                         | Jaimuni                       | 07       | Baglung                       | Jaimuni                     | 07       | Kuwait, Salmiya                             | 35           | Male   | Janajati  |
| 7    | Abishek Dahal        | Kaski                           | Pokhara                       | 26       | Kaski                         | Pokhara                     | 26       | Japan, Tokyo                                | 28           | Male   | Brahmin   |
| 8    | Dil Bahadur Gurung   | Syangja                         | Biruwa                        | 7        | Kaski                         | Biruwa                      | 7        |   | 26           | Male   | Janajati  |
| 9    | Arjun Rai            | Udayapur                        | Chaudandi                     | 03       | Kaski                         | Pokhara                     | 06       |   | 31           | Male   | Janajati  |
| 10   | Bishwash Gurung      | Kaski                           | Madi                          | 11       | Kaski                         | Pokhara                     | 13       |   | 21           | Male   | Janajati  |
| 11   | Maya Gurung          | Kaski                           | Pokhara                       | 27       | Kaski                         | Pokhara                     | 30       |   | 37           | Female | Janajati  |
| 12   | Priti Gurung         | Kaski                           | Pokhara                       | 22       | Kaski                         | Pokhara                     | 22       |   | 20           | Female | Janajati  |
| 13   | Manish Bikram Malla  | Parbat                          | Mahashila                     | 05       | Kaski                         | Pokhara                     | 17       |   | 22           | Male   | Chhetri   |
| 14   | Sonu Kumal           | Kapilvastu                      | Shivraj                       | 01       | Kaski                         | Pokhara                     | 19       |   | 23           | Male   | Janajati  |
| 15   | Bishow Chhetri       | Kaski                           | Annapurna                     | 6        | Kaski                         | Pokhara                     | 6        |   | 31           | Male   | Chhetri   |
| 16   | Prabesh Gurung       | Tanahu                          | Vyas                          | 7        | Kaski                         | pokhara                     | 14       |   | 24           | Male   | Janajati  |
| 17   | Sujan Gurung         | Tanahu                          | Suklagandaki                  | 1        | Kaski                         | Pokhara                     | 15       |   | 29           | Male   | Janajati  |
| 18   | Bishwash Gurung      | Kaski                           | Madi                          | 11       | Kaski                         | Pokhara                     | 13       |   | 21           | Male   | Janajati  |
| 19   | Roshan Ale magar     | Gorkha                          | Aarughat                      | 4        | Kaski                         | Pokhara                     | 8        |   | 21           | Male   | Janajati  |
| 20   | Durga Bahadur Pande  | Palpa                           | Rambha                        | 02       | Kaski                         | Pokhara                     | 06       |   | 32           | Male   | Janajati  |
| 21   | Lil Bahadur Ale      | Tanahu                          | Mayde                         | 4        | Kaski                         | Pokhara                     | 6        |   | 56           | Male   | Janajati  |
| 22   | Sunita Gurung        | Kaski                           | Madi                          | 03       | Kaski                         | Pokhara                     | 19       |   | 30           | Female | Janajati  |
| 23   | Fatta Bahadur Gurung | Parbat                          | Balakot                       | 06       | Kaski                         | Pokhara                     | 17       |   | 30           | Male   | Janajati  |
| 24   | Anish Rana           | Palpa                           | Mathagadi                     | 3        | Kaski                         | Pokhara                     | 5        |   | 24           | Male   | Janajati  |
| 25   | Hom Bahadur Pun      | Baglung                         | Kathekhola                    | 4        | Baglung                       | Kathekhola                  | 4        |   | 31           | Male   | Janajati  |
| 26   | Sujan Bhujel         | Kaski                           | Pokhara                       | 5        | Kaski                         | Pokhara                     | 5        |   | 28           | Male   | Janajati  |
| 27   | Dol Kumari Rana      | Syangja                         | Biruwa                        | 8        | Kaski                         | Pokhara                     | 14       |   | 34           | Female | Janajati  |
| 28   | Ananda Magar         | Kaski                           | Machhapuchhre                 | 8        | Kaski                         | Pokhara                     | 2        |   | 25           | Male   | Janajati  |

Out of these, 28 trainees participated in the tracer study this year, distributed across all five occupations. The participation rates varied by occupation. Homestay

Operators, Baristas, and General Cooks (Commis II) each had a participation rate of approximately 31.58%, with 6 out of 19 trainees from each occupation responding.

The Bakery occupation had a 30% participation rate, with 6 out of 20 trainees responding. The lowest participation rate was observed among Nepali Cuisine Cooks, with only 4 out of 20 trainees responding, resulting in a 20% participation rate.



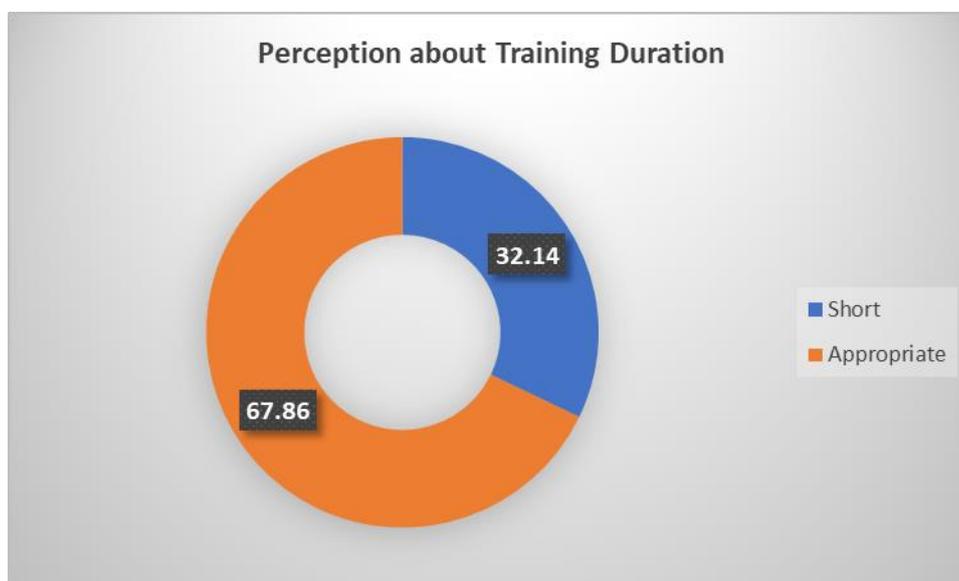
Among the participants, their corresponding participation rates by occupation are as follows: Homestay Operator had 6 students, representing 21.43% of the total participants; Nepali Cuisine Cook had 4 students, accounting for 14.29%; Bakery had 6 students, also representing 21.43%; Barista had 6 students, making up 21.43%; and General Cook (Commis II) had 6 students, which is 21.43% as well. This distribution indicates that except for the Nepali Cuisine Cook occupation, all other occupations had an equal representation in the study.

### 3.2 Perception of Students about the Duration of the Programme

The perception analysis regarding the duration of the program provides valuable insights into the participants' satisfaction with the length of their training.

Notably, none of the participants considered the duration to be too long, with 0% expressing this view. This suggests that the program was efficiently designed without unnecessary extensions that might have led to disengagement or frustration among the trainees.

A minority of participants, 32.14%, felt that the duration was too short. This perception indicates that nearly a quarter of the participants might have benefited from a longer training period. The majority of the trainees, 19 out of 28, which is about 67.86%, perceived the training duration to be appropriate. This indicates that most trainees were satisfied with the length of the training, considering it well-suited to their needs. The significant difference between the "Appropriate" category and the others highlights a general consensus that the training duration was adequate.



### 3.3 Reason for Selecting the Training

The analysis of participants' reasons for choosing their respective trades offers valuable insights into the motivations behind their career decisions. These motivations are critical for understanding the driving factors that attract individuals to certain vocational programs and can help in tailoring future programs to better meet these

motivations. Six options were given to them in the study. Among them, participants opined differently for the reasons they opted for choosing the training.

The motivations behind choosing vocational trades are primarily driven by practical considerations such as employment prospects and the development of self-employment skills. This underscores a dual focus among participants on both securing immediate job opportunities and fostering long-term entrepreneurial potential. This balance highlights the need for vocational programs to offer both solid training for employment and skills for entrepreneurship.

The relatively low influence of parental advice (10%) and the absence of peer influence suggest that participants are making independent and strategic career choices. This independence could be due to increased access to information and resources that allow individuals to make informed decisions based on market trends and personal aspirations.

The fact that 15% of participants chose their trade to make good use of free time points to a pragmatic approach among some individuals, who see vocational training as a valuable way to enhance their skill set during otherwise idle periods.

Finally, the small percentage citing other reasons (2%) indicates that while most motivations can be categorized, there is still a diversity of individual factors that can influence career choices.

Understanding these motivations can help vocational training providers to better design and market their programs. Emphasizing the high employment potential and entrepreneurial opportunities in promotional materials could attract more participants. Additionally, recognizing the practical mindset of participants can lead to the inclusion of flexible training schedules and modules that cater to those seeking to utilize their free time productively.



### 3.4 Employment Status before Training

The analysis of participants' employment status before training reveals a nearly balanced split, providing valuable insights into the backgrounds and initial conditions of those who chose to enroll in vocational training programs. Of the participants, 46% were employed before starting their training. This significant portion indicates that almost half of the trainees already had some form of employment before deciding to undergo vocational training. These individuals might have sought to enhance their skills, change careers, or improve their job prospects within their current field. Their decision to join the training suggests a proactive approach to career development, aiming to gain additional qualifications or expertise to advance their employment status or shift to a more desirable job.

In contrast, 54% of participants were not employed before starting their training. This slight majority likely viewed the vocational training as a crucial step towards gaining employable skills and entering the job market. Their participation reflects a need for accessible and effective training programs that can provide them with the necessary tools to secure employment. The presence of a significant number of

previously unemployed individuals underscores the importance of vocational training in offering pathways to economic stability and job readiness.

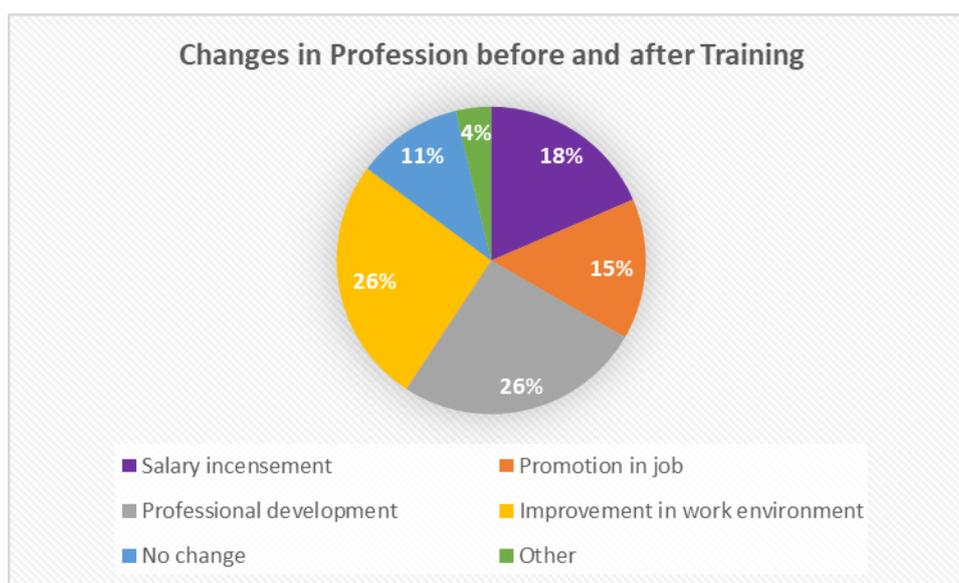


The employment status data indicates that vocational training programs attract both employed and unemployed individuals, highlighting their broad appeal and utility. For the previously employed participants, the vocational training likely serves as an opportunity to upskill or reskill. Motivations for this group could include a desire for career advancement, job security, or transitioning into a different trade. These participants are typically looking to enhance their qualifications to either climb the career ladder in their current job or pivot to a new role that offers better opportunities or aligns more closely with their interests.

For the previously unemployed participants, the vocational training serves as a critical bridge to the workforce. This group is likely motivated by the need to acquire practical skills that are directly applicable to the job market, thereby improving their employability. The training provides them with the foundational skills and hands-on practice necessary to secure jobs and achieve economic stability. Understanding these motivations can help vocational training providers tailor their programs to better meet the needs of both groups.

### 3.5. Changes in Profession before and after Training

The analysis of changes in profession before and after training reveals several positive impacts on participants' careers, reflecting the effectiveness of the vocational training programs in enhancing their professional lives. The participants reported various benefits, ranging from salary increments to professional development, with a small portion experiencing no change.



A notable 18% of participants reported an increase in salary after completing the training. This indicates that the training programs successfully provided participants with skills and qualifications that made them more valuable to their employers, resulting in financial rewards. The salary increments suggest that the training helped participants become more productive or efficient, thereby justifying higher compensation.

Promotion in job was reported by 15% of the participants. This demonstrates that the training not only equipped participants with new skills but also positioned them for advancement within their organizations. Promotions reflect recognition of the

participants' enhanced capabilities and readiness to take on greater responsibilities. This outcome is significant as it indicates career growth and a step up the professional ladder for these individuals.

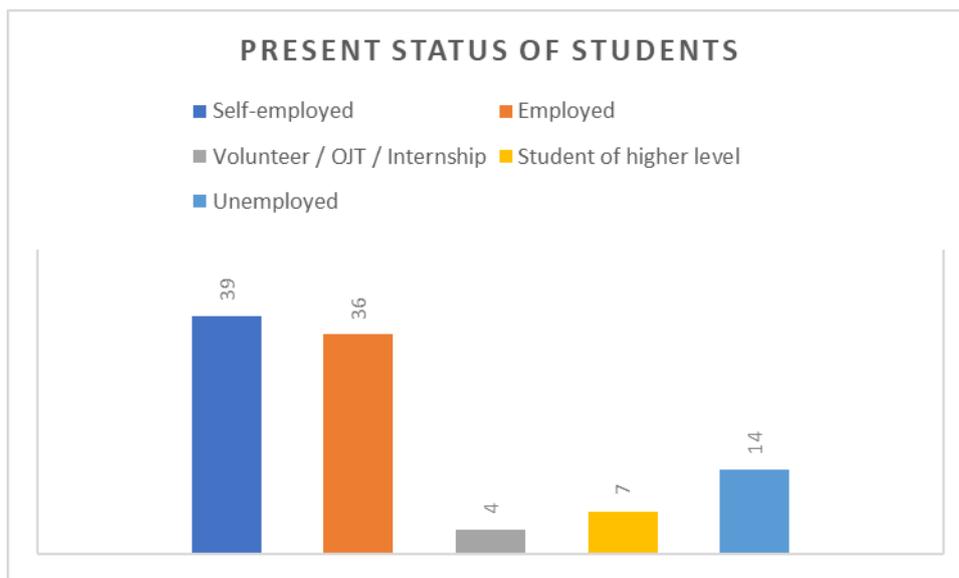
Professional development was cited by 26% of the participants, making it the most frequently reported benefit. This broad category likely includes acquiring new skills, gaining industry-specific knowledge, and increasing overall competence in their chosen trades. Professional development suggests that the training programs are comprehensive and impactful, helping participants to grow and stay competitive in their fields.

Improvement in work environment was reported by 26% of the participants. This improvement could encompass better workplace conditions, more supportive colleagues or supervisors, and enhanced job satisfaction. A better work environment often leads to increased motivation and productivity, indicating that the training programs had a positive influence on the participants' daily work experiences. However, 11% of the participants reported no change in their professional circumstances following the training. This minority suggests that while the training programs are effective for most, they may need to be adjusted or supplemented to meet the needs of all participants. Identifying the reasons for no change can help in refining the programs to ensure they benefit a wider range of individuals.

### 3.6. Present Status of Students

The analysis of participants' current employment status after completing the vocational training provides a comprehensive view of the diverse outcomes experienced by the trainees. The distribution across different employment statuses highlights the various

paths participants have taken, reflecting the training program's impact on their professional trajectories.



A significant portion of participants, 39%, reported being self-employed. This indicates that the vocational training effectively fostered entrepreneurial skills, enabling a substantial number of individuals to start their own businesses or work independently. The high rate of self-employment underscores the success of the training programs in empowering participants to create their own employment opportunities, suggesting a strong emphasis on skills that support self-sufficiency and business acumen.

Similarly, another 36% of participants are currently employed. This parity with the self-employed group shows that the vocational training also effectively prepared participants for the job market, equipping them with the skills and qualifications needed to secure employment. This outcome reflects the dual success of the programs in catering to both those seeking traditional employment and those aiming to start their own ventures.

A smaller group, 4%, is engaged in volunteer work, on-the-job training (OJT), or internships. This category represents participants who are gaining practical

experience and enhancing their skills through non-paid or minimally paid positions. This pathway is often a stepping stone to full-time employment, indicating that these individuals are in the process of building their professional experience and improving their future job prospects.

Another 7% of participants are currently students pursuing higher education. This suggests that a portion of the trainees valued the vocational training as a foundation for further academic pursuits. The training may have inspired them to deepen their knowledge and skills in their chosen fields through higher education, highlighting the program's role in promoting lifelong learning and continuous professional development.

However, 14% of participants remain unemployed. This segment reflects the challenges some individuals face in securing employment even after completing vocational training. The presence of unemployed participants suggests that while the training programs are beneficial for many, there are gaps that need to be addressed. These could include better alignment with market demands, more robust job placement services, or additional support for those facing barriers to employment.

It can be said that the vocational training programs have led to a variety of positive outcomes for the majority of participants, with 75% being either self-employed or employed. The significant presence of self-employed individuals highlights the programs' effectiveness in fostering entrepreneurship. The smaller percentages of participants engaged in volunteer work, higher education, and those still unemployed point to areas where the programs could be enhanced to better support all participants. Addressing the needs of the unemployed and providing pathways to stable employment for those in internships or volunteer positions can further improve the success rates and overall impact of the vocational training programs.

### 3.7. Nature and Type of Employment

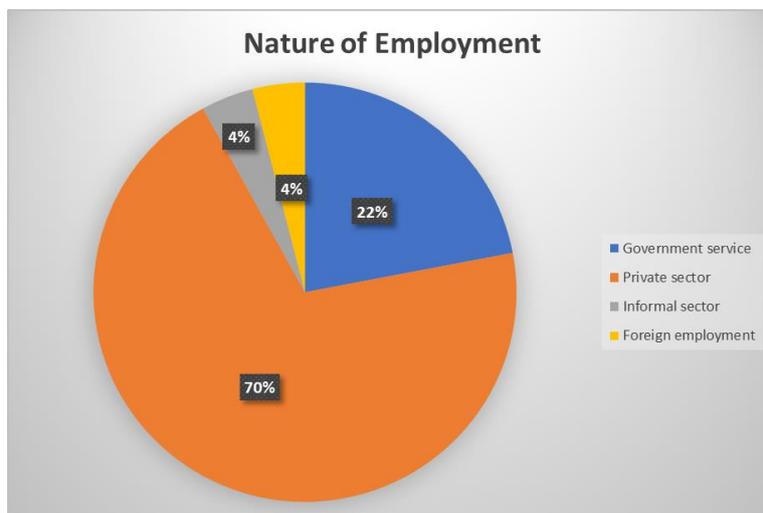
Regarding the nature of employment, a significant majority of participants, 70%, are employed in the private sector. This high percentage indicates that the vocational training programs are well-aligned with the needs and demands of private businesses. The private sector's dominance suggests that many participants have secured jobs in industries that value the practical skills and competencies provided by the training. This outcome reflects the success of the programs in equipping individuals with the qualifications needed to thrive in a competitive job market.

Government service accounts for 22% of participants' employment. This substantial proportion shows that the training programs also cater effectively to the requirements of public sector jobs. Government positions often offer stability and benefits, and the fact that a notable percentage of participants have secured such roles indicates that the training has equipped them with the skills necessary for these positions. This could include technical skills, administrative capabilities, or specialized knowledge required for various government roles.

The informal sector employs 4% of the participants. Employment in the informal sector typically includes jobs that are not regulated by formal labor laws or industry standards, such as small-scale trade, casual labor, or freelance work. While the percentage is relatively small, it highlights that a portion of participants have found or chosen work in more flexible or less structured environments. This could be due to personal preferences, immediate financial needs, or the nature of the local job market.

Foreign employment also accounts for 4% of participants. This indicates that a segment of the trainees has found job opportunities abroad, which might offer better pay or career advancement prospects compared to the local market. The vocational

training programs evidently provided these participants with skills that are transferable and in demand internationally, demonstrating their versatility and global relevance.



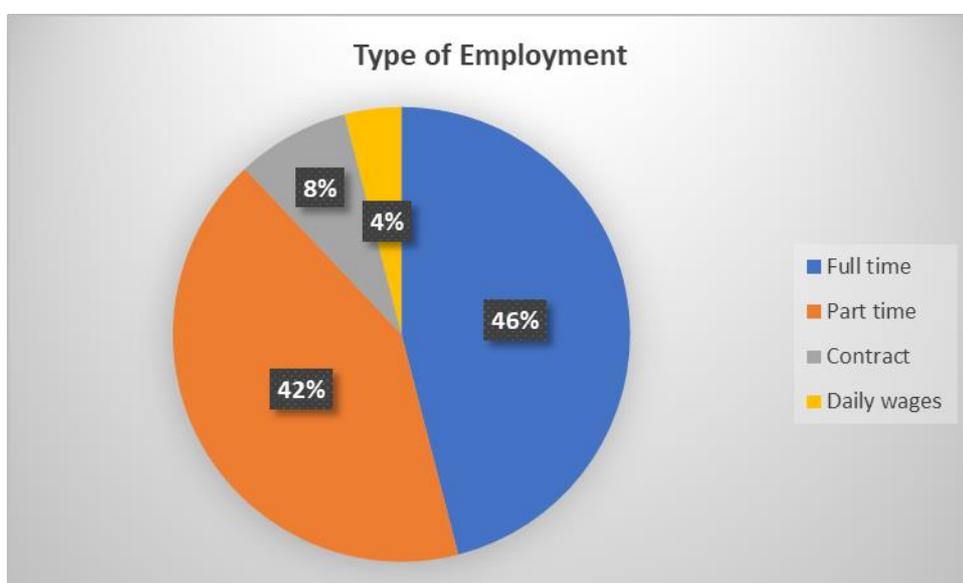
In their job, a substantial portion of participants, 46%, reported being employed full-time. This indicates that nearly half of the participants have secured stable and continuous employment, which typically offers benefits such as job security, regular income, and often additional perks like health insurance and retirement plans. Full-time employment reflects a successful outcome of the vocational training programs in preparing participants for roles that demand a full-time commitment and offer long-term career opportunities.

Part-time employment accounts for 42% of the participants. This high percentage suggests that a significant number of participants have found jobs that may offer more flexibility but possibly less stability and fewer benefits compared to full-time positions. Part-time roles can be suitable for individuals balancing other commitments, such as further education or family responsibilities. It also indicates that while the training programs are effective, some participants might still be transitioning towards more stable, full-time positions or prefer part-time work for personal reasons.

Contract employment, which comprises 8% of the participants, represents those who are hired for specific projects or time-limited roles. Contract work often

provides higher pay per hour or project and can offer valuable experience and networking opportunities. However, it typically lacks the job security and benefits associated with full-time employment. The presence of contract employment indicates that the training programs are preparing participants for a variety of job markets, including those that operate on a project basis.

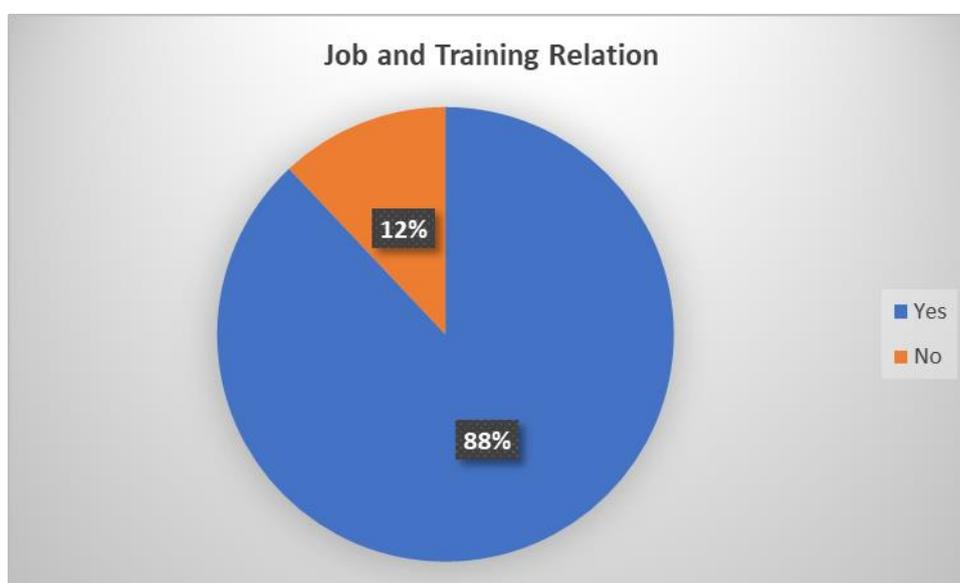
Daily wage employment accounts for 4% of the participants. Daily wage jobs are typically less stable and offer no long-term job security, often paying workers based on the number of days they work. This type of employment suggests that a small portion of participants are engaged in more precarious job situations, which could be due to various factors including immediate financial need, lack of available full-time or part-time jobs, or personal preference



Next, a significant majority of participants, 88%, reported that their current jobs are directly related to the technical training they received. This high percentage reflects the effectiveness of the training programs in equipping participants with skills and knowledge that are directly applicable to their professional roles. The strong alignment between training and employment suggests that the curriculum is well-

designed to meet industry demands and that the skills taught are valued in the job market. It also indicates that participants are likely able to immediately apply what they have learned in their jobs, enhancing their performance and potentially leading to greater job satisfaction and career advancement.

However, 12% of participants indicated that their current jobs are not related to the technical training they received. This minority points to several possible issues or areas for improvement. Some participants might have faced challenges in finding jobs directly related to their training due to factors such as limited job availability in their field, geographic constraints, or personal preferences. Others might have chosen or needed to take any available job, regardless of its relation to their training, possibly due to economic pressures or other personal circumstances.



Among those who reported that their current job is not related to the training they received, the reasons are varied. Among those who reported that their current job is not related to their training, 50% cited the primary reason as not being able to find a related job. This significant percentage indicates a gap between the skills acquired through training and the availability of relevant job opportunities in the market. This mismatch could be due to various factors, including local job market conditions,

insufficient demand for certain skills, or ineffective job placement services. Addressing this issue might involve strengthening industry partnerships, improving job placement support, and ensuring that training programs are closely aligned with current and projected job market needs.

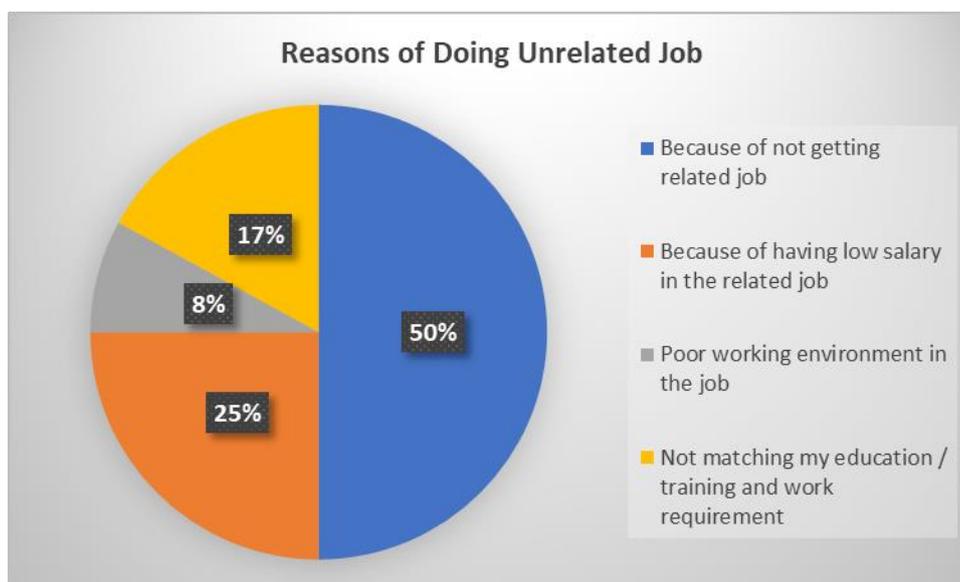
Another 25% of participants indicated that the low salary offered in related jobs deterred them from pursuing positions that match their training. This suggests that while the training might be effective in imparting relevant skills, the financial incentives in the related fields are not attractive enough to retain talent. To tackle this, vocational training providers could work on advocating for better wages within the industries they serve, and ensure participants are well-prepared to negotiate salaries. Additionally, providing information on career progression and potential salary increases over time could help participants see the long-term benefits of starting in these roles.

Poor working environment was a reason for 8% of the participants. This issue points to non-financial aspects of job satisfaction that are crucial for retaining employees in their trained fields. It highlights the need for not only technical skills training but also educating participants about workplace rights and how to seek improvements in their working conditions. Furthermore, training providers could use this feedback to work with employers on improving workplace environments to attract and retain skilled workers.

Another 17% of participants felt that their education or training did not match the work requirements of available jobs. This could mean that while the training was beneficial, there were specific gaps or mismatches in the skills taught versus what employers were looking for. Continuous feedback from employers and regular updates to the curriculum can help bridge this gap. Ensuring that training programs are flexible

and adaptable to the changing needs of the industry will be key in addressing this issue.

Interestingly, none of the participants reported not having the possibility of career advancement as a reason for not working in jobs related to their training. This suggests that the career advancement potential in related jobs is perceived as adequate by those who have found such employment.



### 3.8. Salary / Income of Employed Students

The analysis of participants' current salary distribution provides important insights into their financial outcomes post-training, reflecting the economic impact and effectiveness of the vocational training programs.

A significant portion, 42%, of participants earn less than Rs. 15,000 per month. This suggests that a substantial number of trainees are in the lower income bracket, which may highlight the need for further support in securing higher-paying positions. This could be due to various factors, including the entry-level nature of their positions, the specific industries they are working in, or the regional economic conditions. To improve these outcomes, vocational training programs might need to focus more on

job placement services, salary negotiation skills, and linking trainees with industries that offer higher starting wages.

Another 29% of participants reported earning between Rs. 15,000 and Rs. 20,000 per month. This middle-income bracket indicates a slightly better financial situation compared to the lowest income group, but still suggests that many participants are earning modest wages. These earnings are indicative of early career positions where participants are likely gaining experience and could potentially see salary growth as they advance in their careers.

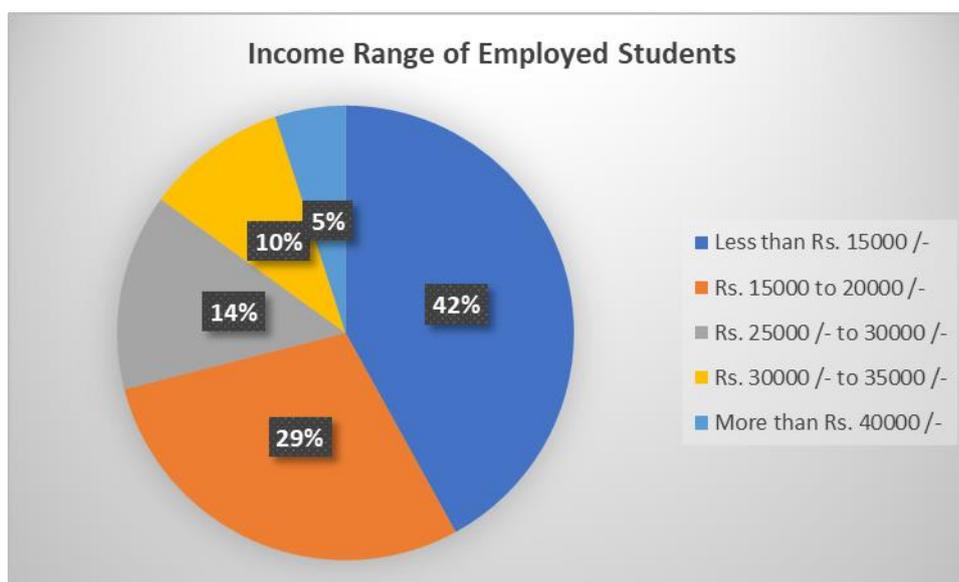
Interestingly, none of the participants reported earning between Rs. 20,000 and Rs. 25,000 or between Rs. 35,000 and Rs. 40,000. The absence of participants in these salary ranges could point to a significant gap or disparity in the job market for these income levels. It may indicate that jobs available to participants either fall into lower-paying categories or jump to higher-paying positions without intermediate options. This gap suggests a need for further investigation into the types of jobs and industries participants are entering, and whether additional training or certifications could help bridge this salary gap.

A smaller group, 14%, earns between Rs. 25,000 and Rs. 30,000 per month. This indicates that a portion of participants have managed to secure relatively well-paying jobs, which likely reflect roles that require more advanced skills or experience. This group represents successful outcomes where the vocational training has effectively prepared participants for higher-paying roles, possibly in more specialized or demanding fields.

Another 10% of participants earn between Rs. 30,000 and Rs. 35,000 per month, indicating even higher financial success among this subset. These salaries suggest that the training programs have equipped these participants with valuable

skills that are well-compensated in the job market. This income level might also reflect positions with higher responsibilities or roles in more lucrative industries.

Finally, 5% of participants reported earning more than Rs. 40,000 per month. This top income bracket represents a small but significant group of participants who have achieved substantial financial success post-training. These high earners likely possess skills that are in high demand and work in industries or roles that offer premium salaries. Their success highlights the potential for vocational training to lead to highly rewarding careers.



Regarding the economic sufficiency of their salary, a significant portion, 46%, of participants reported that their salary is sufficient to meet their personal basic requirements. This indicates that for many participants, their earnings cover essential needs such as food, housing, transportation, and utilities, but might not extend much beyond these necessities. While meeting basic requirements is a positive outcome, it suggests that these individuals may have limited disposable income and face financial constraints.

Only 12% of participants stated that their salary covers all their personal requirements. This group is slightly better off, with their income allowing for a more

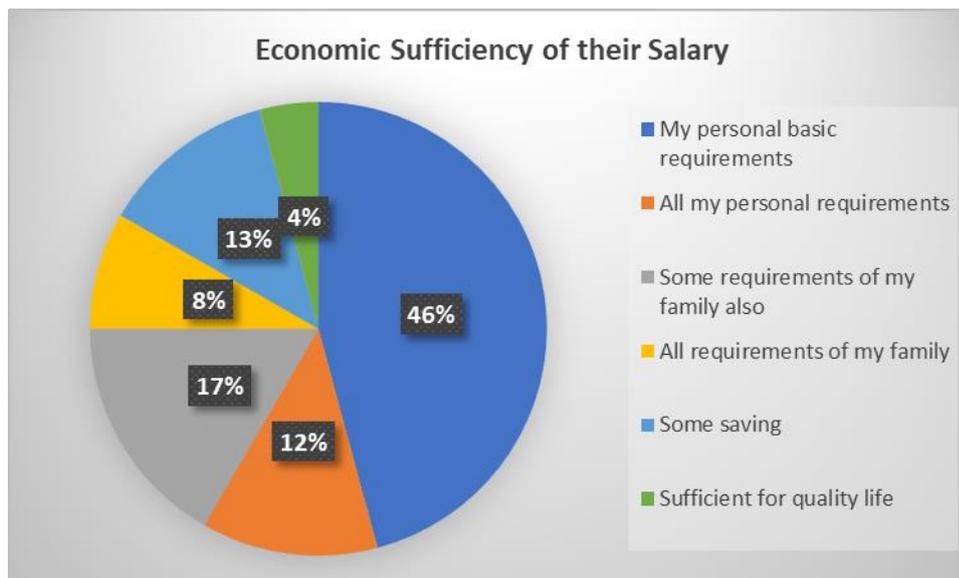
comfortable lifestyle that includes discretionary spending beyond just the essentials. These participants likely have some financial flexibility and can afford occasional luxuries or non-essential expenses.

Another 17% of participants reported that their salary covers some requirements of their family in addition to their own. This reflects a broader financial responsibility and indicates that these participants contribute to their household's overall financial needs. It suggests a level of income that supports not only personal but also familial needs, which is a positive indicator of financial stability.

Similarly, 8% of participants mentioned that their salary covers all requirements of their family. This group enjoys a higher level of financial security, being able to support both personal and family needs comprehensively. This indicates a substantial and stable income, allowing for a balanced and possibly more comfortable living standard for the entire household.

Another 13% of participants indicated that their salary allows for some saving. This is a crucial indicator of financial health, as it implies that these individuals can set aside money for future needs, emergencies, or investments. Saving is an important aspect of financial security and long-term planning, suggesting that these participants are on a positive financial trajectory.

However, only 4% of participants reported that their salary is sufficient for a quality life. This small percentage reflects those who are not only meeting all their needs and saving but also enjoying a higher standard of living with ample financial security and discretionary income. This indicates that for a few participants, the vocational training has led to significantly improved financial well-being and quality of life.



### 3.9. Time Duration for Getting Employed

The analysis of the time duration it took for participants to get employed after completing their vocational training provides valuable insights into the effectiveness and immediate impact of the training programs on employability.

A significant portion, 32%, of participants reported securing employment opportunities during their study. This high percentage is an encouraging indicator of the vocational training programs' strong alignment with industry needs and their ability to facilitate job placements even before the completion of the training. It suggests that these programs are highly practical and in-demand, with participants being sought after by employers while still in training. This immediate employability reflects well on the quality and relevance of the training provided.

Another 28% of participants found employment right after completing their study. This prompt transition from training to employment highlights the efficiency of the vocational programs in preparing participants for the job market. It also indicates that the training sufficiently equips participants with the necessary skills and credentials that are immediately recognized and valued by employers.

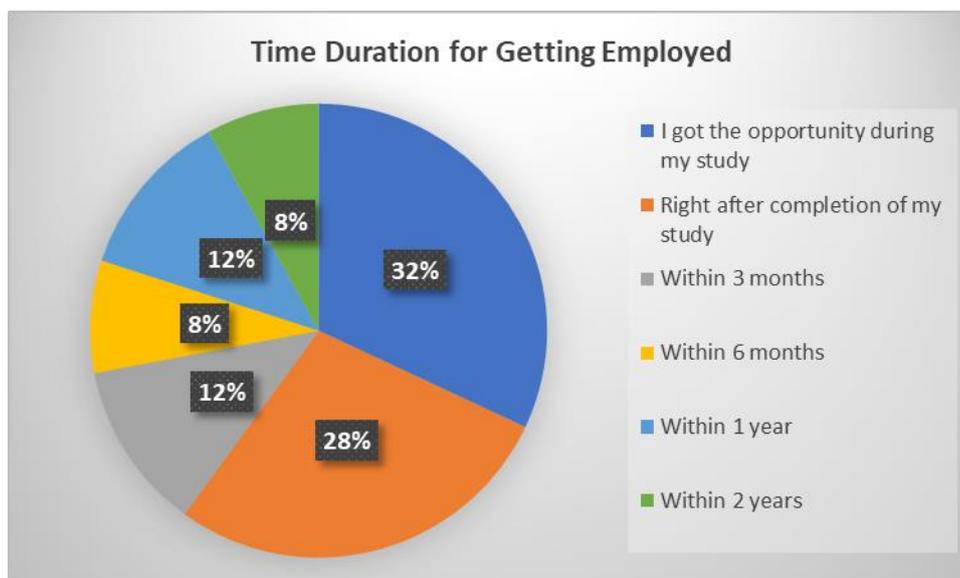
For 12% of participants, it took within three months to secure employment. This relatively short job search period demonstrates a continued strong demand for the skills acquired through the training, even if the participants did not secure jobs immediately upon graduation. It reflects a positive outcome, showing that the majority of participants are employable within a reasonable timeframe.

Another 8% of participants reported finding employment within six months. This extended period indicates that while there might be some challenges in the job market or individual circumstances affecting the speed of employment, the training programs still provide a good foundation for eventually securing a job.

Similarly, 12% of participants secured employment within one year. While a longer duration, this still falls within a reasonable period for job searching, especially in competitive job markets or regions with fewer job opportunities. It suggests that persistence and continuous application of the skills learned can eventually lead to employment.

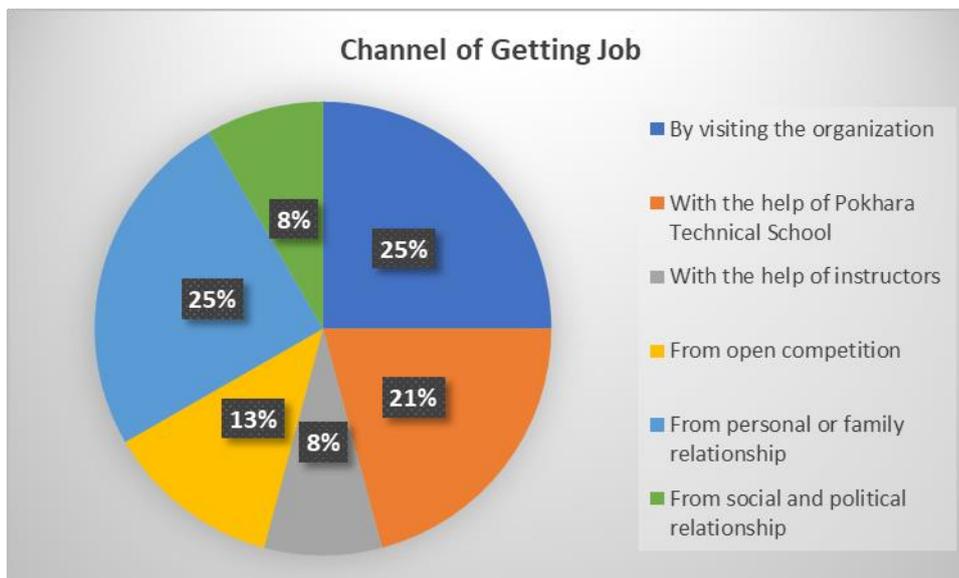
A smaller group, 8%, found employment within two years. This longer timeframe indicates that some participants face significant barriers or challenges in securing employment. Factors could include market saturation, geographic limitations, or specific industry conditions. While still ultimately finding employment, these participants may benefit from additional support in job placement services or further training to enhance their employability.

Interestingly, none of the participants reported finding employment after more than two years. This absence is a positive sign, indicating that all participants eventually find employment within a relatively reasonable timeframe, with none remaining unemployed long-term post-training.



### 3.10. Channel of Getting Job

The various channels through which participants secured employment reflect a multifaceted job search process that combines personal initiative, institutional support, and social networks. The equal reliance on direct visits to organizations and personal/family relationships (each at 25%) highlights the diverse strategies employed by participants. The significant role of Pokhara Technical School (21%) and instructors (8%) underscores the importance of educational institutions in facilitating job placements. Success in open competition (13%) demonstrates the competitiveness of the training, while the influence of social and political relationships (8%) reflects the broader socio-political context of the job market.



### 3.11. Satisfaction with the Job

The analysis of participants' current job satisfaction provides valuable insights into their overall contentment with their employment post-training. This feedback highlights the effectiveness of the vocational training programs and identifies areas for potential improvement to enhance job satisfaction among graduates.

A notable 32% of participants reported being fully satisfied with their current job. This high level of satisfaction indicates that nearly a third of the participants have found roles that meet or exceed their expectations. Factors contributing to full satisfaction likely include alignment of the job with their skills and training, adequate compensation, positive work environments, and opportunities for career growth. This outcome reflects positively on the vocational training programs, suggesting that they have successfully prepared these individuals for rewarding careers.

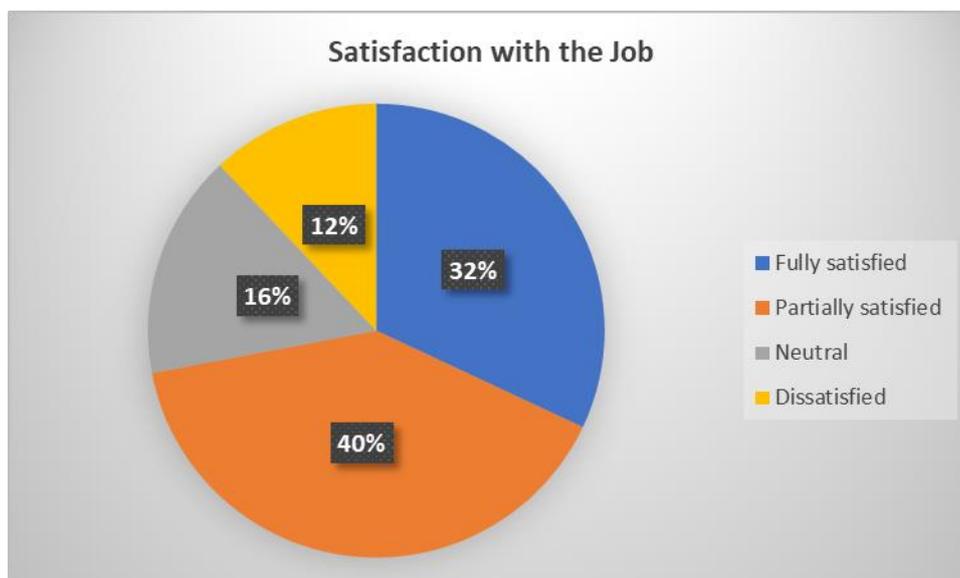
Another 40% of participants are partially satisfied with their current job. While this group is generally content, there may be specific aspects of their employment that could be improved. Partial satisfaction might stem from factors such as moderate job alignment with their training, adequate but not ideal compensation, or mixed

experiences with their work environment. Addressing these issues could help move more participants into the fully satisfied category, enhancing overall job satisfaction and retention.

16% of participants reported a neutral stance towards their job satisfaction. This indicates that while these participants do not have significant complaints about their current roles, they are also not particularly enthusiastic. Neutral responses may suggest that these jobs meet basic expectations but lack elements that drive higher levels of satisfaction, such as opportunities for advancement, strong workplace culture, or engaging tasks. Providing additional support, mentorship, or professional development opportunities could help shift these participants towards greater job satisfaction.

12% of participants are dissatisfied with their current job. This dissatisfaction likely arises from factors such as poor alignment with their training, inadequate compensation, unfavorable work environments, or lack of career progression opportunities. The presence of dissatisfied participants highlights the need for ongoing evaluation and improvement of the training programs and job placement processes. Identifying and addressing the specific reasons for dissatisfaction can help improve the training's effectiveness and better meet participants' career aspirations.

Importantly, no participants reported being very dissatisfied with their current job. The absence of very dissatisfied responses is a positive indicator, suggesting that while there are areas for improvement, the training programs have generally been effective in preventing extreme dissatisfaction.



A substantial 44% of participants fully agree that they have made their employer satisfied. This high percentage reflects the strong performance and positive impact of nearly half of the participants in their respective roles. It suggests that these individuals have effectively applied the skills and knowledge gained from their training, meeting or exceeding their employers' expectations. This outcome is a strong endorsement of the quality and relevance of the vocational training programs, indicating that they prepare participants well for the job market.

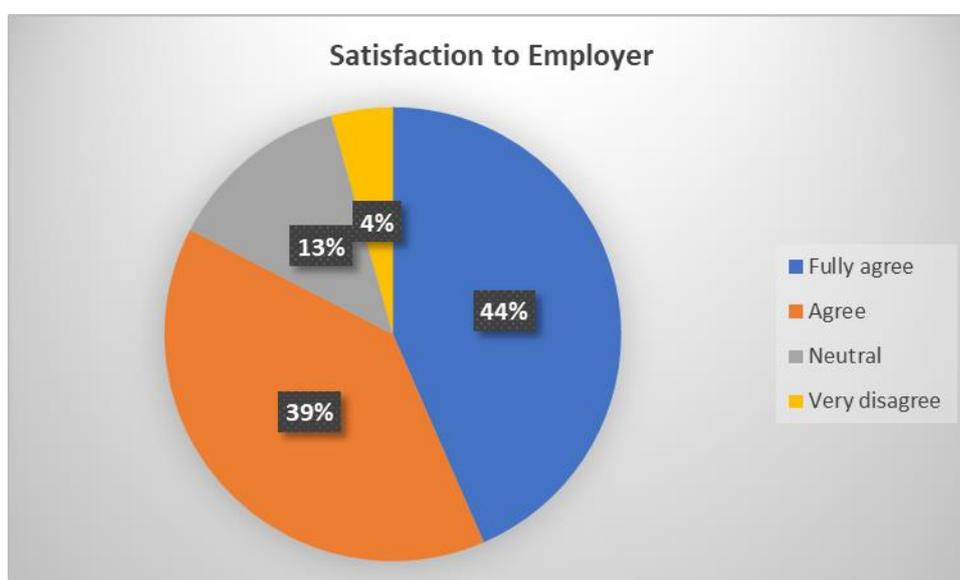
Another 39% of participants agree that they have made their employer satisfied. This group, while not as emphatic as those who fully agree, still represents a significant portion of participants who feel confident in their ability to meet their employers' expectations. This indicates a generally positive reception of their work performance, suggesting that the training has equipped them with adequate skills and competencies that are valued by employers.

13% of participants expressed a neutral stance regarding their employers' satisfaction. This neutrality might indicate that these participants are unsure about their employers' opinions or that their performance is perceived as adequate but not

outstanding. It could also reflect workplaces where feedback is not frequently provided, making it difficult for participants to gauge their employers' satisfaction levels. Enhancing communication and feedback mechanisms in the workplace could help these participants better understand and improve their performance.

Importantly, no participants disagreed with the statement, indicating that none of them feel they have made their employers dissatisfied to a significant extent. This absence of disagreement is a positive indicator, suggesting that the vocational training programs have generally been successful in preparing participants to meet workplace expectations.

A small percentage, 4%, very disagree with the statement, indicating that a minority of participants feel their performance has not satisfied their employers. This dissatisfaction might stem from various factors, including misalignment of job roles with their skills, inadequate job training, or challenging work environments. Addressing these issues could involve providing additional support to these individuals, such as mentorship, further training, or improved job matching processes.



### 3.13. Socioeconomic Impact of Training

The participants' perceptions of the socioeconomic impact of their vocational training offer valuable insights into the broader benefits and outcomes of the training programs beyond just employment.

43% of participants reported an improvement in the quality of life as a result of their vocational training. This suggests that the skills and knowledge acquired through the training have not only helped participants secure employment but have also contributed to overall improvements in their living standards. Factors contributing to this improvement could include increased earning potential, better job opportunities, and enhanced financial stability, all of which can positively impact various aspects of life, such as housing, healthcare, and leisure activities.

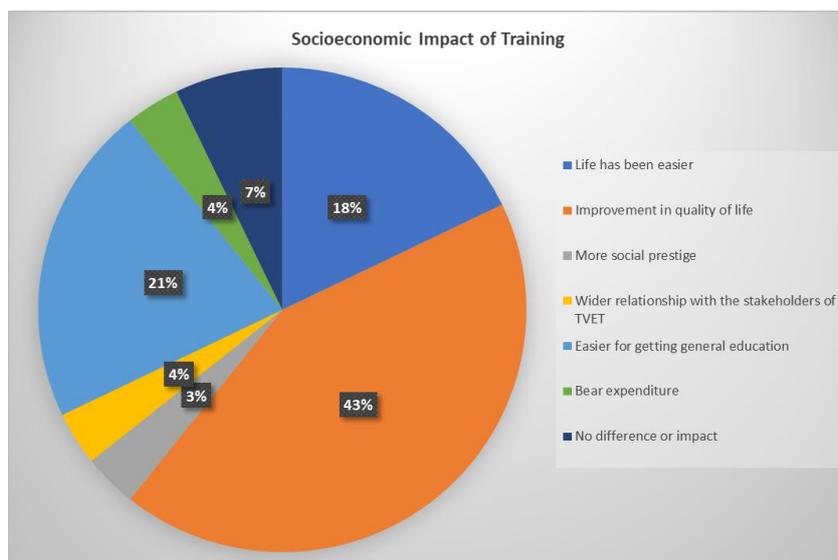
21% of participants indicated that vocational training has made it easier for them to pursue general education. This suggests that the training has provided a solid foundation or support system that enables participants to further their educational pursuits. Whether by providing financial resources, time management skills, or increased confidence, vocational training appears to have facilitated participants' access to broader educational opportunities, which can lead to further personal and professional growth.

18% of participants reported that life has become easier after undergoing vocational training. This statement likely encompasses various aspects of life, including financial stability, job security, and overall well-being. The ease in life could stem from the improved employment prospects, enhanced skills, and increased self-sufficiency gained through the training. This outcome reflects positively on the effectiveness of vocational training in empowering individuals and improving their overall quality of life.

While the percentages are lower, 3% of participants reported experiencing more social prestige and wider relationships with stakeholders of technical and vocational education and training (TVET). This suggests that vocational training has not only provided participants with practical skills but has also enhanced their social status and networking opportunities within their communities and industries. This increased social capital can have long-term benefits for career advancement, professional networking, and community engagement.

A smaller portion, 7%, reported no difference or impact from the vocational training on their socioeconomic status. While this percentage is relatively low, it still represents a subset of participants who may not have experienced significant changes in their circumstances despite completing the training. Understanding the reasons behind this lack of impact—whether due to personal factors, external barriers, or limitations in the training programs—could help identify areas for improvement and ensure that future participants derive maximum benefit from vocational education.

A minority, 4%, reported bearing expenditure as a result of the training. This could include costs associated with materials, transportation, or other expenses incurred during the training process. While this percentage is relatively small, it highlights the importance of ensuring that vocational training remains accessible and affordable for all participants, especially those from disadvantaged backgrounds.



### 3.15. Overall Quality of Technical Education

The overwhelmingly positive feedback provided by participants regarding the overall quality of their training reflects the effectiveness and impact of the vocational education programs.

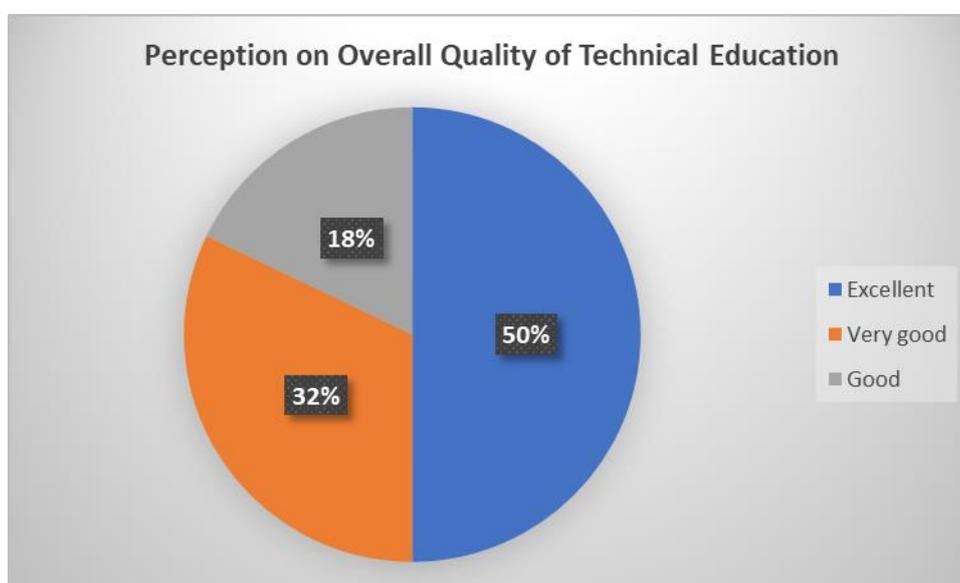
A significant majority, 50% of participants, rated the quality of their training as excellent. This high percentage suggests that the majority of participants found the training to be comprehensive, engaging, and highly beneficial. They likely perceived the curriculum, teaching methods, resources, and overall learning experience as outstanding, indicating that the training programs effectively met or exceeded their expectations. This exceptional rating speaks to the success of the vocational education programs in delivering high-quality training that prepares participants for successful careers in their chosen fields.

Another substantial portion, 32% of participants, rated the quality of their training as very good. This positive rating indicates that a significant number of participants found the training to be of high caliber, although perhaps not reaching the level of excellence as perceived by those who rated it as excellent. These participants

likely valued the training for its relevance, effectiveness, and ability to equip them with valuable skills and knowledge for their future careers. The very good rating reflects a strong endorsement of the training programs' overall quality and effectiveness.

Additionally, 18% of participants rated the quality of their training as good. While slightly lower than the excellent and very good ratings, this percentage still represents a considerable portion of participants who viewed the training positively. A good rating suggests that participants found the training to be satisfactory and beneficial, although perhaps with some room for improvement in certain areas. These participants likely appreciated the training for its ability to provide them with relevant skills and knowledge to enter the workforce successfully.

Importantly, no participants rated the quality of their training as poor or very poor. The absence of negative ratings suggests a high level of satisfaction and overall positive perception of the training programs among participants. This lack of dissatisfaction underscores the effectiveness of the vocational education programs in delivering quality training experiences that meet the needs and expectations of participants.



### 3.17. Areas of Improvement

The participants' suggestions for areas of improvement in the vocational training programs offer valuable insights into ways to further enhance the effectiveness and relevance of the training initiatives. The call for providing more equipment reflects a desire for improved resources and infrastructure within the training facilities. Adequate access to equipment is crucial for hands-on learning and practical skill development, allowing participants to fully engage with the curriculum and gain proficiency in their chosen field.

Additionally, the suggestion to ensure skill tests are conducted in a timely manner highlights the importance of efficient and well-organized assessment processes. Timely skill testing enables participants to receive timely feedback on their progress, identify areas for improvement, and track their development throughout the training program.

Finally, the emphasis on aligning training with market demand underscores the need for vocational programs to stay abreast of industry needs and trends. By ensuring that the training curriculum reflects current market demands and industry standards, participants are better prepared to meet the requirements of employers and succeed in the workforce. Addressing these areas of improvement can help further enhance the quality and effectiveness of vocational training programs, ultimately benefiting participants and contributing to socio-economic development.

# CHAPTER IV: FINDINGS AND RECOMMENDATIONS

## 4.1 Findings

Based on the data analysis, the following key findings are identified:

**High Training Participation Rates:** Across various trades, participation rates were balanced, with Barista, Bakery, Homestay Operator, and General Cook having the equal at 21.43% each, indicating a strong interest and engagement in these fields.

**Positive Perception of Program Duration:** A large majority (68%) found the program duration to be appropriate, reflecting satisfaction with the length and intensity of the training.

**Employment Motivation:** Participants were primarily motivated by high employment opportunities (36%) and the development of self-employment capacity (37%), highlighting the program's appeal in fostering economic independence.

**Employment Status Pre-Training:** Before training, 46% of participants were employed, suggesting that nearly half were seeking to improve their career prospects or shift their professional paths through vocational training.

**Professional Advancements Post-Training:** Many participants reported positive professional changes post-training, including salary increments (18%), job promotions (14%), professional development (26%), and improved work environments (25%).

**Current Employment Status:** A significant portion of participants are currently self-employed (39%) or employed (36%), demonstrating the program's effectiveness in promoting both entrepreneurial and traditional employment pathways.

**Sector of Employment:** The majority of participants are employed in the private sector (70%), indicating the strong alignment of the training with private industry needs.

**Type of Employment:** Most participants are engaged in full-time (46%) or part-time (42%) positions, showing flexibility in employment types that the training supports.

**Relevance of Training to Current Jobs:** A substantial majority (88%) of participants reported that their current job is related to the technical training they received, emphasizing the relevance and applicability of the training content.

**Challenges in Job Alignment:** Among those whose current job is not related to their training, the primary reason was not getting a related job (50%), followed by low salary in related jobs (25%) and mismatch between education/training and job requirements (17%).

**Salary Distribution:** Many participants earn less than Rs. 15,000 (42%) or between Rs. 15,000 to Rs. 20,000 (29%), indicating a need for further opportunities to increase earning potential.

**Financial Management with Salary:** Participants reported varying capacities to manage their finances, with 46% able to meet their personal basic requirements and smaller percentages able to cover family needs or save.

**Timely Employment:** A significant number of participants found employment during their studies (32%) or immediately after (28%), highlighting the training's effectiveness in facilitating quick job placements.

**Job Acquisition Channels:** Participants primarily secured jobs through personal or family relationships (25%) and direct visits to organizations (25%), underscoring the importance of networking and proactive job-seeking behaviors.

**High Job Satisfaction:** Job satisfaction levels were generally positive, with 32% fully satisfied and 4% partially satisfied, indicating overall contentment with employment outcomes post-training.

**Employer Satisfaction:** Participants felt they made their employers satisfied, with 44% fully agreeing and 39% agreeing, showcasing the positive impact of the training on workplace performance.

**Socioeconomic Impact:** The training had a positive socioeconomic impact, with 43% reporting an improved quality of life and 21% finding it easier to pursue general education, reflecting broader benefits beyond immediate employment.

**Feedback for Improvement:** Participants highlighted the need for more equipment, timely skill assessments, and training aligned with market demand, indicating areas for potential enhancement in the training programs.

## 4.2 Recommendations

Based on the findings, following recommendations are made:

**Increase Access to Equipment:** Ensure that training facilities are well-equipped with modern and sufficient tools and materials. This will enhance the practical learning experience and help participants develop hands-on skills more effectively.

**Align Training with Market Demand:** Regularly update the curriculum to reflect current industry trends and market demands. This will ensure that participants acquire skills that are in demand, increasing their employability.

**Timely Skill Assessments:** Implement timely and efficient skill assessment processes. Conducting skill tests promptly will provide participants with immediate feedback and help them track their progress and areas for improvement.

**Strengthen Institutional Support:** Enhance the support provided by training institutions in job placement services. Strengthening partnerships with industries and creating more opportunities for internships and on-the-job training can facilitate smoother transitions into employment.

**Focus on Practical Training:** Increase the emphasis on practical, hands-on training. Ensure that a significant portion of the curriculum is dedicated to experiential learning to better prepare participants for real-world job scenarios.

**Expand Networking Opportunities:** Facilitate networking opportunities for participants with industry professionals and potential employers. This can be achieved through job fairs, industry seminars, and alumni networks.

**Improve Salary Prospects:** Explore ways to enhance participants' earning potential. This could involve providing advanced training in specialized skills, offering career counseling, and connecting participants with higher-paying job opportunities.

**Monitor and Evaluate Programs:** Regularly monitor and evaluate the effectiveness of training programs. Collect feedback from participants and employers to continuously improve the curriculum and training methods.

**Enhance Financial Management Training:** Include modules on financial literacy and management to help participants better manage their earnings and achieve financial stability.

**Foster Long-term Career Growth:** Provide guidance and resources for participants to advance their careers over the long term. This could include advanced courses, professional development workshops, and mentorship programs.

**Promote Self-Employment:** Support participants interested in self-employment by offering entrepreneurship training, access to microloans, and business development resources.

**Increase Awareness of Training Benefits:** Promote the benefits and success stories of vocational training programs to attract more participants and highlight the potential for improved quality of life and career advancement.

**Enhance Employer-Employee Relations:** Facilitate better communication and understanding between training providers and employers to ensure that the training programs meet the needs of the industry and lead to higher employer satisfaction.

**Address Job Market Challenges:** Work with industry partners to identify and address barriers to employment for participants whose jobs are not related to their training, such as creating more job opportunities and improving working conditions in relevant fields.

**Expand Training Access:** Make training programs more accessible to a wider audience, including those in rural areas or disadvantaged communities, to ensure that more individuals can benefit from vocational education.

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## Appendix I: Questionnaire for Students

पोखरा प्राविधिक शिक्षालयको ट्रेसर अध्ययन फारम-२०८०

प्रिय प्रशिक्षार्थीहरू,

पोखरा प्राविधिक शिक्षालयको तर्फबाट शुभकामना ।

यस शिक्षालय आफ्ना पूर्व विद्यार्थीहरूलाई ट्रेस गर्ने, तपाईंहरूको बर्तमान अवस्थाको बारेमा यथार्थ जानकारी प्राप्त गर्ने र त्यसको बैज्ञानीक बिश्लेशन गरी आफ्ना कार्यक्रम र कार्यसम्पादन प्रकृत्यालाई थप प्रभावकारी बनाउदै लैजाने उद्देश्य अनुसार अघि बढिरहेको जानकारी गराउछौ । सोही उध्यस्य परिपुर्ती गर्न यो छोटो सर्वेक्षण प्रश्नावली तयार गरिएको छ । यस सर्वेक्षण पूरा गर्न केही समय उपलब्ध गराइदिनु हुनका लागि तपाईंलाई हार्दिक अनुरोध गरिन्छ । तपाईंले दिनुभएको तथ्यांकले पोखरा प्राविधिक शिक्षालयलाई प्राविधिक शिक्षा तथा व्यावसायिक तालिमको सान्दर्भिकता, गुणस्तर र बजारीकरणको लागि पृष्ठपोषण प्रदान गर्ने छ । तपाईंका व्यक्तिगत तथ्यांकलाई उच्चताका साथ गोप्य राखिने छ । तपाईंहरूले सान्दर्भिक सूचनाहरू तनाव र दबाबविना इमान्दारी र वास्तविकताका साथ भरेर सहयोग गरिदिनु हुनेछ भन्ने अपेक्षा राखिएको छ ।

तपाईंको सहयोगको लागि धन्यवाद ।

ट्रेसर अध्ययन शाखा

पोखरा प्राविधिक शिक्षालय

पोखरा-१२, फुलबारी, कास्की, गण्डकी प्रदेश, नेपाल

इमेल: [tracer@ptspokhara.edu.np](mailto:tracer@ptspokhara.edu.np)

1. प्रशिक्षार्थीको नाम
2. मोबाइल नम्बर
3. इमेल
4. स्थायी बसोबास भएको जिल्ला
5. न.पा./गा. पा.
6. वार्ड न.
7. हालको बसोबास भएको जिल्ला
8. न.पा./गा. पा
9. वार्ड नं
10. यदि तपाईं अहिले विदेशमा हुनुहुन्छ भने देशको नाम, प्रदेश, सहर उल्लेख गर्नुहोस्।
11. हालको उमेर (बर्षमा)
12. लिङ्ग
  - Male
  - Female
  - Others
13. जात जाति समूह
  - Brahmin
  - Chhetri
  - Dalit
  - Janajati
  - Muslim
  - Others

14. तपाईंले लिनु भएको व्यावसायिक तथा प्राविधिक शिक्षा कार्यक्रमको नाम

उल्लेख गर्नुहोस् ।

Barista

Homestay Operator

Bakery

Nepali Cousine Cook

General Cook (Commis-II)

15. तपाईंले लिएको प्राविधिक शिक्षाको समयावधि कस्तो लाग्यो?

Long

Short

Appropriate

16. तपाईंले यो प्राविधिक शिक्षा छात्रको मुख्य कारणहरु के के हुन ? (एक वा सोभन्दा

बढी प्रतिक्रिया दिन सकिनेछ)

Due to high employment opportunity

Due to the development of self-employment capacity

because of the advice of my parents and other adults

influenced by peers

to make good use of free time

17. यो प्राविधिक शिक्षा लिनु अगाडि तपाईं कुनै रोजगारी वा पेशामा संलग्न हुनुहुन्थ्यो?

Yes

No

18. यदि कुनै रोजगारीमा संलग्न हुनुहुन्थ्यो भने तपाईंको मासिक आम्दानी कति थियो?

Less than Rs. 15000 /-

Rs. 15000 to 20000 /-

Rs. 20000 /- to 25000 /-

Rs. 25000 /- to 30000 /-

Rs. 30000 /- to 35000 /-

Rs. 35000 /- to 40000 /-

More than Rs. 40000 /-

19. प्राविधिक शिक्षा लिनुअघि र पछि तपाईंको पेशामा के-कस्ता परिवर्तन भएको पाउनुभयो? (एक वा सोभन्दा बढी प्रतिक्रिया दिन सकिनेछ)

Salary incensement

Promotion in job

Professional development

Improvement in work environment

No change

20. अहिले तपाईंको रोजगारीको अवस्था कस्तो छ ?

Self-employed

Employed

Volunteer / OJT / Internship

Student of higher level

Unemployed

21. यदि तपाईं अहिले रोजगार हुनुहुन्छ भने, तपाईंको रोजगार दाता कम्पनि / संस्था को नाम

Enter your answer

22. ठेगाना (देश, जिल्ला र स्थानीय ठेगाना)

Enter your answer

23. तपाईं कुन प्रकारको रोजगारीमा संलग्न हुनुहुन्छ?

Full time

Part time

Contract

Daily wages

24. तपाईंको रोजगार तलका मध्ये कुन प्रकृतिको हो?

Government service

Private sector

Informal sector

Foreign employment

25. तपाईंको रोजगारी तपाईंले लिनुभएको प्राविधिक शिक्षासँग सम्बन्धित छ?

Yes

No

26. यदि छैन भने यो रोजगारी गर्नको कारणहरु के के हुन? (एकभन्दा बढी प्रतिक्रिया दिन सकिनेछ)

Because of not getting related job

Not having possibility of career advancement

Because of having low salary in the related job

Poor working environment in the job

Not matching my education / training and work requirement

27. तपाईंको अहिलेको मासिक पारिश्रमिक कति (नेपाली रुपैयाँमा)छ?

Less than Rs. 15000 /-

Rs. 15000 to 20000 /-

Rs. 20000 /- to 25000 /-

Rs. 25000 /- to 30000 /-

Rs. 30000 /- to 35000 /-

Rs. 35000 /- to 40000 /-

More than Rs. 40000 /-

28. तपाईंको मासिक पारिश्रमिकले दैनिक जीवनका के के आवश्यकता पूर्ति भएका छन् ?

My personal basic requirements

All my personal requirements

Some requirements of my family also

All requirements of my family

Some saving

Sufficient for quality life

29. प्राविधिक शिक्षा पुरा गरेपछि रोजगारीका लागि कति समय पर्खिन वाध्य हुनुभयो?

I got the opportunity during my study

Right after completion of my study

Within 3 months

Within 6 months

Within 1 year

Within 2 years

After two years

30. प्राविधिक शिक्षा लिएपछि र रोजगार पाउनु अधिको समय कसरी बिताउनु भयो?

In search of job

Additional study and training

Involved in personal or family business

31. तपाईंले उक्त रोजगारी कसरी पाउनुभयो?

By visiting the organization

With the help of Pokhara Technical School

With the help of instructors

From open competition

From personal or family relationship

From social and political relationship

32. अहिलेको रोजगारीबाट तपाईं कतिको सन्तुष्ट हुनुहुन्छ?

Fully satisfied

Partially satisfied

Neutral

Dissatisfied

Very dissatisfied

33. यदि सन्तुष्ट हुनुहुन्न भने कारणहरु दिनुहोस्

Enter your answer

34. तपाईंको कार्यक्षमता र दक्षतामा तपाईंको रोजगारदाता सन्तुष्ट हुनुहुन्छ भन्ने कुरामा कतिको सहमत हुनुहुन्छ?

Fully agree

Agree

Neutral

Disagree

Very disagree

35. आफ्नो कामको जिम्मेवारी पूर्ण रूपले निभाएको छु भन्नेमा तपाईं कतिको सहमत हुनुहुन्छ?

Fully agree

Agree

Neutral

Disagree

Very disagree

36. के तपाईं भविष्यमा उच्च प्रविधिक शिक्षा अध्ययन गर्न चाहनुहुन्छ?

Yes

No

No sure

37. यदि चाहनुहुन्छ भने कारणहरु उल्लेख गर्नुहोस?

I want to increase my academic qualifications.

My present qualification is not sufficient for my career development.

I want to join different area of study

38. यदि चाहनुहुन्न भने कारणहरु उल्लेख गर्नुहोस?

Time is not suitable because of job

Because of poor economic status

I should fully involve in job only.

39. के तपाईं उच्च प्राविधिक शिक्षा अध्ययनका लागि विदेश जाने योजनामा हुनुहुन्छ?

Yes

No

Not sure

40. तपाईंको जीवनमा तपाईंले लिनुभएको प्राविधिक शिक्षाले कस्तो सामाजिक-आर्थिक प्रभाव पारेको छ ? (एकभन्दा धेरै प्रतिक्रिया दिन सकिनेछ)

Life has been easier

Improvement in quality of life

More social prestige

Wider relationship with the stakeholders of TVET

Easier for getting general education

Bear expenditure

No difference or impact

41. प्राविधिक तथा व्यावसायिक शिक्षा प्रदायक संस्थाहरुको गुणस्तर सुधारको लागि केही सुझावहरु छन् (एकभन्दा धेरै प्रतिक्रिया दिन सकिनेछ)

पाठ्यक्रम बजारको मागमा आधारित बनाइनुपर्छ

नयाँ र पछिल्लो प्रविधि र सीपहरुलाई समावेश गर्नुपर्छ

प्रशिक्षकहरु एकदमै क्षमतावान चाहिन्छ

व्यावहारिक वा प्रयोगात्मक सीपहरुलाई अझ बढी प्राथमिकता दिनुपर्छ

प्रयोगशाला, औजारहरु तथा सामग्रीहरुको उपलब्धता सुधार हुनुपर्छ

जब प्लेसमेन्ट एकाइलाई प्रभावकारी बनाउनु पर्छ

तालिम प्रदायक संस्था, उद्योग र अन्य पार्टनरहरुको सम्बन्ध हुनुपर्छ

छोटो अवधिको तालिमहरुको अवधिमा अनुगमन र सपरीवेक्षण

छोटो अवधिको तालिम पूरा हुनासाथ सीप परीक्षण हुनुपर्छ

अन्य

42. तपाईंले प्राप्त गर्नुभएको प्राविधिक शिक्षाको समग्र गुणस्तरलाई कसरी व्याख्या गर्न

चाहनुहुन्छ?

Excellent

Very good

Good

Poor

Very poor

43. प्राविधिक शिक्षाको पाठ्यक्रम र बजारमा जनशक्तिको आवश्यकताबीचको सम्बन्ध

कस्तो पाउनुभयो?

Very relevant

Relevant

Irrelevant

Very irrelevant

44. पोखरा प्राविधिक विद्यालयमा पढेको वा पढ्ने तपाईंको आफ्नै परिवारको कोही

हुनुहुन्छ?

Yes

No

45. हाम्रो प्राविधिक शिक्षा सुधारका लागि कुन-कुन पक्षहरु सुधार गर्न जरुरी छ?

Enter your answer

46. अन्तमा, तपाईं हामीलाई के भन्न चाहनुहुन्छ?

Enter your answer

## Appendix II: Trainees' Detail

Council For Technical Education & Vocational Training

# Pokhara Technical School

Phulbari-12, Pokhara

### Participants of Training Supported by SAKSHYAMTA Project

Training Name: Homestay Operator

Training Date: 2077/12/20 to 2078/09/21

Venue: PTS, Fulbari, Kaski

| S.N. | Trainees' Name        | Address                    | Phone No.  |
|------|-----------------------|----------------------------|------------|
| 1    | Manish Bikram Malla   | Mahashila- 05, Parbat      | 9814194897 |
| 2    | Prem Bahadur Gurung   | Thumakodanda- 03, Kaski    | 9816668200 |
| 3    | Bobindra Man Pun      | Malika- 04, Myagdi         | 9829140979 |
| 4    | Susma Gurung          | Phedikhola- 01, Syangja    | 9862392975 |
| 5    | Jivan Ale             | Bandipur- 04, Tanahun      | 9841174709 |
| 6    | Nischal Phakami Magar | Jaljala- 01, Parbat        | 9829175765 |
| 7    | Krishna Bastola       | Mauja- 07, kaski           | 9844914318 |
| 8    | Ajaya Kumar Gurung    | Pumdibhumdi- 07, Kaski     | 9825139428 |
| 9    | Dewan Rai             | Bansbote- 01, Udayapur     | 9824194533 |
| 10   | Kamala Kumal          | Shivraj- 09, Kapilvastu    | 9817592391 |
| 11   | Bishwo Chhetri        | Lumle- 05, Kaski           | 9846702209 |
| 12   | Dol Kumari Rana       | Manakamana- 06, Syangja    | 9824149214 |
| 13   | Pooja Pun             | Modi- 04, Parbat           | 9804835207 |
| 14   | Anish Rana            | Mathagadhi- 03, Palpa      | 9806693242 |
| 15   | Adip Gurung           | Machhapuchchhre- 02, Kaski | 9881371920 |
| 16   | Takta Man Gurung      | Bhujung- 08, Lamjung       | 9819192048 |
| 17   | Priti Gurung          | Pokhara- 22, Kaski         | 9819137706 |
| 18   | Tekendra Gurung       | Kwholasothar- 09, Lamjung  | 9828556218 |
| 19   | Kamal Bhujel          | Pokhara Lekhnath-23, Kaski | 9806689535 |

Council For Technical Education & Vocational Training

# Pokhara Technical School

Phulbari-12, Pokhara

## Participants of Training Supported by SAKSHYAMTA Project

Training Name: Nepali Cuisine Cook

Training Date: 2077/12/20 to 2078/09/21

Venue: PTS, Fulbari, Kaski

| S.N. | Trainees' Name           | Address                       | Phone No.  |
|------|--------------------------|-------------------------------|------------|
| 1    | Suman Thapa              | Madhya Nepal- 04, Lamjung     | 9826193962 |
| 2    | Sandip Rayamajhi         | Madhya Nepal- 05, Lamjung     | 9806523352 |
| 3    | Ananda Magar             | Sardikhola- 08, Kaski         | 9864427684 |
| 4    | Pratima Bhujel           | Pokhara Lekhnath- 22, Kaski   | 9829175591 |
| 5    | Ranjit Rana Magar        | Vyas- 05, Tanahun             | 9869723666 |
| 6    | Ankit Gurung             | Pokhara Lekhnath- 22, Kaski   | 9806646083 |
| 7    | Ajaya Adhikari           | Pokhara Lekhnath- 23, Kaski   | 9815158748 |
| 8    | Santosh Pariyar          | Pokhara- 23, Kaski            | 9824109980 |
| 9    | Hom Bahadur Pun          | Tangram- 04, Baglung          | 9869843079 |
| 10   | Aakash Kumal             | Madhya Nepal- 04 ,<br>Lamjung | 9829154577 |
| 11   | Sushmita Gurung          | Shuklagandaki- 12, Tanahun    | 9814166661 |
| 12   | Salina Gurung            | Pokhara- 22, Kaski            | 9816693963 |
| 13   | Saraswati Kumal          | Shivraj- 01, Kapilvastu       | 9816155830 |
| 14   | Roshan Ale Magar         | Aarughat- 04, Gorkha          | 9826106312 |
| 15   | Sunita Gurung            | Thumakodanda- 03, Kaski       | 9821324690 |
| 16   | Kishor Ale Magar         | Aarughat- 04, Gorkha          | 9819142625 |
| 17   | Guman Bahadur Rahu Magar | Chunja- 03, Pyuthan           | 9869142925 |
| 18   | Aruna Gurung             | Parche- 02, Kaski             | 9815145384 |
| 19   | Ritesh Parajuli          | Pokhara- 23, Kaski            | 9806688155 |
| 20   | Sujan Bhujel             | Pokhara Lekhnath- 23, Kaski   | 9829107506 |

**Council For Technical Education & Vocational Training**

# Pokhara Technical School

Phulbari-12, Pokhara

## Participants of Training Supported by SAKSHYAMTA Project

Training Name: Bakery

Training Date: 2077/12/20 to 2078/09/21

Venue: PTS, Fulbari, Kaski

| S.N. | Trainees' Name     | Address                    | Phone No.  |
|------|--------------------|----------------------------|------------|
| 1    | Sanjaya Gurung     | Saimarang- 05, Kaski       | 9817108815 |
| 2    | Dipika Thapa Magar | Kotdarbar-08, Tanahun      | 9846649652 |
| 3    | Rozan Gurung       | Pokhara-17, Kaski          | 9827105600 |
| 4    | Kush Kashi Gurung  | Kwholasothar-09, Lamjung   | 9804164440 |
| 5    | Suresh Rasaili     | Pokhara-23, Kaski          | 9806612235 |
| 6    | Bikash Gurung      | Pokhara-13, Kaski          | 9804178540 |
| 7    | Mahendra Paudel    | Thulipokharai-09, Parbat   | 9846336997 |
| 8    | Dinesh Gurung      | Parche-08, Kaski           | 9869295637 |
| 9    | Kamal Shrestha     | Bungdikali-02, Nawalparasi | 9816197695 |
| 10   | Bhakta Bahadur Pun | Dhawang- 03, Rolpa         | 9848256548 |
| 11   | Binod Gurung       | Machhapuchchhre-05, Kaski  | 9817116147 |
| 12   | Mekha Bahadur Rana | Jaidi- 02, Baglung         | 9866674420 |
| 13   | Nawal Gurung       | Pokhara-20, Kaski          | 9805801429 |
| 14   | Gambir Thapa Magar | Bhumlichok-05, Gorkha      | 9866689233 |
| 15   | Honey Adhikari     | Chapakot-07, Kaski         | 9846771513 |
| 16   | Anju Thapa         | Bhadauretamagi-09, Kaski   | 9814176338 |
| 17   | Chahana Pun        | Raghuganga-06, Myagdi      | 9746506244 |
| 18   | Rajan Pantha       | Daurali-08, Gorkha         | 9846271097 |
| 19   | Tej Bikram Gurung  | Parche-06, Kaski           | 9817171616 |
| 20   | Maya Gurung        | Lekhnath-02, Kaski         | 9816655382 |

Council For Technical Education & Vocational Training

# Pokhara Technical School

Phulbari-12, Pokhara

## Participants of Training Supported by SAKSHYAMTA Project

Training Name: Barista

Training Date: 2077/12/20 to 2078/09/21

Venue: PTS, Fulbari, Kaski

| S.N. | Trainees' Name               | Address                    | Phone No.  |
|------|------------------------------|----------------------------|------------|
| 1    | Aman Shah                    | Butwal-13,Rupendehi        | 9808860149 |
| 2    | Bishwas Gurung               | Madi-11, Kaski             | 9815139195 |
| 3    | Sabana Banu                  | Shuklagandaki-5, Tanahun   | 9819183763 |
| 4    | Hari Gurung                  | Gilung-09, Lamjung         | 9826128624 |
| 5    | Sanju B.K.                   | Pokhara-25, Kaski          | 9815169795 |
| 6    | Sujan Gurung                 | Thaprek-07, Tanahun        | 9816191017 |
| 7    | Prabesh Gurung               | Vyas-07, Tanahun           | 9824168460 |
| 8    | Roshan Bardewa               | Annapurna-08, Kaski        | 9814105086 |
| 9    | Bimal B.k.                   | Phedikhola-04, Syangja     | 9818985870 |
| 10   | Ashok Gurung                 | Vyas-07, Tanahun           | 9824132285 |
| 11   | Dhan Kumari Pun Gharti Magar | Adhikarichaur-02, Baglung  | 9844127345 |
| 12   | Anil Kunwar                  | Phedikhola-09, Syangja     | 9816116192 |
| 13   | Fatta Bahadue Gurung         | Balakot-06, Parbat         | 9814132165 |
| 14   | Bhima Jugjali                | Dhawalagiri-06, Myagdi     | 9804144150 |
| 15   | Ashim B.K.                   | Pokhara Lekhnath-17, Kaski | 9815183188 |
| 16   | Kanya Gurung                 | Modi-01, Parbat            | 9804167886 |
| 17   | Irfan Ali                    | Shuklagandaki-05, Tanahun  | 9826161858 |
| 18   | Sonu Kumal                   | Shivraj-01, Kapilvastu     | 9821815530 |
| 19   | Saugat Gurung                | Modi-07, Parbat            | 9805268416 |

Council For Technical Education & Vocational Training

# Pokhara Technical School

Phulbari-12, Pokhara

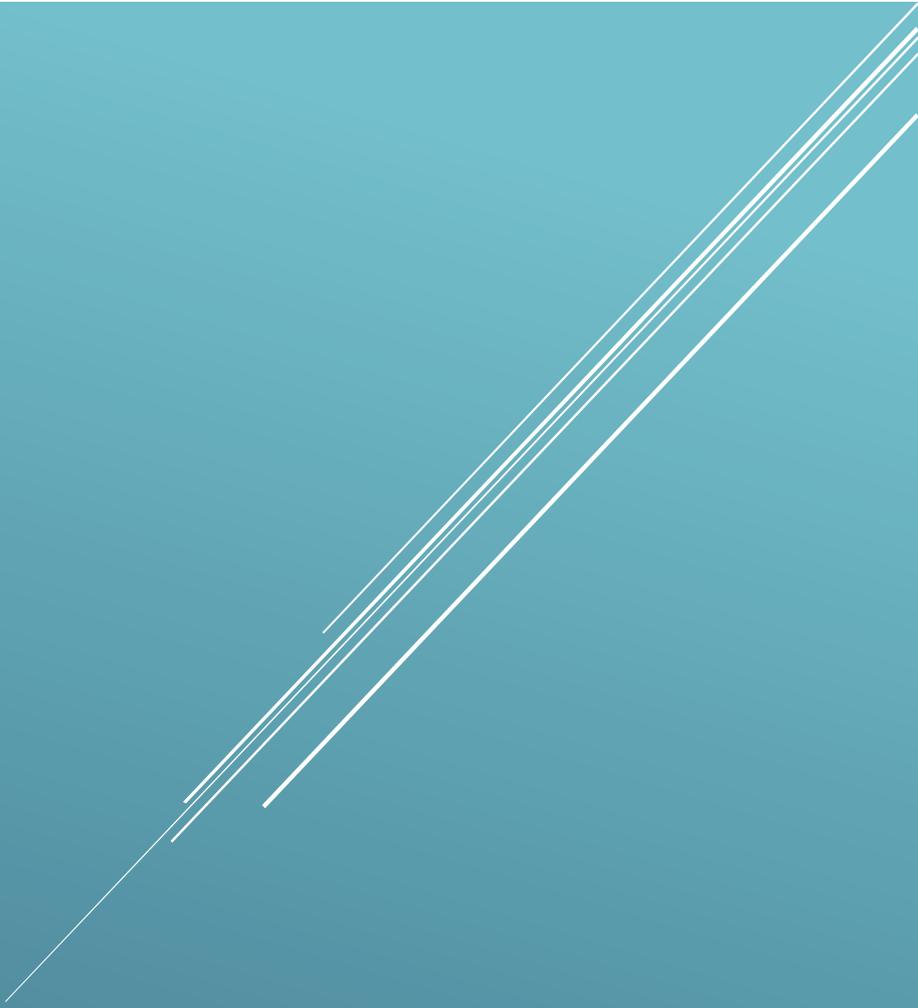
## Participants of Training Supported by SAKSHYAMTA Project

Training Name: General Cook (Commis II)

Training Date: 2077/12/20 to 2078/09/21

Venue: PTS, Fulbari, Kaski

| S.N. | Trainees' Name       | Address                      | Phone No.  |
|------|----------------------|------------------------------|------------|
| 1    | Roshan Gurung        | Hansapur- 07, Kaski          | 9805833094 |
| 2    | Rubina Gurung        | Pasgaun- 04, Lamjung         | 9806657137 |
| 3    | Dil Bahadur Gurung   | Biruwa- 07, Syangja          | 9817227177 |
| 4    | Arjun Rai            | Chaudandi- 03, Udayapur      | 9847259154 |
| 5    | Sagar Gurung         | Dibyanagar- 07, Chitwan      | 9816654904 |
| 6    | Kastup Gurung        | Pokhara- 23, Kaski           | 9816182016 |
| 7    | Nirjala Tamang       | Ramachhap- 09, Ramachhap     | 9816609651 |
| 8    | Nanu Maya Pun        | Annapurna- 08, Myagdi        | 9869868624 |
| 9    | Sunil Thing          | Rapti- 01, Chitwan           | 9823314632 |
| 10   | Mina Pun             | Baskharka- 07, Myagdi        | 9867732843 |
| 11   | Kushal Gurung        | Pokhara- 28, Kaski           | 9817129145 |
| 12   | Tulsi Ram Pade Magar | Rambha- 02, Palpa            | 9816698984 |
| 13   | Durga Bahadur Pande  | Phoksingkot- 04, Palpa       | 9848253682 |
| 14   | Bal Krishna Sharma   | Kichanas- 04, Syangja        | 9846111850 |
| 15   | Abishek Dahal        | Lekhath 03, Kaski            | 9829101404 |
| 16   | Rajan Rana           | Phalewas- 10, Parbat         | 9844734230 |
| 17   | Prabin Kumar Sainju  | Pokhara- 01, Kaski           | 9846196092 |
| 18   | Dipendra Dhakal      | Madhyabindu- 02, Nawalparasi | 9825489471 |
| 19   | Lil Bahadur Ale      | Myagde- 04, Tanahun          | 9846115294 |



# TRACER STUDY REPORT 2081

Short-Term Training Supported by SAKSHYAMTA  
Project (Barista, Homestay Operator, Bakery, Nepali  
Cuisine Cook, and General Cook) 2077/78

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