



Tertiary and Vocational Education Commission



Research Cell

Influencing Policy & Practice of TVET in Sri Lanka

Study on Training delivery in Private/NGO Training Institutes in Sri Lanka

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Abbreviations

| | |
|-------------|---|
| CBT | Competency Based Training |
| G.C.E (A/L) | General Certificate of Examination (Advanced Level) |
| G.C.E (O/L) | General Certificate of Examination (Ordinary Level) |
| Management | Head of the Departments |
| NAB | National Apprenticeship Boar |
| NAITA | National Apprenticeship and Industrial Training Authority |
| NCT | National Certificate in Technology |
| NCTE | National Certificate in Technical Education |
| NITESL | National Institute of Technical Education of Sri Lanka |
| NVQ | National Vocational Qualification |
| NVTI | National Vocational Training Institute |
| NYSC | National Youth Services Council |
| SLGRTTI | Sri Lanka German Railway Technical Training Institute |
| SLPA | Sri Lanka Ports Authority |
| TMP | Training Methodology Programme |
| TVEC | Tertiary and Vocational Education Commission |
| VET | Vocational , Education and Technical |
| VTA | Vocational Training Authority |

Abstract

This research study was conducted to identify effectiveness of training delivery and also factors considered to enhance the quality of the training delivery in registered and accredited Private/NGO training institutions in Sri Lanka. Meanwhile this research helps to check the standards or conditions of the training environment of the training institutions. And also this helps to find out the suitability of qualifications of the Trainers to conduct the courses and to recognize the way of upgrading skills of Trainers.

William McGehee proposed the following famous definition of training in 1979:

“Training is the formal procedures which a company utilizes to facilitate learning so that the resultant behavior contributes to the attainment of the company’s goals and objectives.”

Training is a technique to get increase knowledge, skills and/or attitude of human and thereby improve the human performance. Therefore employees should gain or get improved their knowledge, skills and/or attitude through training. Thereby they can demand their employability and higher perks and packages for their contribution.

Employers are willing very much to recruit trained competent people because it improves the achievements of the goals and objectives of the organization. On the other hand recruiting of trained competent people reduces the production cost by controlling quality of the product or service, controlling wastages of materials, saving machinery equipment and people, increasing relationship with clients through better communicating.

The employees must have a proper training to achieve above things. There are hundreds of private and public training organizations in Sri Lanka which train the people. The training courses conducted in many of those organizations are not fulfilling the industrial requirements. Therefore TVEC commences to maintain standards of the training courses in the public and private/NGO training organizations through institutional registration and course accreditation.

There are many unregistered training institutions in Sri Lanka. Only the registered Training institutes were considered for this research.

There are 406 private training institutes registered under TVEC and 200 of them are situated in the Western Province. Many of them are conducting courses with their own curriculum and course durations. TVEC assessed the maintaining quality of the training programmes and the

duration of the courses. 190 courses conducted by Private sector training organizations have been accredited and 79 courses out of them were in the Western Province. Nearly 30 training institutes were considered to collect the data within five among the nine provinces. Some of them are conducting CBT courses and eight courses have been accredited.

Sixty two percent Present Trainees and 95% Passed out trainees have mentioned that the quality of the training delivery was Excellent. Meanwhile 41% Passed out Trainees were employed and 78% from them have obtained jobs related to the field of training. Ten passed out Trainees had mentioned that the courses followed by them were highly supported to obtain a job. Two Trainees had mentioned that it was supported to obtain a job. It is very important fact to mention here that the age of the Trainees was varied from 16-55 years.

Highest vocational qualification of 14 Trainers was certificate level, 10 Trainers were Diploma level, two were Degree level and one trainer was Post Graduate Diploma level. Nineteen Trainers are conducting the courses related to their vocational qualification. One Trainer mentioned that he was conducting the course not related to his qualification.

According to Trainees view more training methods and media were been used for the training by the trainers and they were excellent. They mentioned that the theory hours per week varied from 2-35 and practical hours varied from 2-50 hours.

According to the conclusion of the report, delivery of training in the private training Institutes are satisfied the criteria used to accredit the courses and Trainees receive quality training from them. Therefore private training Institutes help technical and vocational training sector to fulfill the requirement of the labour market.

Following recommendations were presented based on data analyzing:

- Motivate Private Training Institutes to conduct the NVQ courses and accredit the courses
- Aware school Leavers about the NVQ courses and NVQ system and its benefits.
- Aware society to get accepted certificate through following courses in the registered institution
- Aware Head of the Institute about the Course accreditation and its benefits
- Train the Trainers to get course accreditation
- Develop NVQ documents to other fields also
- Identify system to accredit non- NVQ courses also

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Chapter 01

Introduction

1.01 Introduction

This chapter describes the definition of training, different between education and training, institutional registration and course accreditation. The objectives, hypotheses and definition of terms are also included in this chapter.

1.02 Introduction to the Topic

William Mc Gehee proposed the following definition of training in 1979:

“Training is the formal procedures which a company utilizes to facilitate learning so that the resultant behavior contributes to the attainment of the company’s goals and objectives.”

Training is a purposely structured process which leads to individual achievement of a performance which is:

- *Mutually desired by the individual and the organization;*
- *Dependent upon the acquisition of knowledge, skills or attitudes;*
- *Not dependent on environmental or motivational-incentive factors.*

Training and education have much in common, and, a few key differences. Education aims at broad capabilities--training aims are specific and task oriented. After training, education helps the individual to apply the skills learned in the training to new or unique situations or conditions. All higher level professions (doctor, surgeon, dentist, lawyer, and instructor) begin with education and general knowledge and then progress to training where the skills of the profession are acquired.

Table 1.1 lists key differences between training and education.

Table 1.1: Education vs. Training

| | Education | Training |
|--------------------------------|------------------|----------------------------|
| Aims | Broad | Specific |
| Focus | Avocational | Vocational |
| Prepares one for | A good life | A good living |
| Duration | Long | Short |
| Outcomes | General, vague | Clear, specific |
| Prerequisites | None initially | Usually specific education |
| Curriculum development | Subject oriented | Performance oriented |
| Primary learning domain | Knowledge | Skill |
| Evaluation | Written | Performance |

Source: Swisscontact concept card “ Overview of Training”

Training is a technique to increase knowledge, skills and/or attitude and to improve human performance. Therefore employees gain knowledge, skills and/or attitude through training; they can demand their employability and higher salary for their contribution.

Employers very much like to recruit competent people because it improves organizational results. On the other hand recruiting competent people reduces the production cost of the product or service, controlling wastages, saving machinery equipment and people, increasing relationship with clients through better communicating.

The people must have a proper training to achieve above matters. There are many private and public training organizations which train the people, but all those organizations and trainings courses conducted by them are not up to the industrial requirements. Therefore TVEC maintains standards of the training courses in the public and private/NGO training organizations through institutional registration and course accreditation.

Training delivery in the registered private/NGO training organizations is study in this report.

1.02.01 Registration of Training Institutes:

It is observed that number of Vocational Training Institutes in the country has seen an increase since the introduction of open economic policies by the Government. Though there are about 600 Vocational and Technical Training Centers registered in the Tertiary and Vocational Education Commission (TVEC), there are more than 1000 training centers are activated in the country. They conduct nearly 300 different courses in their training institutes. But the training delivery by these institutes is vary from one to another so the Certificates and Diplomas offered by those organizations are not in a same standards. Therefore, Tertiary and Vocational Education Commission has taken measures to register those training institutes and courses in terms of the provisions of the Development Plan for Registration, published in the Government Gazette (extraordinary) No. 887/8 dated 26th December 2008 with the view to control and maintain quality of the vocational training system in the country.



Figure 1.1 : TVEC visit to registered training institute at Jaffna

1.02.02 Accreditation of Training courses

In accordance with the Tertiary and Vocational Education Commission Act No.20 of 1990 and act No.50 (Amendment) of 1995, in the year 2000, with a view to ascertain the quality, the commission commenced accreditation of the vocational training courses conducted by Technical and Vocational training Institutes.

The accreditation is carried out as per the national skills/competency standards prepared by TVEC.

Taking into consideration the technological advancement and skills requirements of the industry, National Skills/competency Standards are prepared. These standards specify the minimum requirements of course contents, Duration of course, teacher qualifications, machinery and equipment required for training programmes etc.

The Commission accredits the training programmes that meet and satisfy the minimum requirements of the National Skills/competency Standards.





Figure 1.3: Accredited Course (Carpenter)



Figure 1.4 : Accredited Course (Computer Applications Assistant)

1.02.03 National Vocational Qualification (NVQ) System

Most of those Certificates and Diplomas are not equal in standards throughout the country. The primary and secondary schools are teaching according to the nationally recognized curricula. Finally conduct examinations in same standards throughout the island and award certificate such as G.C.E (O/L) and G.C.E (A/L) for all students in the country irrespective of the school. The bachelor of degrees those awarded under the purview of the University Grants Commission that have the equal standard and recognition irrespective of Universities. Though there are many public and private Vocational and Technical Training organization and they are conducting different level of courses, youths are in a puzzle of selecting a quality programme to prosper their future as a career path. Similarly, at the recruitment phase, the employers are also in difficult situations to consider which certificates are to be accepted and are complying with industry requirements and standards.

Therefore TVEC in collaboration with all government technical education and vocational training institutes and Skills Development Project under the guidance of Ministry of Vocational and Technical Training has taken steps to introduce a NVQ System consisted with seven levels. NVQ System could be considered as nationally and internationally recognized vocational certification system, which is a unified one.

This system is implemented under the direct monitoring of TVEC. There are two routes to obtaining NVQ certificate.

- a. By following a Competency Based Training (CBT) course relevant to the qualification which is accredited by the TVEC.

Following aspects are considered for course accreditation.

1. Mastery level of Trainers
2. Students Records
3. Standard/ Curriculum used for training
4. Training delivery documents
5. Physical observation
6. In plant Training
7. Workshop facilities
8. Quality management system
9. Assessment trainees

- b. The other route to getting NVQ certificate is, if the candidate could prove his/her ability with adequate evidence of his/her competencies pertaining to qualifications stipulated in the Skill Standards (documents where the relevant standards are stated), then the candidate is eligible to receive NVQ certificate through Recognition of Prior Learning (RPL)

1.03 Purpose of the Research

To Study and identify factors considered for enhancing quality of training delivery in registered and accredited Private/NGO training institutes in Sri Lanka.

1.04 Objectives

1. Find out the effectiveness of the training delivery in Private/NGO training institutes
2. Find out the factors effect to the delivery of courses
3. Find out the condition of the training environment of the training institutes
4. Find out the suitability of qualifications of the Trainers to conduct the courses
5. Recognize the way of upgrading skills of Trainers

1.05 Research Question

Is registered and accredited Private/NGO training institutes in Sri Lanka deliver the quality training programmes?

1.06 Hypotheses

1. Training delivery is directly effect to the quality of the training process
2. Training programmes enhance the performance of the trainees
3. Training delivery of the CBT courses are satisfactory according to
 - a. Trainees' view
 - b. Trainers' view
 - c. Managements' view
 - d. Employers' view
4. Management helped their Trainers for the training delivery
5. Ideas on Training delivery of the Trainers are positive
6. Employers wish to assigned trainers graduated from CBT courses

1.07 Limitations

There are many unregistered training institutes in Sri Lanka. Only the registered Training institutes were considered for this research.

1.08 Procedure and methodology

Five types of respondents were considered to collect the data for the study. Those are Trainers, Management, Present trainees, Passed out trainees and Employers. The data was to be collected from the Trainers, Management, trainees and employers through questionnaires and by structured interviews. Views and comments have been collected for the analysis from the entire questionnaire.

1. Conduct literature survey
2. Collect data through structured interviews and Questionnaires
3. Analyse data using the software SPSS
4. Present analysed data

The SPSS is used to analyze the data collected.

1.09 Population and Sample

The population of Trainers and Management for the study was both who are owner or employed in the vocational and technical training centres. The population of the present Trainees and pass out trainees was students who are following the courses in the private/NGO sector technical and vocational training organization and students who were graduated from the private/NGO sector vocational training organization respectively.

Samples of the stakeholders of the study were decided as follows:

| Respondents | Sample |
|--------------------|---------------|
| Trainers | 65 |
| Management | 30 |
| Present Trainees | 75 |
| Past out Trainees | 25 |
| Employers | 10 |

All the accredited Private/NGO training institutes are selected for population and at least 10% of registered institutes from each District are selected for the sample.

1.10 Data Collection

The following instruments were used to collect necessary data for the present study.

| | |
|-------------------|---|
| Trainers | Questionnaire |
| Management | Questionnaire |
| Present Trainees | Questionnaire with Structured Interview |
| Past out Trainees | Questionnaire with Structured Interview |
| Employers | Structured Interview |

Questionnaires were handed over to trainees of the selected sample and interviewed some trainees. The team of the researches has visited Training Centers and Organizations to collect the data.

The five questionnaires used in the study are given in annexes 1, 2, 3, 4 and 5.

The number responded in each category of sample is tabulated in Table 1.2.

Table 1.2 :Number of respondents in each category

| Respondent | No. Posted/ Interviewed | Responded |
|-------------------|------------------------------------|------------------|
| Trainers | 65 | 29 |
| Management | 30 | 19 |
| Present Trainees | 75 | 81 |
| Pass out Trainees | 25 | 22 |
| Employers | 10 | 05 |

1.11 Definition of terms

The key terms of this study are training, vocational education and training, programme, trade, skill, effectiveness, employee, employer, occupation etc.

The definitions of these terms are given below:

Training:

1. Helping people to do things that they could not do before they were trained (Roger James-1996).
2. Instruction and applied exercises for attainment and retention of skills, knowledge and attitudes. (US Air force Glossary)
3. The system, which aims to equip people with the skills and knowledge, needed for employment.
4. The processes and methods used to enable people to meet specific learning objectives, which are relevant to a particular occupation or job.
5. The act of enabling people to acquire, apply and embed knowledge and skills needed for jobs and occupations.
6. The process, which is an individual, acquires employable skills.

Vocational Education and Training (VET)system:

The system of VET includes all the institutions which develop and maintain VET, and the relationships between them

Vocational Guidance:

Advice and direction given to people to enable them to make informed choice about the kind of working life for which they are suited and which matches their aspirations

Programme:

1. The activities and methods needed in order to achieve a set of objectives, organized into a logical sequence over a specified period.
2. The system used to provide education and training which equips people with employable skills

Effectiveness:

Having an effect producing the intended results.

Efficiency:

Efficiency is measured as the amount of a desired output produced per unit of input.

Employee:

People in employment who are neither owner-managers (entrepreneurs) nor self-employed.

Employer:

Employers are those, within the firm, who are responsible for making the decisions which affect the employment by the firm of its employees.

Labour Market:

A labour market is the market* in which potential workers seek to sell and employers seek to buy labour services.

Occupation:

The type of work, which an individual does, often defined in terms of the broad range of skills or competences required to do it.

Trade:

A course or training through skills obtained in an industry or a workstation.

Skill:

A skill is a specific, observable unit of work complete in itself. It can be broken down into two or more steps, can be performed in a limited period and has a definite start and end point. When completed it results in a product, service or decision and is something a worker is normally paid to do.

Ability:

The capacity of the people to carry out a physical or mental action with or without prior education or training.

Qualification:

The activities and methods needed in order to achieve a set of objectives, organised into a logical sequence over a specified period of time.

Qualification Required:

1. The range and types of qualifications needed to meet the aims of education and training policy.
2. The range and type of qualifications an individual needs in order to enter an occupation or a specific work role

Private Sector:

The private sector is all that part of the economy, which is not owned by the state (at national, regional or local level.) Thus, it includes households, not-for-profit organizations and firms of every kind.

Worker:

Those employees who are not managers and all those who work for a living, whether in paid employment or as self-employed.

Semi-skilled worker:

Semi-skilled workers undertake work, which involves the application of knowledge in a significant range of varied work activities, performed in a variety of contexts. Some of the activities are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be required.

Self-employment:

Someone who is self-employed has no employer and usually has no or few employees.

The public sector is all that part of the economy, which is not controlled by individuals, not-for-profit organizations, or privately owned firms. Consequently, it includes government at all levels

Unemployment:

Someone within the labour force is unemployed if he or she wishes to work but is unable to find employment

1.12 Summary

Training is an important aspect to enhance skills of the trainees to fulfil the requirements of the skilled worker in the labour market. Therefore it is important to assess the effectiveness of training delivery by the private/NGO training Institute for the fulfilment of the industrial standards and requirement in locally and internationally. There is very high demand from foreign countries for some occupations and they need the advanced competencies. These competencies could be obtained from standard systems of training.

Chapter 02

Background and Methodology

2.01 Introduction

In this Chapter, an attempt will be made to provide some background information to the study. This describes the methodology followed in carrying out the research. More spectrally, it deals with the population and the sample, data sources, the various instruments used. The procedure adopted in collecting data is described below.

2.02 Literature Review

Up to the recent past, economy of Sri Lanka had been depended basically on agriculture. Along with the industrial development, most of the projects concentrated on conservation and distribution of water for agricultural purposes. With the free education move in 1944, there was a gradual demand for employment in the industrial sector. The socio economic survey of 1969 – 70 revealed that the number unemployed was about 14 percent of the total labour force aged between 15 to 59. Further more, the rate of unemployment of those aged between 15 to 24 exceeded 40 percent and over 70 percent had completed schooling up to year 10.

In the circumstances, the government had taken steps to expand and diversify the economy, and create more employment opportunities. Government invests greater capital on agricultural and industrial enterprises in the private sector. A large number of state corporations and statutory boards were setup for direct involvement in rapid industrialization and modernization.

2.02.01 History of Vocational Training

The Technical College at Maradana has started in 1890s to train the skill personnel required for the Industry. Industry demanded skill personnel. So, necessary actions were taken to produce a work force to cater to the developing tasks in different trades insisted by the industry. Economic well being, standard of living, potential for growth and security depended heavily on the efficiency of the system of technical education and vocational training. Tremendous thoughts and efforts on manpower development began to expand. Vocational training was therefore recognized as a key factor in upgrading the economy of the country.

The National Apprenticeship Board (NAB) was established in 1971 in order to undertake the training component needed for the industry. The aim of NAB had been to provide apprenticeship (on-the-job) training for school leavers who were placed for training in the Industry. Subsequently, NAB became a unique provider of apprenticeship training in Sri Lanka. With a view of widening the powers vested on NAB, it was reconstituted as National Apprentice and Industrial Training Authority (NAITA) in 1990. Since then, NAITA has been training apprentices in different trades.

The Vocational Training Authority was established in 1995 in order to cover the training in rural areas.

In the mean time there are other government institutes and many private training organizations started in the country to fulfill the local and foreign labour market.

Tertiary and Vocational Education Commission (TVEC) was established in 1991 to maintain the quality of technical and vocational training.

Therefore TVEC has taken steps to introduce a National Vocational Qualification (NVQ) System consisted with seven levels (table 2.1) , starting with certificate level and end with Degree level, in collaboration with all government technical education and vocational training institutes and Skills Development Project under the guidance of Ministry of Vocational and Technical Training.

2.02.02 Levels of NVQ System

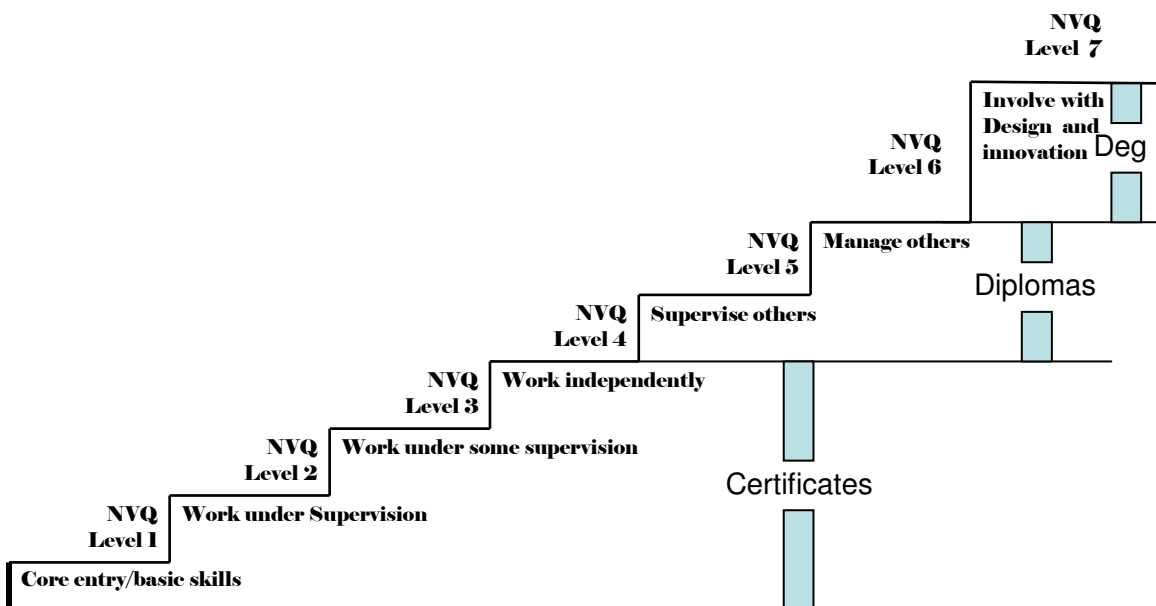


Figure2. 1 : Levels of NVQ system

| Level | Qualification | Description |
|--------------|--|---|
| 1 | National Certificate | This level recognizes acquisitions of a core of entry level skills |
| 2, 3, 4 | National Certificate | Level 2, 3, 4 recognize increasing levels of competencies. Level 4 qualification provides for full national craftsmanship |
| 5, 6 | National Diploma and Higher National Diploma | Level 5 and 6 recognize increasing levels of competencies ranging from technician level to management level. |
| 7 | Bachelors degree or equivalent | This level includes planning, resourcing and management processes |

NVQ System could be considered as nationally and internationally recognized vocational certification system, which is a unified one. TVEC developed National Skills/Competencies standards and Curriculum for the training for following occupations.

2.02.03 National Skills Standards Available

Table 2.2 : National skill standards those developed complying NVQ framework

| | | | |
|----|--------------------------------|----|-----------------------------------|
| 01 | Agriculture Equipment Mechanic | 02 | Aluminum Fabricator |
| 03 | Assessor | 04 | Automobile Air-Condition Mechanic |
| 05 | Automobile Electrician | 06 | Automobile Mechanic |
| 07 | Auto Painter | 08 | Automobile Tinker |
| 09 | Baker | 10 | Bar Bender |
| 11 | Bartender | 12 | Beautician |
| 13 | Bio Medical Technician | 14 | Boiler Operator |
| 15 | Book Binder | 16 | Camerasmen / Photographer |
| 17 | Carpenter (Building) | 18 | Carpenter (Furniture) |

| | | | |
|----|---|----|--|
| 19 | Cashier | 20 | Clerk(General) |
| 21 | Computer Aided Colour Matcher(Garments) | 22 | Computer Applications Assistant |
| 23 | Computer Graphic Designer | 24 | Computer Hardware Technician |
| 25 | Computer Network Technician | 26 | Construction Equipment Mechanic |
| 27 | Construction Equipment Operator | 28 | Cook |
| 29 | Construction Supervisor | 30 | Desktop Publishing |
| 31 | Electrician | 32 | Electric Motor Winder |
| 33 | Fabric Cutter | 34 | Fabric Inspector |
| 35 | Fitter | 36 | Fruit and Vegetable Processor |
| 37 | Gaffer | 38 | Gem & Jewellery Maker |
| 39 | Hair Stylist | 40 | Heavy Vehicle Operator |
| 41 | Household Electrical Appliance Repairer | 42 | Industrial Electronic Craftsman |
| 43 | Industrial Sewing Mechanic Operator | 44 | Industrial Plumber |
| 45 | Jewellery Maker (Goldsmith) | 46 | Jewellery Stone Setter |
| 47 | Laboratory Assistant (Construction sector) | 48 | Landscaping Technician |
| 49 | Leather and Footwear Maker | 50 | Litho Machine Operator |
| 51 | Machinist | 52 | Makeup Artist |
| 53 | Mason | 54 | Medical Laboratory Technician |
| 55 | Merchandiser | 56 | Metal Fabricator |
| 57 | Motor Cycle Mechanic | 58 | Nurse |
| 59 | Nurse Assistant | 60 | Out boat Mechanic |
| 61 | Pattern Maker(Garments) | 62 | Painter (Building) |
| 63 | Plant Nursery Development Assistant | 64 | Plastic Processing Machine Operator |
| 65 | Plumber | 66 | Pneumatic Technician |
| 67 | Pre-School Teacher | 68 | Printing Machine Mechanic |
| 69 | Quality Controller(Garments) | 70 | Quantity Surveyor |

| | | | |
|----|---|----|--|
| 71 | Radio, TV and Allied Equipment Repairer | 72 | Receptionist |
| 73 | Refrigeration & Air-Conditioning Mechanic | 74 | Room Attendant |
| 75 | Rubber Processing Machine Operator | 76 | Sales Representative |
| 77 | Secretary | 78 | Sewing Machine Mechanic |
| 79 | Stewards | 80 | Store Keeper |
| 81 | Supervisor (Garments) | 82 | Supermarket Customer Service Assistant |
| 83 | Survey Field Assistant | 84 | Tailor |
| 85 | Tea Factory Mechanic | 86 | Three Wheeler Mechanic |
| 87 | Tool and Die Maker | 88 | Welder |
| 89 | Wharf Clerk | 90 | Work Study Officer |

Quality assurance is fundamental to all aspects of the NVQSL; it includes the determination of the national skill standards, training delivery to learners on and off the job, the skills assessment of candidates and the award of qualifications. Technical and vocational qualifications which comply with the national quality requirements are formally recognized through the NVQSL. The framework shall be based on national skill standards which forms the criteria for accreditation of courses. All other qualifications including foreign qualification which conform to the requirements of the framework will be accredited and be consistent with the national system.

Table 2.3 shows the registered Training Institute in each provinces.

| Province | No. of Private Institutes | No. of NGO |
|-----------------|----------------------------------|-------------------|
| Central | 32 | 04 |
| Eastern | 16 | 11 |
| North Western | 21 | 02 |
| North Central | 08 | 06 |

| | | |
|--------------|------------|-----------|
| Northern | 03 | 07 |
| Sabaragamuwa | 17 | 02 |
| Southern | 21 | 18 |
| Uva | 08 | 10 |
| Western | 200 | 20 |
| Total | 326 | 80 |

Source: TVEC Data base

There are 326 private sector training institute and 80 NGO sector training institutes are registered in the TVEC.

Table 2.4 shows the accredited training courses in Private and NGO sector.

| Table 2.4: Accredited Training courses | |
|---|--------------------------|
| Province | No. of Institutes |
| Central | 23 |
| Eastern | 22 |
| North Western | 13 |
| North Central | 08 |
| Northern | - |
| Sabaragamuwa | 04 |
| Southern | 18 |
| Uva | 23 |
| Western | 79 |
| Total | 190 |

Source: TVEC Data base

There are 190 courses in private sector and NGO sector training institutes are accredited by TVEC.

2.03 Summary

Training delivery is very important to maintain the quality of learning in the technical education and vocational training. But training delivery is varying in these registered training institutes. TVEC maintains consistency of training delivery in the training institutes through course accreditation.

Chapter 03

Analysis of survey Findings and Discussion

3.01 Introduction

This chapter deals with the analysis of survey findings focusing on the following aspects.

- I. General Information
- II. Qualification and experience of Respondents
- III. Method and media used for training
- IV. Comments raised by
 - Trainees
 - Trainers
 - Management
 - Employers

3.02 Data Analysis

3.02.01 Results of data collection

Data was collected from following respondents to complete this report. Table 3.1 shows the number of respondent in each category.

Table 3.1 : Number of respondents in each category

| Respondent | No. Posted/ Interviewed | Received |
|-------------------|------------------------------------|-----------------|
| Present Trainees | 100 | 81 |
| Pass out Trainees | 50 | 22 |
| Trainers | 50 | 29 |
| Management | 30 | 19 |
| Employers | 10 | 05 |

Out of the 100 present trainees in the sample, 81 have responded. Out of the 50 passed out trainees in the sample, 22 have responded. Out of the 50 trainers in the sample, 29 have responded and out of the 30 Management, 19 have responded in the Training Institutes. Five numbers of Employers have responded.

Table 3.2 shows the number of Present trainees responded from each District.

Table 3.2 : Number of present Trainees respondents according to District

| District | Number | % |
|-----------------|---------------|--------------|
| Badulla | 1 | 1.2 |
| Colombo | 13 | 16.1 |
| Galle | 21 | 25.9 |
| Gampaha | 11 | 13.6 |
| Hambantota | 3 | 3.8 |
| Kurunegala | 9 | 11.2 |
| Matale | 3 | 3.7 |
| Matara | 1 | 1.3 |
| Monaragala | 17 | 21 |
| Total | 81 | 100.0 |

Source: Survey data

According to the Table 3.2 and Graph 3.1 most responded Present trainees are from Galle District (25.9%) and 16.1% Present Trainees from Colombo District.

Table 3.3 shows the number of Organization in the respective district where the responded employees who graduated from the vocational training institute are working in.

Table 3.3 : No. of organization in each District

| District | No. of Organization |
|-----------------|----------------------------|
| Kurunegala | 02 |
| Kaluthara | 02 |
| Kandy | 01 |
| Gampaha | 02 |
| Colombo | 02 |
| Total | 09 |

Source: Survey data

Total of nine Employers have responded about the Employees who have graduated from the Private Training Institutes.

3.02.02 Age range of Trainees

Table 3.4 shows the age range of Trainees passed out and presently undergoing training courses.

| <i>Table 3.4 : Age range of Trainees</i> | | | | |
|--|--------------------------------|------------|-----------------------------------|------------|
| Age range | No. of Present Trainees | % | No. of passed out Trainees | % |
| 16-20 | 61 | 77.2 | 9 | 41 |
| 21-25 | 11 | 14 | 11 | 50 |
| 26-30 | 1 | 1.27 | 1 | 4.5 |
| 31-35 | 1 | 1.27 | 1 | 4.5 |
| 36-40 | 3 | 3.9 | - | - |
| 41-45 | 1 | 1.27 | - | - |
| 46-50 | 0 | 0 | - | - |
| 51-55 | 3 | 3.9 | - | - |
| Total | 81 | 100 | 22 | 100 |

Source: Survey data

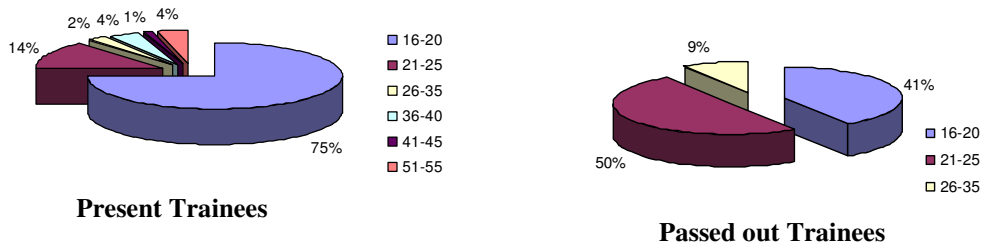


Chart 3.1: Age range of Trainees

When considered to the ages of the Trainees, as per the table 3.4 , the majority of the Present Trainees (77.2%) are in the range of 16-20 years and 14% of Present Trainees are in the range of 21-25 years. Three of them are in the range of 51-55 years. Majority of the Passed out Trainees are in the ranges of 21-25 (50%) and 41% OF passed out Trainees are in the range of 16-20 years. No passed out Trainees above the age of 36 years have responded.

3.02.03 Age range of Trainers

Table 3.5 and chart 3.2 show the age range of Trainers responded.

Table 3.5 : Age range of Trainers

| Age range | No. of Trainers | % |
|--------------|-----------------|------------|
| 20-25 | 05 | 17.2 |
| 26-30 | 05 | 17.2 |
| 31-35 | 06 | 20.7 |
| 36-40 | 04 | 13.8 |
| 41-45 | 01 | 3.4 |
| 46-50 | 04 | 13.8 |
| 51-55 | 03 | 10.3 |
| Over 55 | 02 | 6.9 |
| Total | | 100 |

Source: Survey data

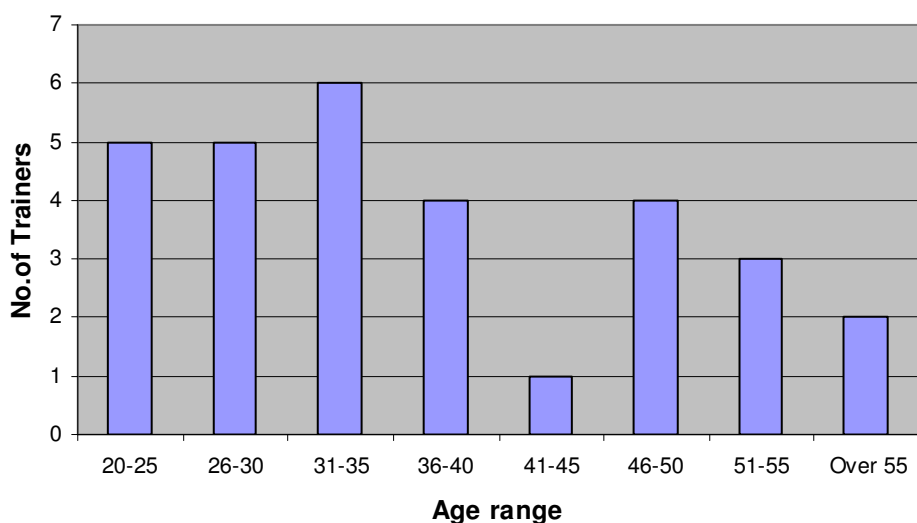


Chart 3.2: Age range of Trainers

According to the graph 3.2, the age range of the majority of the Trainers are in 31-35 (20.7%).

There are only two Trainers are in the age range of over 55.

Age of the majority Trainers (55.1%) are below 35 years.

3.03 Educational and vocational Qualification

3.03.01 Qualification of Trainees

Table 3.6 shows the highest educational qualification of Present and Passed out Trainees.

| Educational Qualification | Number of Present Trainees | % | Number of Passed out Trainees | % |
|----------------------------------|-----------------------------------|------------|--------------------------------------|------------|
| Up to G.C.E (O/L) | 25 | 30.9 | 02 | 9.1 |
| G.C.E (O/L) | 11 | 13.6 | 04 | 18.2 |
| G.C.E (A/L) | 36 | 44.4 | - | - |
| Diploma | 01 | 1.2 | 13 | 59.1 |
| Degree | - | - | 01 | 4.5 |
| Not responded | 08 | 9.9 | 02 | 9.1 |
| Total | 81 | 100 | 22 | 100 |

Source: Survey data

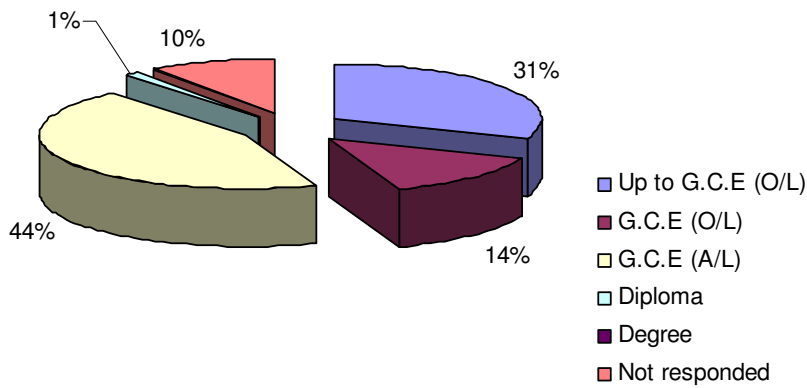


Chart 3.3: Education Qualification of Present Trainees

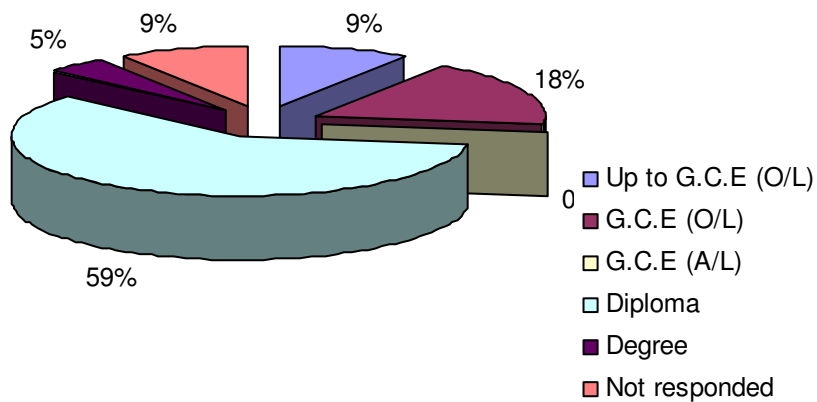


Chart 3.4: Education Qualification of Passed out Trainees

The educational qualification of majority of Present Trainees (44.4%) is G.C.E. (A/L) and Passed out Trainees (59.1%) is Diploma level. The percentage of 30.9 of Present Trainees and 18.2% passed out Trainees are educated up to G.C.E. (O/L)

3.03.02 Qualification of Trainers and Management

Table 3.7 shows the highest educational qualification of Trainers and Management of the training organization.

| Educational Qualification | Number of Trainers | % | Number of Management | % |
|----------------------------------|---------------------------|------------|-----------------------------|------------|
| G.C.E (O/L) | 10 | 34.5 | - | - |
| G.C.E (A/L) | 7 | 24.2 | - | - |
| Diploma | 8 | 27.6 | 15 | 75 |
| Degree | 2 | 6.9 | 4 | 20 |
| Post Graduate Diploma | 1 | 3.4 | 1 | 5 |
| Master degree | 1 | 3.4 | - | - |
| Total | 29 | 100 | 20 | 100 |

Source: Survey data

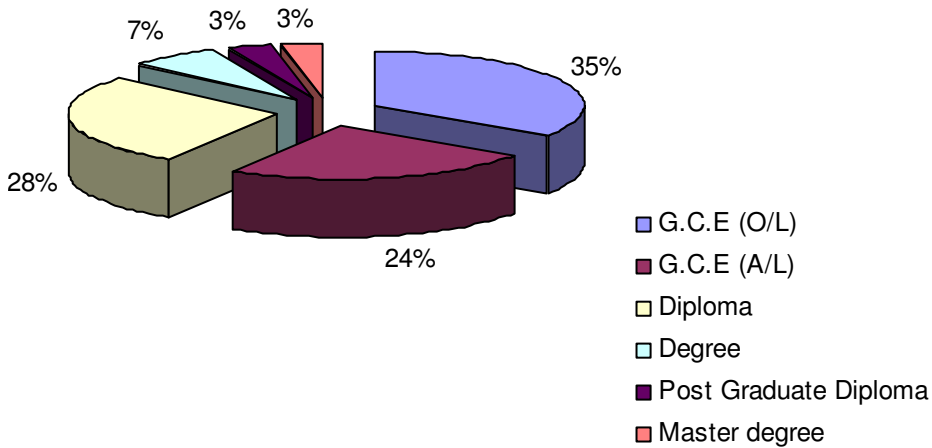


Chart 3.5: Education Qualification of Trainers

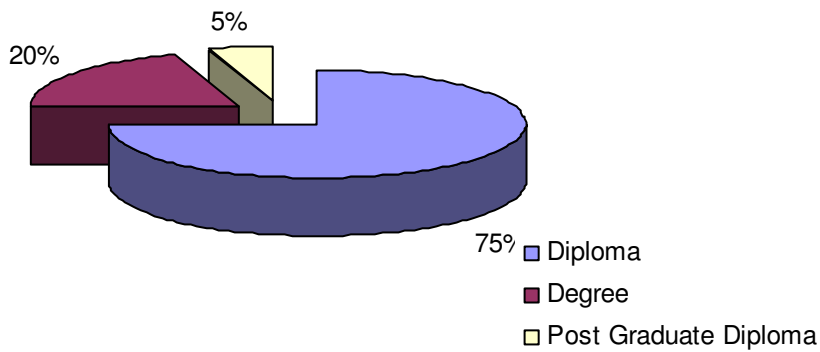


Chart 3.6: Education Qualification of Management

The educational qualification of majority of Trainers (34.5%) is G.C.E. (O/L) and 27.6% Trainers have Diploma. The educational qualification of majority of Management (75%) is Diploma and 20% Management have Degree. The percentage of 24.2 Trainers has G.C.E (A/L). The percentage of 3.4 and 5 Trainers and Management are having Post Graduate Diploma. The percentage of 3.4 Trainers is having Master Degrees.

More than 50% of Trainers have passed G.C.E. (O/L) and have Diploma certificate. The percentage of 95 Management has Diploma and Degree.

Table 3.8 shows the vocational qualification of Trainers and Management of the training organization.

| Vocational Qualification | Number of Trainers | % | Number of Management | % |
|---------------------------------|---------------------------|----------|-----------------------------|----------|
| Certificate | 14 | 48.3 | - | - |
| Diploma | 10 | 34.5 | 15 | 75 |
| Degree | 2 | 6.9 | 4 | 20 |
| Post Graduate Diploma | 1 | 3.4 | 1 | 5 |
| Master degree | 2 | 6.9 | - | - |
| Total | 29 | | 20 | |

Source: Survey data

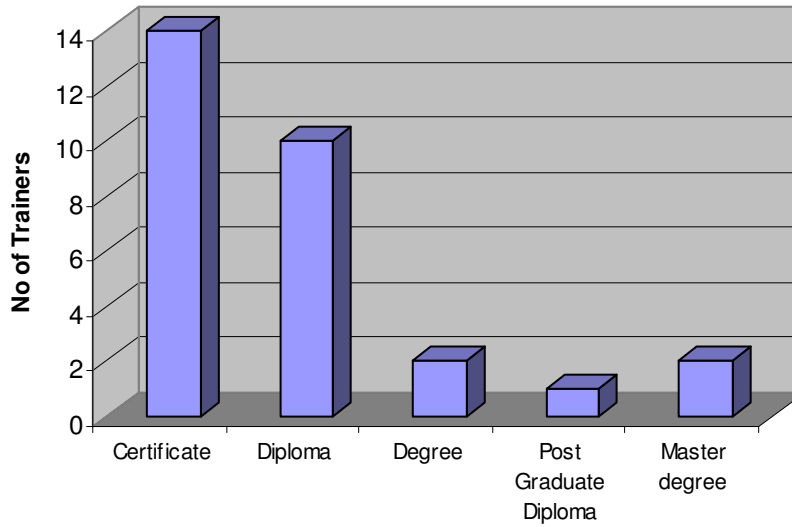


Chart 3.7: Vocational Qualification of Trainers

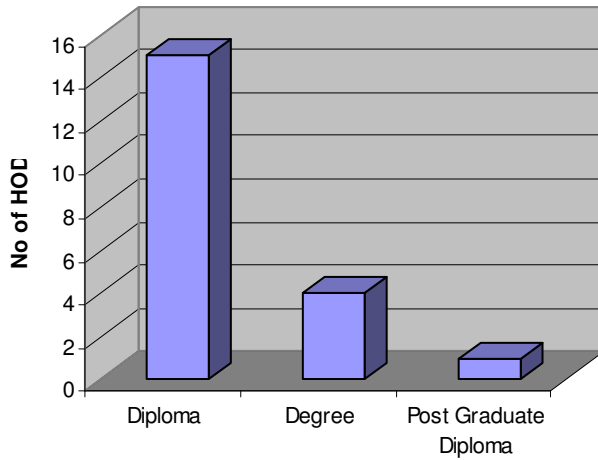


Chart 3.8: Vocational Qualification of Management

The vocational qualification of majority of Trainers (48.3%) is certificate course and Management (75%) is Diploma and 34.5% Trainers have Diploma. Two Trainers and four Management are having Degree level. One from each category has Post Graduate Diploma and two Trainers have Masters(Postgraduate Degrees).

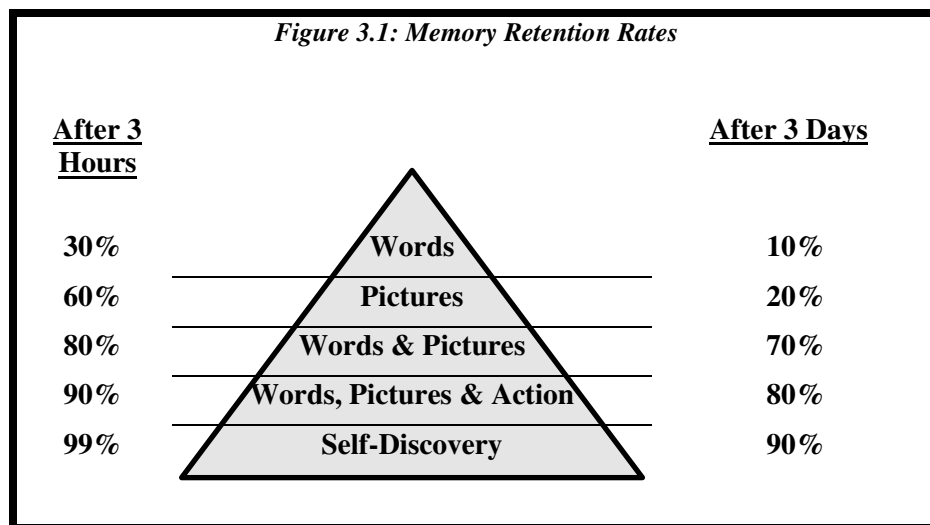
There are two Trainers having Master Degree and one Trainer has Post Graduate Diploma. The percentage of 95 Management has Diploma and Degree.

3.04 Methods and Media used for the training

The more intense (vivid) the activity, the more learning occurs. Use visuals! Use learner activities! Keep a fast pace! Don't lecture. Change learning activity every 20 minutes. Most people learn best when they are allowed to "DO" something. Try to get your learners to "do" something early in the lesson. People learn best when as many senses as possible are stimulated. Visuals play an important role in helping people to learn. (see Figure 3.)

(Concept card developed by Ms. Bimala Maskey and Dr. Jhon Collum, TITI, Kathmandu, Nepal, in 1994)

Figure 3.1 shows the memory retention period of human when using visuals in their lessons.



According to the figure 3.1, Visuals play important role in the training programme. Memory retention time by learning only by words or Lectures without using any visual aids is 30% after 3 hours and 10% after 3 days. If only pictures used for the lesson, memory retention period is 60% after 3 hours and 20% after 3 days (it is doubled compared in using only words). If words and pictures are used for the lessons, memory retention period is 80% after 3 hours and 70% after 3 days. Therefore method and media are very important in learning.

3.04.01 Methods used for Training

Table 3.09 shows the views of Present Trainees of use of training methods by Trainers when they conduct the training sessions.

| <i>Table 3.09: Use of Training Method in theory class according to the Present Trainees views</i> | | | |
|---|--------------------------|----------|---------------|
| Training Method | No of Trainees Responded | | |
| | Used | Not Used | Not Responded |
| Lectures | 65 | 13 | 3 |
| Receiving Information through Questioning | 69 | 9 | 3 |
| Group Work | 59 | 19 | 3 |
| Oral Questioning | 67 | 11 | 3 |
| Projects | 46 | 32 | 3 |
| Practical | 65 | 12 | 4 |
| Discussion | 71 | 7 | 3 |
| Problem Solving | 65 | 13 | 3 |
| Multiple responses | | | |

Source: Survey data

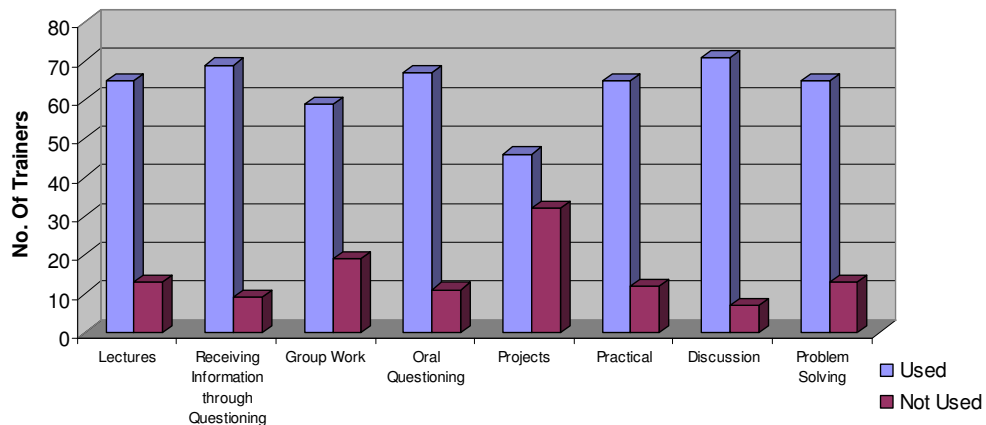


Chart 3.9: Use of Training Method in theory class according to the Present Trainees views

According to the Table 3.09 and chart 3.09, majority Trainees (71) responded that Trainers use the method of “Discussion” for the theory classes. Sixty nine Trainees and 67 Trainees have stated that the Trainers use the method of “Receiving Information through Questioning” and “Oral Questioning” for teaching in theory classes. 65 Trainees responded that the Trainers are

using the method of “Practical” and “problem solving” to teach at the theory class. They used the method of giving some “projects” also.

According to the trainees view Trainers used variety methods to conduct theory classes.

Table 3.10 shows the training methods used by Trainers for the practical sessions.

| <i>Table 3.10: Use of Training Method in practical sessions</i> | | | |
|---|--------------------------|----------|---------------|
| Training Method | No of Trainees Responded | | |
| | Used | Not Used | Not Responded |
| Lectures | 51 | 25 | 5 |
| Receiving Information through Questioning | 53 | 23 | 5 |
| Group Work | 65 | 11 | 5 |
| Oral Questioning | 63 | 13 | 5 |
| Projects | 41 | 35 | 5 |
| Practical | 68 | 8 | 5 |
| Discussion | 60 | 16 | 5 |
| Problem Solving | 56 | 19 | 6 |
| Multiple Responses | | | |

Source: Survey data

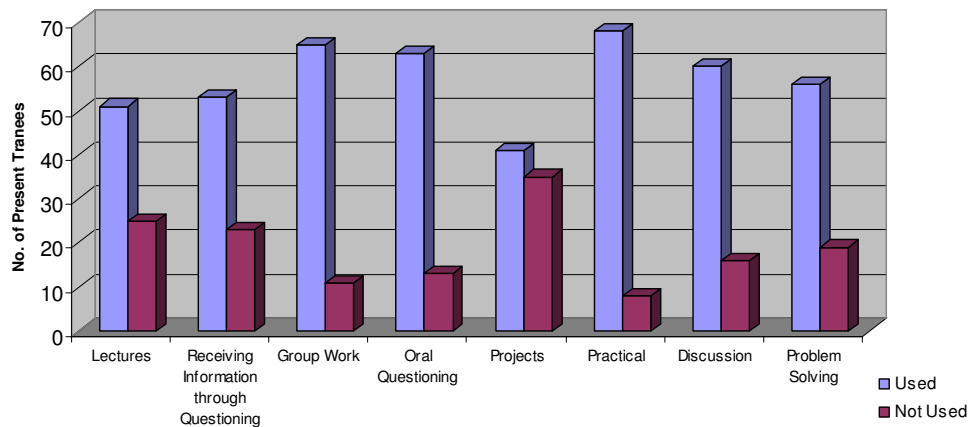


Chart 3.10: Use of Training Method for the practical according to the Present Trainees views

According to the Table 3.10 and chart 3.9, majority Trainees (68) responded that Trainers used method of “Practical” for the practical sessions. Respectively, 65 Trainees, 60 Trainees and 63 Trainees responded that the Trainers used Group work, used Oral Questioning and used Discussion to conduct practical classes respectively. Thirty five Trainees responded that the Trainers do not used Projects in practical classes.

According to the trainees view Trainers used variety of methods to conduct practical classes.

Table 3.11 shows that training methods used by the Trainers in the classes according to the Trainers view.

Table 3.11: Training Methods used by Trainers – Trainers view

| | Used | Not used | Not responded |
|-----------------------|------|----------|---------------|
| Lectures | 25 | 4 | 0 |
| Illustrated talk | 25 | 4 | 0 |
| Group work | 17 | 12 | 0 |
| Brainstorming | 25 | 4 | 0 |
| Discussions | 26 | 3 | 0 |
| Demonstration | 23 | 6 | 0 |
| Oral Questioning | 15 | 13 | 1 |
| Projects | 21 | 8 | 0 |
| Team work | 24 | 4 | 1 |
| Individual Performing | 1 | 16 | 12 |

Source: Survey data

According to the Trainers view, majority of Trainers (26 numbers) used the method of discussion and 25 Trainers responded that they used Lectures, Illustrated talk and Brainstorming methods for their training process.

Majority of Trainers use variety of Training methods for teaching process.

3.04.02 Media used for training

Table 3.12 and chart 3.10 show the media used by Trainers for theory classes.

Table 3.12: Media used in theory class

| Media | No of Trainees Responded | | |
|---------------------------|--------------------------|----------|---------------|
| | Used | Not Used | Not Responded |
| Multimedia | 31 | 45 | 5 |
| Handouts | 54 | 22 | 5 |
| Checklist | 33 | 43 | 5 |
| Cards | 38 | 38 | 5 |
| White/Black Board | 59 | 17 | 5 |
| Poster Papers | 37 | 39 | 5 |
| Transparencies | 11 | 65 | 5 |
| Wall Charts | 39 | 37 | 5 |
| Multiple Responses | | | |

Source: Survey data

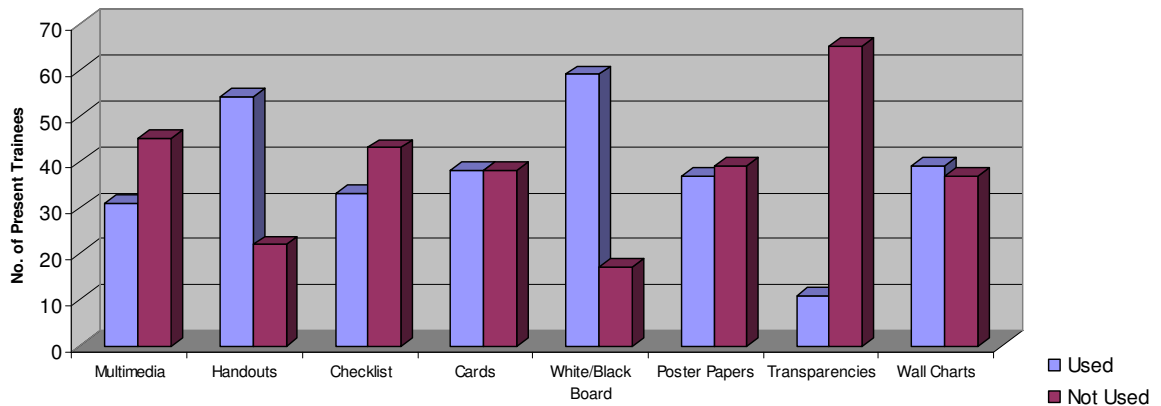


Chart 3.11: Use of Media in theory class according to the Present Trainees views

According to the Table 3.12 and chart 3.11, majority of Present Trainees (59) responded that Trainers used White/Black Board to conduct theory classes. Fifty four Trainees responded that the Trainers used Handouts in theory classes. 65 Trainees commented that the Trainers do not use Transparencies in their theory classes. Five trainees have not responded.

Majority of Trainers are using White/Black Board and handouts to deliver of their training at theory classes in their teaching learning process.

Table 3.13 and chart 3.11 shows the media used by Trainers for practical classes according to the trainers comment..

Table 3.13: Media used in practical class according to the Present Trainees views

| Media | No of Trainees Responded | | |
|---------------------------|--------------------------|----------|---------------|
| | Used | Not Used | Not Responded |
| Multimedia | 7 | 72 | 5 |
| Handouts | 5 | 74 | 5 |
| Checklist | 31 | 45 | 5 |
| Cards | 38 | 38 | 5 |
| White/Black Board | 26 | 50 | 5 |
| Poster Papers | 24 | 52 | 5 |
| Transparencies | 38 | 38 | 5 |
| Wall Charts | 16 | 60 | 5 |
| Multiple Responses | | | |

Source: Survey data

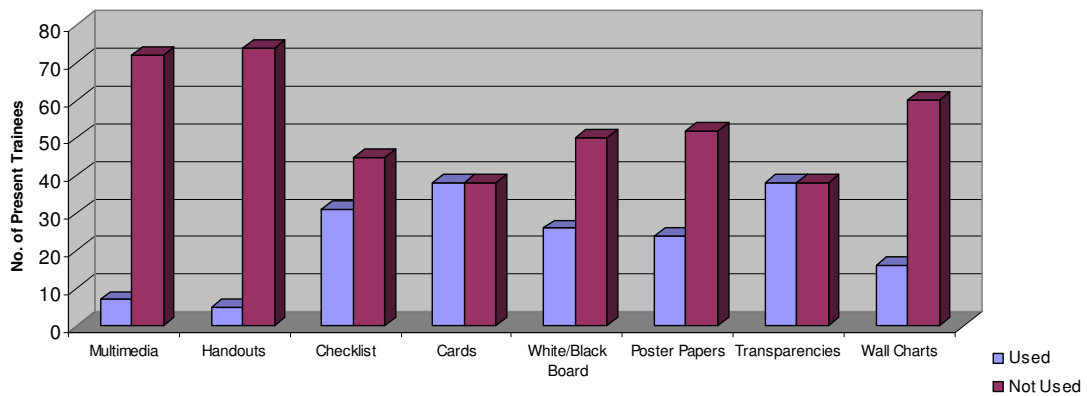


Chart 3.12: Use of Media for the practical according to the Present Trainees views

According to the Table 3.13 and chart 3.12, majority of Present Trainees (38) responded that Trainers used Transparencies and cards to conduct practical classes. Thirty one Trainees

responded that the Trainers used checklist in practical classes. Respectively, 74 and 71 Trainees commented that the Trainers do not use Handouts and Multimedia for their practical classes. Five trainees have not responded.

According to the majority of Present Trainees view Trainers use Transparencies and cards for teaching process at their practical classes.

Table 3.14 shows that media used by the Trainers in the classes according to the Trainers view.

Table 3.14: Teaching Media used by Trainers

| | Used | Not used |
|----------------|------|----------|
| Slides | 10 | 19 |
| Handouts | 27 | 2 |
| Check list | 15 | 14 |
| Flash cards | 5 | 24 |
| White board | 23 | 6 |
| Transparencies | 9 | 20 |
| Flipcharts | 11 | 18 |
| Wall charts | 21 | 8 |
| Black board | 21 | 8 |

Source: Survey data

According to the Trainers view, majority of Trainers (27 numbers) used Handouts and 23 Trainers responded that they used Whiteboard. Twenty one Trainers stated that they used Wall charts and Blackboards. The number of 24 and 20 Trainers responded that they do not used Flash cards and Transparencies respectively.

Majority of Trainers use variety of teaching media for teaching process.

3.04.03 Training facilities available in the institutes

Table 3.15 and 3.16 show the facilities available for the training at the institute according to the views of Trainers and Management of the institute respectively.

Table 3.15: Facilities available in the Institute –Trainers view

| | Available | Not Available | Not responded |
|----------------------|------------------|----------------------|----------------------|
| Multimedia projector | 5 | 22 | 2 |
| Computers | 23 | 5 | 1 |
| Real Objects | 21 | 7 | 1 |
| Models | 22 | 6 | 1 |
| Photocopy machines | 14 | 13 | 2 |
| Overhead projector | 13 | 15 | 1 |
| Pin board | 9 | 19 | 1 |
| Flip chart Easel | 10 | 18 | 1 |

Source: Survey data

According to the Trainers views Institute has enough facilities to conduct their classes.

Table 3.16: Training facilities available – Managements' view

| | Available | Not Available | Not responded |
|----------------------|------------------|----------------------|----------------------|
| Multimedia projector | 10 | 8 | 1 |
| Computers | 13 | 4 | 2 |
| Real Objects | 13 | 6 | - |
| Models | 11 | 8 | - |
| Photocopy machines | 9 | 9 | 1 |
| Overhead projector | 8 | 10 | 1 |
| Pin board | 5 | 13 | 1 |
| Flip chart Easel | 3 | 15 | 1 |

Source: Survey data

According to the Managements' views Institute have enough facilities at their Training Centre.

3.04.04 Training material available in the institutes – Trainers View

Trainers stated that the following training materials (table 3.17) available at their training institute.

Table 3.17: Training material available in the institutes

| | Available | Not Available | Not responded |
|------------------|------------------|----------------------|----------------------|
| Flip charts | 19 | 9 | 1 |
| Bristol boards | 21 | 7 | 1 |
| Transparencies | 12 | 16 | 1 |
| Photocopy sheets | 27 | 1 | 1 |
| Half sheets | 26 | 2 | 1 |

Source: Survey data

According to the Trainers view enough training materials such as flip charts, bristol boards, transparencies, photocopy sheets and half sheets available in their institutes.

3.05 Trainees view about the training

3.05.01 Number students in class

Table 3.18 shows that the total number of students in their classes according to the Present trainees' views.

Table 3.18: Number of students in the class

| No. of student | No of Trainees | % |
|-----------------------|-----------------------|--------------|
| 3 | 4 | 4.9 |
| 5 | 2 | 2.5 |
| 6 | 1 | 1.2 |
| 7 | 5 | 6.2 |
| 9 | 8 | 9.9 |
| 10 | 16 | 19.8 |
| 12 | 11 | 13.6 |
| 13 | 7 | 8.6 |
| 15 | 8 | 9.9 |
| 16 | 4 | 4.9 |
| 24 | 1 | 1.2 |
| 25 | 7 | 8.6 |
| Not Answered | 7 | 8.6 |
| Total | 81 | 100.0 |

Source: Survey data

Majority of Trainees (19.8%) responded that ten students are in their classes. The percentage of 13.6 of Present Trainees responded that there are 12 students in their classes. The percentage of Present Trainees who responded stating that 9 students are in their classes is 9.9. The percentage of Present Trainees who responded stating that 15 students are in their classes is also 9.9.

According to the Present Trainees views, the number of students in their classes are varied from three to 25.

3.05.02 Training hours conducted per week

According to the Present Trainees views, the Table 3.19 shows the theory hours per week taught by Trainers in their classes.

Table 3.19: Theory hours per week taut in the class

| Theory hours per week | No. of Trainees | % |
|------------------------------|------------------------|------------|
| 2-5 | 19 | 23.4 |
| 6-10 | 21 | 38.2 |
| 11-15 | 11 | 13.5 |
| 16-20 | 9 | 11.1 |
| 30-35 | 1 | 1.2 |
| Not answered | 13 | 16.0 |
| Total | 81 | 100 |

Source: Survey data

Majority (38.2%) Present Trainees responded that theory hours taught per week are in the range of 6-10 hours and 23.4% responded as it is in the range of 2-5 hours per week. A considerable number of Present Trainees, percentage wise 16 were not responded about this item.

According to the Present Trainees views the theory hours per week taught in their classes are varied from two to 35 hours.

Table 3.20 shows that practical hours conducted by Trainers per week in their classes.

Table 3.20: Practical hours per week in the class

| Practical hours per week | No. of Trainees | % |
|---------------------------------|------------------------|------------|
| 2-10 | 21 | 25.9 |
| 11-20 | 24 | 29.7 |
| 21-30 | 16 | 19.7 |
| 31-40 | 1 | 1.2 |
| 41-50 | 6 | 7.5 |
| Not answered | 13 | 16 |
| Total | 81 | 100 |

Source: Survey data

Majority of Present Trainees (29.7%) responded that practical hours per week conducted for them are in the range of 11-20 and 25.9% of trainees responded as their practical hours are in the range of 2-10. A considerable number of Present Trainees (16%) were not responded about the practical hours too.

Practical hours per week at the classes are varied from two to 50.

3.05.03 Employability of Graduated Trainees

Table 3.21 shows that the employability of passed out Trainees.

Table 3.21: Employability of passed out Trainees

| Employability | Number | % |
|----------------------|---------------|------------|
| Employee | 9 | 40.9 |
| Not Employee | 13 | 59.1 |
| Total | 22 | 100 |

Source: Survey data

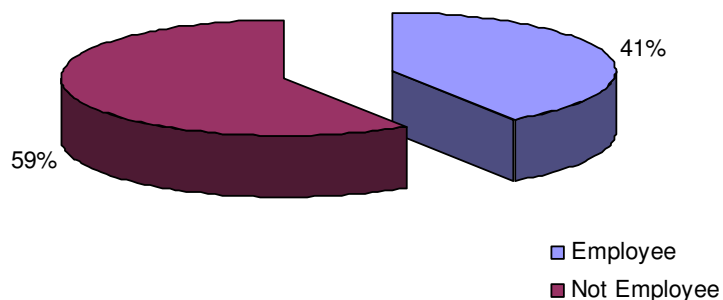


Chart 3.13: Employability of the passed out Trainees

According to the Table 3.21 and chart 3.13, percentage of employed passed out Trainees is 40.9% and unemployable is 59.1%.

More than 50% Passed out Trainees were unemployed.

Table 3.22 shows the views of passed trainees with regards to the duration spend to get a job after completing their courses.

Table 3.22: Duration spend to get a job for the passed out trainees

| Duration | Number | % |
|--------------------|---------------|------------|
| Less than 3 months | 6 | 27.3 |
| 3-6 months | 2 | 9.1 |
| One year | 1 | 4.5 |
| Not Employee | 13 | 59.1 |
| Total | 22 | 100 |

Source: Survey data

Six passed out Trainees, percentage wise 27.3 have received jobs less than three months and two (percentage wise 9.1%) and one (percentage wise 4.5%) of them have spent 3-6 months and one year to obtain a job respectively.

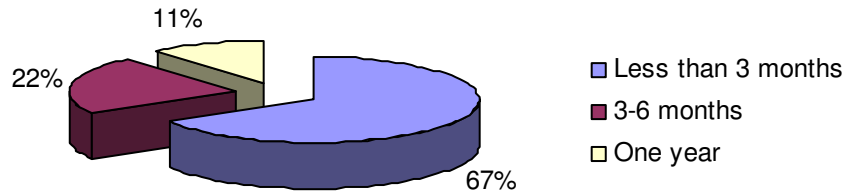


Chart 3.14: Time spent to get a job for passed out Trainees

The percentage of 27.3 Passed out Trainees have spent less than three months to obtain a job. **According to the passed out Trainees view majority of them obtained a job within the three months after completing the courses.**

Relevancy of the course to the employment is stated in the table 3.23.

Table 3.23: Relevancy of the course to the job

| Relevancy | Number | % |
|------------------------|-----------|------------|
| Relevant to the course | 7 | 31.8 |
| Not relevant | 2 | 9.1 |
| Not Employee | 13 | 59.1 |
| Total | 22 | 100 |

Source: Survey data

Seven (31.8%) number of employed passed out Trainees were stated that the courses followed by them were relevant to their job and two (9.1%) stated that it was not relevant. Thirteen (59.1%) were unemployed.

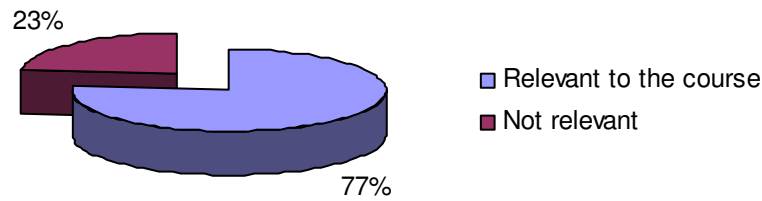


Chart 3.15: Relevancy of the course to the job

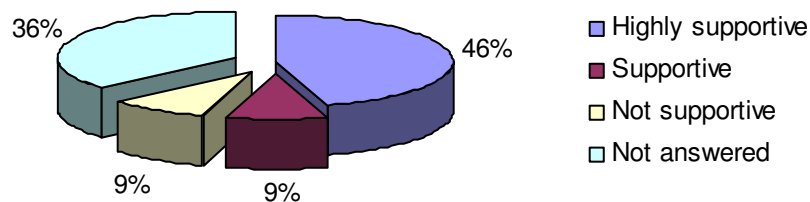
According to the chart 3.14, 77% of passed out Trainees stated that their jobs are relevant to the course followed.

Table 3.24 shows that the support received by course followed to obtain a job.

Table 3.24: Support of course to get a job

| | Number | % |
|-------------------|-----------|------------|
| Highly supportive | 10 | 45.4 |
| Supportive | 02 | 9.1 |
| Not supportive | 02 | 9.1 |
| Not answered | 08 | 36.4 |
| Total | 22 | 100 |

Source: Survey data



Both employed and unemployed passed out Trainees were responded when considering the support received by course followed. Ten (45.4%) passed out Trainees were responded that the course followed by them were highly supportive and two (9.1%) of them stated that it was

supportive to get a job. Two (9.1%) passed out Trainees have mentioned that course followed was not supportive to get a job. Eight (36.4%) passed out Trainees were not responded.

Majority of both category Trainees responded that the course followed is highly supportive to get a job.

3.05.04 Quality of the training

Table 3.25 shows the views of the quality of the Trainers according to the employed and unemployed passed out Trainees.

Table 3.25: Quality of the Trainers

| Quality of the Trainers | Employable | Un employable |
|-------------------------|------------|---------------|
| Excellent | 18 | 09 |
| Good | 07 | 06 |
| Not good | 01 | - |

Source: Survey data

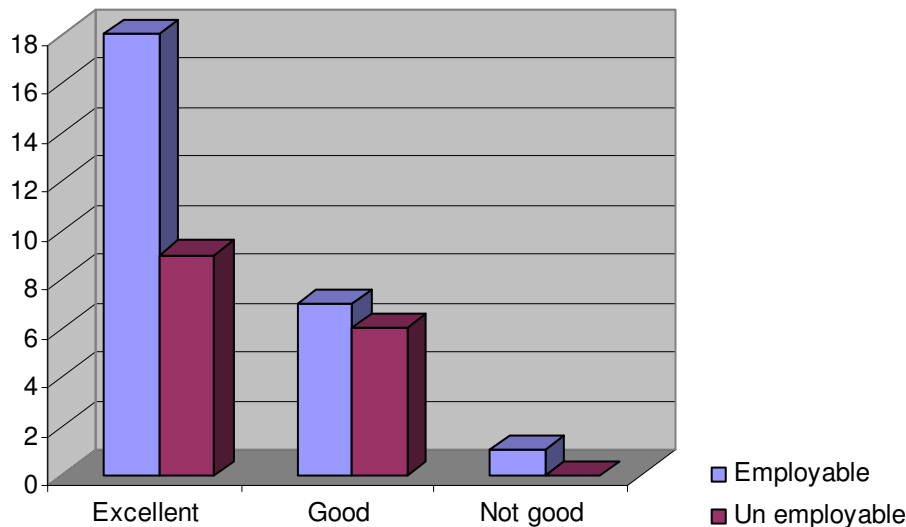


Chart 3.17: Quality of the Trainers according to the Passed out Trainees view

Majority of passed out Trainees who have been employed stated that the quality of the Trainers were excellent.

Table 3.26 and chart 3.18 shows the views of the Present trainees about the quality of the visuals used by the Trainers at the training.

Table 3.26: Quality of visual according to Present Trainees

| Quality of visual | Number | % |
|-------------------|-----------|--------------|
| Excellent | 64 | 77.6 |
| Good | 7 | 9.2 |
| Not responded | 10 | 13.2 |
| Total | 81 | 100.0 |

Source: Survey data

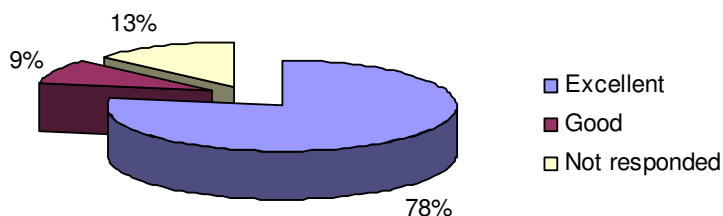


Chart 3.18: Quality of the Visuals according to the Present Trainees view

Sixty four (as a percentage 77.6) and 7 (as a percentage 9.2) Present Trainees were stated that the quality of visuals used for the training was excellent and good respectively. Ten Trainees have not been responded.

Overall percentage of 78 Trainees has been responded as the quality of the visuals used for the training is excellent.

Table 3.27 and chart 3.19 shows the Category of courses followed by the Present Trainees.

Table 3.27: Category of course followed by Present Trainees

| Category | No. of Trainees | % |
|----------------|-----------------|------------|
| Accredited | 46 | 57 |
| Not Accredited | 35 | 43 |
| Total | 81 | 100 |

Source: Survey data

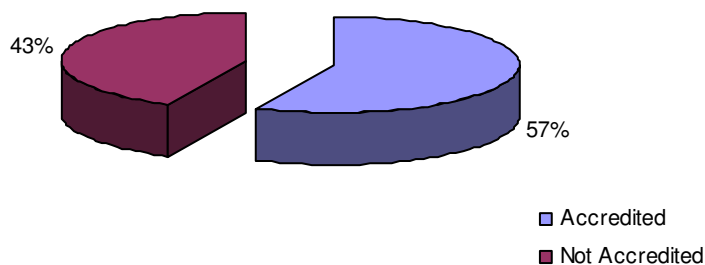


Chart 3.19: Category of course followed by Present Trainees

According to the table 3.28 and chart 3.19, 46 out of 81 of Present trainees are following the courses which are accredited by TVEC. The percentage wise it is 57. Therefore majority of Present Trainees are following accredited courses.

More than half of the Present Trainees are being followed the accredited courses.

3.05.05 Other Comments of Trainees

Table 3.28 shows that the comments given by present Trainees about their training institutes.

Table 3.28: Comments given by present Trainees

| Comments | Not satisfy | Less satisfy | Satisfy | Much satisfy |
|--------------------------------|-------------|--------------|---------|--------------|
| Support from Teachers | - | 2 | 27 | 50 |
| Guidance from Teachers | - | - | 24 | 57 |
| Facilities given by Institute | - | 3 | 36 | 42 |
| Knowledge gained from Training | - | 1 | 18 | 62 |
| Skills gained from Training | - | - | 26 | 52 |
| Support from Colleagues | - | 4 | 36 | 41 |

Source: Survey data

According to the Table 3.28, more than 50 Present Trainees were much satisfied about support from teachers, guidance received from teachers and knowledge and skills gained from the tanning.

Considering overall percentage almost all the Present Trainees are satisfied with the training and facilities received from the training institutes. There was no single Trainee who was not satisfied with the factors considered above..

Table 3.29 shows that the comments given by Passed out Trainees about their training institutes.

Table 3.29: Comments given by Passed out Trainees

| | Not satisfy | Less satisfy | Satisfy | Much satisfy |
|--------------------------------|-------------|--------------|---------|--------------|
| Support from Teachers | - | - | - | 22 |
| Guidance from Teachers | - | - | - | 22 |
| Facilities given by Institute | - | - | 2 | 20 |
| Knowledge gained from Training | - | - | - | 22 |
| Skills gained from Training | - | - | - | 22 |
| Support from Colleagues | - | - | 2 | 20 |

Source: Survey data

All the passed out Trainees were much satisfied about the support from teachers, guidance received from teachers and knowledge and skills gained from the tanning. Out of the 20 passed out only two Trainees were in the category of satisfied with the Facilities given by Institute and Support from Colleagues.

All Passed out Trainees satisfied with the training and facilities received from the training institute and there is not a single Trainee who was less satisfied or not satisfied.

3.06 Trainers and Management views about the Training

3.06.01 Support given by Management

Table 3.30 shows that how the supervision conducted by their Management according to the Trainers view.

Table 3.30: Supervision conducted by Management

| | No. of Trainers | % |
|---------------|-----------------|------------|
| Very Often | 8 | 27.6 |
| Often | 11 | 37.9 |
| Frequently | 7 | 24.1 |
| Not responded | 3 | 10.4 |
| Total | 29 | 100 |

Source: Survey data

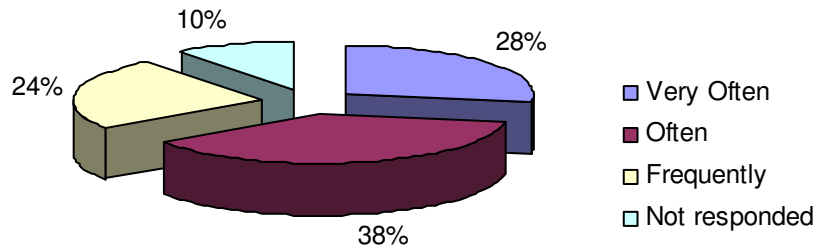


Chart 3.20: Supervision conducted by Management

According to the table 3.30 and chart 3.20, 11(as a percentage 37.9), 8(as a percentage 27.6), and 7(as a percentage 24.1) Trainers have stated that their Management supervised them often, very often and frequently respectively. Three Trainers were not responded.

Majority Trainers have stated that their management were supervised them.

Table 3.31 shows that feedback given by their Management after the supervision according to the Trainers view.

Table 3.31: Feedback given by Management

| | No. of Trainers | % |
|---------------|------------------------|----------|
| Very Often | 7 | 24.1 |
| Often | 17 | 58.6 |
| Frequently | 2 | 6.9 |
| Not responded | 3 | 10.4 |
| Total | 29 | |

Source: Survey data

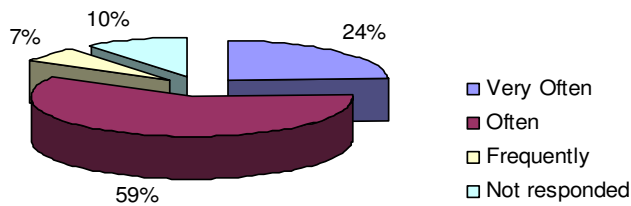


Chart 3.21: Feedback given by Management

According to the table 3.31 and chart 3.21, 17(as a percentage 58.6), 7(as a percentage 24.1), and 2(as a percentage 6.9) Trainers have stated that their Management gave feedback after the supervision often, very often and frequently respectively. Three Trainers have not been responded.

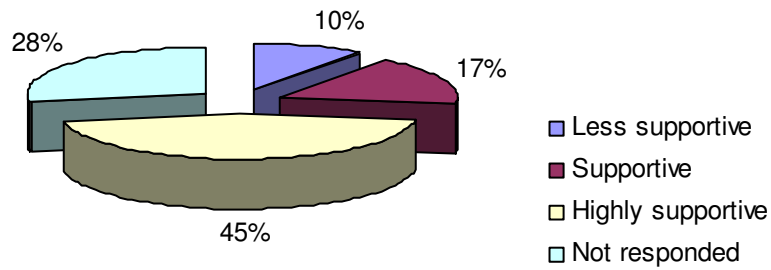
Majority Trainers have stated that their management gave feedback after the supervision.

Table 3.32 shows that the level of support given by the Management for their duties.

Table 3.32: Support given by Management

| Level of support | No. of Trainers |
|-------------------------|------------------------|
| Less supportive | 3 |
| Supportive | 5 |
| Highly supportive | 13 |
| Not responded | 8 |
| Total | 29 |

Source: Survey data



Majority Trainers (as a percentage 62) responded that their Management was highly support and support them. Three Trainers (as a percentage 10) stated that they were less supportive and eight (as a percentage 28) have not responded.

3.06.02 Beneficiaries gained by Trainers through course accreditation

Table 3.33 shows the beneficiaries gained or not by Trainers by course accreditation.

Table 3.33: Beneficiaries gained by Trainers from course accreditation

| Beneficiaries gained | No. of Trainers |
|----------------------|-----------------|
| Yes | 12 |
| No | 10 |
| Not responded | 7 |
| Total | 29 |

Source: Survey data

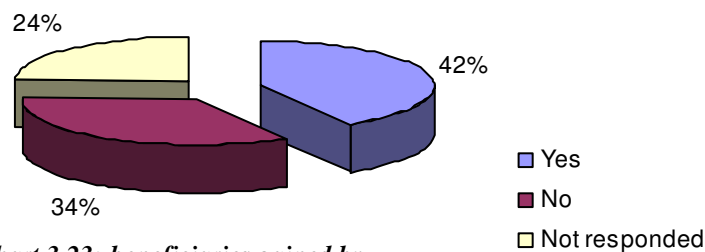


Chart 3.23: beneficiaries gained by Trainers from course accreditation

Twelve Trainers (as a percentage 42) have stated that they were gained benefits by the course accreditation, 10 Trainers (as a percentage 34) were not gained and 7(as a percentage 24) were not responded.

The percentage of 42 Trainers gained benefits from course accreditation.

Trainers have stated that they gained following beneficiaries after accredited the courses.

- Accepted them by the sector
- Accepted by students, parents and society
- Increased number of students
- TVEC Officials visit, help and encourage Trainers
- Grants given by TVEC to buy equipment required for the training
- Courses accepted by job market
- Students can get opportunity in job market
- TVEC maintain quality of the programmes
- Students have more valuable certificate than which is issued by the other institutes(Unaccredited courses) to fulfill their employment / self employment / foreign employment

3.06.03 Comments of Trainers about the training

Table 3.34 shows that the comments given by Trainers about the training.

Table 3.34: Comments of Trainers about the training

| | Not satisfactory | Less satisfactory | Satisfactory | Well satisfactory | Not Responded |
|---------------------------------|-------------------------|--------------------------|---------------------|--------------------------|----------------------|
| Equipment used for the training | - | 2 | 17 | 4 | 6 |
| Training Evaluation | - | - | 19 | 4 | 6 |
| Duration of the course | 1 | 3 | 13 | 6 | 6 |
| Infrastructure facilities | - | - | 17 | 4 | 8 |
| Course fee | - | - | 11 | 8 | 10 |

| | | | | | |
|-------------------------------------|---|-----|----|---|----|
| Number of students | 1 | 1 | 14 | 6 | 7 |
| Revenue | 1 | 4 | 10 | 1 | 13 |
| Facilities provided to the students | 1 | , 4 | 14 | 4 | 6 |
| Drop out rate | - | 7 | 10 | 3 | 9 |

Source: Survey data

Majority of Trainers were satisfied with equipment used for the training, training evaluation, duration of the course, infrastructure facilities, course fee, number of students, revenue, facilities provided to the students and drop out rate. Considerable numbers of Trainers was not responded.

3.06.04 Views of Management about the training

Table 3.35 shows that the Trainers participation in skill upgrading programme according to the Managements' view.

Table 3.35: Trainers participation in skill upgrading programmes

| Comment | No. of Management |
|------------------|--------------------------|
| Participated | 13 |
| Not participated | 5 |
| Not responded | 1 |
| Total | 19 |

Source: Survey data

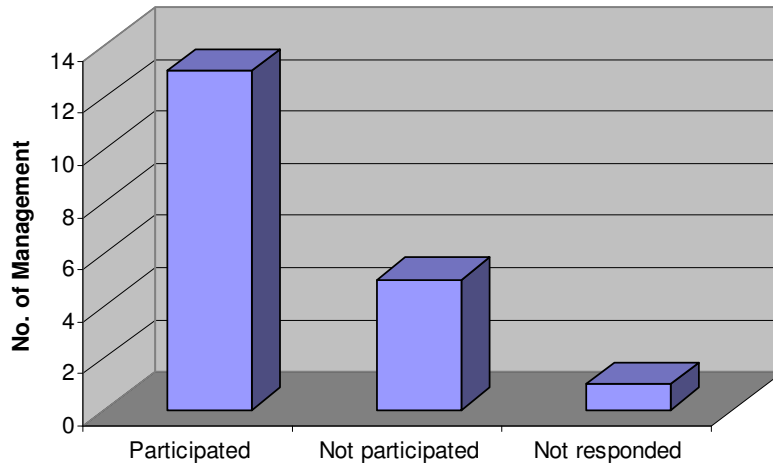


Chart 3.24: Participated in skills upgrading programmes

According to the table 3.35, 13(as a percentage 68) Management responded that their Trainers were participated in skills upgrading programmes.

Nearly 70% Management stated that their Trainers participated in skills upgrading programmes.

The views of the Management about how they conduct the supervision of their Trainers are given in the table 3.36.

Table 3.36: Supervision conducted by Management

| | No. of Management |
|----------------|-------------------|
| Supervised | 13 |
| Not Supervised | 1 |
| Not responded | 5 |
| Total | 19 |

Source: Survey data

Thirteen Managements have supervised and given feedback to their Trainers. Five were not responded.

Majority of Managements of Institutes supervised their Trainers.

After the supervision, following Feedback were given to the Trainers by the Management.

- Giving instructions to prepare year plan, monthly plan and maintain class records, logbooks etc.

- Giving advice to select materials for training
- Giving instructions about final products (Eg. Embroiding)
- Encouraging to dedicate and giving instruction to get improved of the skills and methods
- Helping Trainers for correction of their faults.
- Advise to get their knowledge updated
- Advise to improve explanation skills

Table 3.37 shows the views of Management about maintaining logbook by their Trainers

Table 3.37: Maintaining a log book

| | No. of Management |
|------------------------|-------------------|
| Maintained logbook | 13 |
| Not Maintained logbook | 2 |
| Not responded | 3 |
| Total | 19 |

Source: Survey data

Thirteen Managements stated that their Trainers maintain logbook and two responded that are not maintained. Three Managements have not responded.

Table 3.38 shows that the Managements' views about Feedback received from Trainers and Trainees.

Table 3.38: Feedback received from Trainers and Trainees

| Feedback | No. of Management | |
|---------------|-------------------|---------------|
| | From Trainees | From Trainers |
| Received | 17 | 18 |
| Not received | 1 | - |
| Not responded | 1 | 1 |
| Total | 19 | 19 |

All responded Managements have stated that they receive feedback about training from their Trainers. Seventeen Managements have stated that they were received feedback from their Trainees.

Table 3.39 shows that assessment systems used by training institute according to the Management's view.

Table 3.39: Assessment systems used by training institute

| | Used | Not used | Not responded | Total |
|-----------------------|------|----------|---------------|--------------|
| Continuous Assessment | 18 | 1 | 2 | 19 |
| Term Test | 13 | 2 | 4 | 19 |
| Assignment | 17 | 2 | - | 19 |
| Project | 18 | 1 | - | 19 |
| Final Test | 16 | - | 3 | 19 |

Source: Survey data

Majority of Managements has responded that their training institute used Continuous Assessment, Term Test, Assignment, Project and final test.

Types of plans and course materials maintained/used by training institute according to the Management's view stated in the table 3.40.

Table 3.40: Types of plans and course materials maintained/used by training institute

| | Used | Not used | Not responded | Total |
|---------------------|------|----------|---------------|--------------|
| Master Plan | 12 | 3 | 4 | 19 |
| Course(Year) Plan | 18 | 1 | - | 19 |
| Monthly/Weekly Plan | 16 | 2 | 1 | 19 |
| Training Schedule | 14 | 2 | 3 | 19 |
| Lesson Plan | 17 | 1 | 1 | 19 |
| Time Table | 15 | 1 | 3 | 19 |
| Curriculum | 18 | - | 1 | 19 |
| Theory note book | 18 | - | 1 | 19 |

| | | | | |
|--------------------------|----|---|---|-----------|
| Practical book | 17 | - | 2 | 19 |
| Trainers daily note book | 16 | 1 | 2 | 19 |
| Trainees daily dairy | 15 | 2 | 2 | 19 |

Source: Survey data

Majority of Management has responded that their training institutes are used Master plans, Course (year) plans, monthly/weekly plans, training schedules, lesson plans, time tables, curriculum, theory notes and practical books, Trainees daily diaries and Trainers daily note books for maintaining quality of the trainings.

Table 3.41 shows about the number of Trainees recruited to the courses.

Table 3.41: Number of Trainees recruited to the courses

| | Number of Management |
|------------------|-----------------------------|
| Not enough | 2 |
| Enough | 14 |
| More than enough | 1 |
| Not responded | 2 |
| Total | 19 |

Source: Survey data

Majority of Management stated that the number students recruited to training institute are enough.

3.06.05 Support and contribution received to the Institute

Support given by TVEC, other training institutes and contribution of government regulations are stated in the table 3.42.

Table 3.42: Support and contribution received

| | Number of Management | | |
|-------------------|------------------------------|---|--|
| | Support given by TVEC | Contribution of government regulations | Support received from other training Institutes |
| Highly supportive | 5 | 2 | 1 |
| Supportive | 8 | 10 | 8 |

| | | | |
|-----------------|-----------|-----------|-----------|
| Less supportive | 4 | 5 | 8 |
| Not responded | 2 | 2 | 2 |
| Total | 19 | 19 | 19 |

Source: Survey data

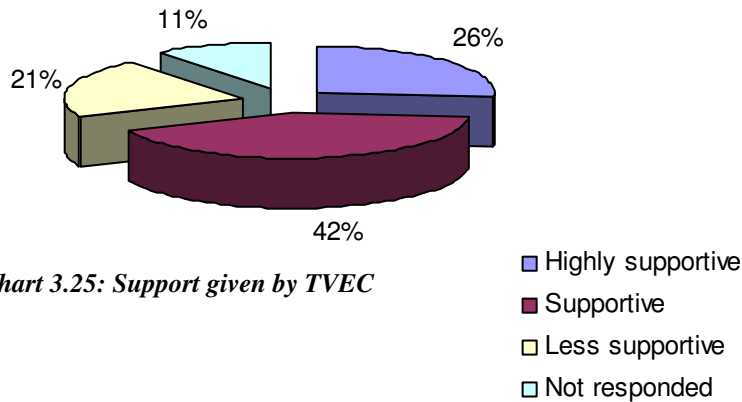


Chart 3.25: Support given by TVEC

According to the chart 3.25, 42% and 26% Management stated that TVEC is supportive and highly supportive to them respectively to conduct their training.

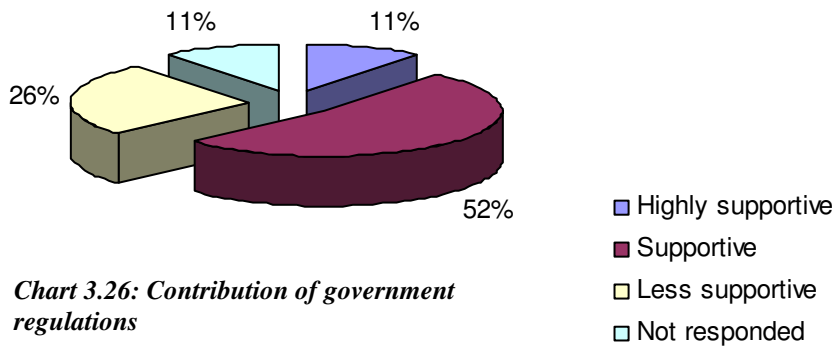


Chart 3.26: Contribution of government regulations

According to the chart 3.26, 52% and 11% Managements stated that government regulations are supportive and highly supportive to them to their training institutes respectively.

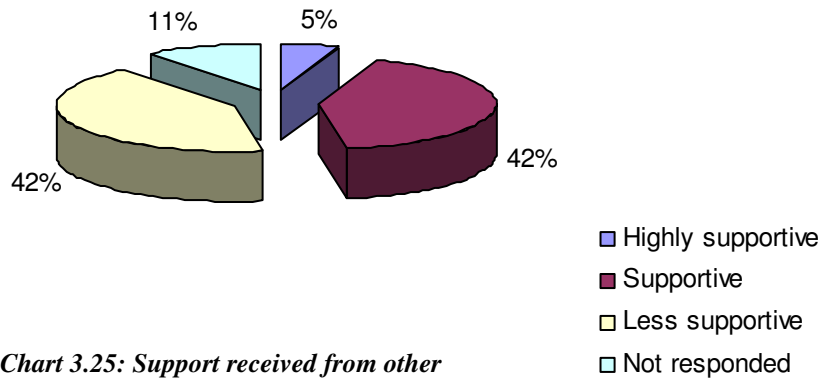


Chart 3.25: Support received from other training Institutes

According to the chart 3.25, 42% and 5% Management said that the other training institutes are supportive and highly supportive to them respectively for their training activities.

Management stated followings suggestions to improve the courses conducted by training institutes.

- Trainers should be given more training (in-service) opportunity.
- Tools and materials should be increased
- Use modern equipment
- Training skills of trainers should be upgraded
- Conducting of Training programmes in English medium is helpful to the students to find out jobs in foreign countries.
- Increase the spaces of training rooms
- Get accredited the courses

Head of the Institutes stated that accredited courses gained following beneficiaries.

- Get financial assistant for training equipment
- Frequently visit encourage Trainers and Trainees
- Increase the number of Trainees
- Help to organize training systematically
- Very helpful for promotion of courses.
- Student can obtain a recognized national certificates which is also internationally recognized

- More opportunities & good image to serve for low income families in area.
- Trainees trust their certificate.
- Nowadays Employers ask NVQ certificate for jobs.
- Accredited courses are well recognized

3.07 Views given by Employers about Trainees graduated from the vocational training institute

Nine Employers responded to the questionnaire. Table 3.43 shows that the number of employees who are working in organizations of Responded Employers.

Table 3.43 : Organization of employees

| Organization | No. of Employees | |
|----------------------------|------------------|--------------|
| | Skilled | Semi Skilled |
| VTA | 07 | - |
| NAITA | 15 | - |
| NYSC | 06 | - |
| Other Government Institute | 07 | - |
| Private Institute | 25 | 22 |
| Total | 60 | 22 |

Source: Survey data

Employers said that the majority of the skilled employees are Trainees graduated from the private training institutes and 15 from NAITA, seven from each VTA and other government institutes and six from NYSC. They have mentioned that the all semi skilled employees are from private training institutes.

Table 3.44 shows the skill level of employees.

Table 3.44 : Skill level of employees

| Organization | Skilled | | | Semi Skilled | | |
|----------------------------|-----------|-----------|-----------|--------------|-----------|-----------|
| | A | B | C | A | B | C |
| VTA | | 02 | 05 | | | |
| NAITA | | 15 | | | | |
| NYSC | | 06 | | | | |
| Other Government Institute | 02 | 05 | | | | |
| Private Institute | 03 | 12 | 10 | | 07 | 15 |
| Total | 05 | 40 | 15 | | 07 | 15 |

Source: Survey data

A- More than standards

B- Up to the standards

C- Not up to the standards

Employers mentioned that 40 skilled employees from all training institutes mentioned in the table 3.45 are competent up to standards. Five employees who graduated from the other government (02) and private training institutes (03) are competent more than standards. Five skilled employees graduated from VTA and ten employees graduated from private training institutes are competent not up to the standards. Seven and 15 of semi skilled employees graduated from the private training institutes are competent up to standards and competent not up to the standards respectively.

The following comments and suggestions are given by the Employers to improve competency of the Trainees who graduated from the technical and vocational training institutes to match with the industry requirements and modern technology.

- Update course content are to be taught in the institutes to match with the industry requirements and modern technology.
- Assess the Trainees knowledge and skills to match with the industry standards.
- Identify inborn skills of Trainees and direct them to improve their competency
- Improve positive manners and attitude of the Trainees
- Enhance communication skills of the Trainees.

3.08 Summary

This chapter analyzed the data collected through questionnaire using the software SPSS, basically used frequencies for analysis.

Chapter 4

Summary of findings and Conclusion

4.01. Introduction

This chapter describes the summary of the research findings in order to give a collective representation with conclusions.

4.02 Summary of findings

There are 406 private sector Training Institutes registered in the TVEC and 190 courses have been accredited by TVEC.

Age of the majority Trainers from both categories are below 35 years. Majority of the Present Trainees are in the range of 16-20 years and three of them are in the range of 51-55 years. Majority of the Passed out Trainees are in the ranges of 21-25. No passed out Trainees above the age of 36 years.

The educational qualification of majority of Present Trainees is G.C.E. (A/L) and Passed out Trainees is Diploma level.

More than 50% of Trainers have passed G.C.E. (O/L) and have Diploma certificate. The percentage of 95 Management has Diploma and Degree. There are two Trainers having Master Degree and one Trainer has Post Graduate Diploma.

According to the trainees' view Trainers used variety methods to conduct theory classes and also practical classes. Majority of Trainers stated that they use variety of Training methods for teaching process.

According to the Present Trainees' view majority of Trainers use White/Black Board and handouts to deliver theory part in their teaching and learning process and do not use Transparencies. Majority of them stated that Trainers do not use Handouts and Multimedia for their practical classes. Majority of Trainers stated that they use variety of teaching media for teaching process.

According to the Trainees and Management view Institutes have enough facilities and training materials such as flip charts, bristol boards, transparencies, photocopy sheets and half sheets to conduct their classes.

According to the Present Trainees' view, numbers of students in the classes are varied from three to 25.

More than half of the Present Trainees are being followed the accredited courses. And they stated that theory hours per week in the class are varied from two to 35 hours and practical hours per week in the class are varied from two to 50 hours.

Less than 50% Passed out Trainees were not employed and majority of them obtain a job within the three months after completing the course. Majority of passed out Trainees said that their jobs are relevant to the courses followed and majority of both category of Trainees responded that the courses followed is supportive to obtain a job.

Majority of employed passed out Trainees stated that quality of the Trainers were excellent and the Present Trainees said that the quality of the visuals used for the training was excellent.

Almost all Present and passed out Trainees satisfied with the training, facilities received from the training institute and there is not a single Trainee who was not satisfied.

Majority of the Trainers stated that their management were supervised them and have given feedback after the supervision. And also they stated that their Management was supported them. Furthermore majority of them stated that they gained following beneficiaries after accredited the courses.

- Accepted them by the sector and students, parents and society
- Increased number of students
- TVEC Officials visit, help and encourage Trainers and give financial help to buy equipment required for the training
- Courses accepted by job market and student can get opportunity in job market
- Students have more valuable certificate to fulfill their employment / self employment / foreign employment

Majority of Trainers were satisfied with equipment used for the training, training evaluation, duration of the course, infrastructure facilities, course fee, number of students, revenue, facilities provided to the students and drop out rate.

Majority of Management stated that their Trainers participated in skills upgrading programmes and their Trainers maintain logbook. All responded Management received feedback about training from their Trainers and majority of them were received feedback from their Trainees also. They have stated that their training institute use evaluation methods such as continuous assessment, term test, assignment, project and final test.

And also they have stated that their training institute prepare master plans, course (year) plans, monthly/weekly plans, training schedules, lesson plans, time tables, curriculum, theory notes and practical books, Trainees daily diaries and Trainers daily note books for maintaining quality of the training.

Majority of Management said that TVEC is supportive to conduct their training and government regulations are supportive to their training institutes. They said that the other training institutes are supportive for their training activities and majority of them stated that the number of students recruited to training institute is enough.

Management stated that the followings suggestions to improve the course conducted by training institutes.

- Trainers should be given more training (in-service) opportunity for upgrading skills
- Tools, materials should be increase and should use modern equipment
- Conducting Training programme in English medium is helpful students to find jobs in foreign countries specially Western countries.
- Get accredited the course and prepare skill/competency standards for the other occupations

Head of the Institute stated that accredited courses gained following beneficiaries.

- Get financial assistant for training equipment
- TVEC frequently visit, encourage Trainers and Trainees
- Increase the number of Trainees
- Help to organize training systematically and very helpful for promotion of courses.
- Students can get recognize national certificates and they trust our certificates

- More opportunities & good image to serve for low income families in area.
- Employers ask NVQ certificate for jobs.
- Accredited courses are well recognized

Employers said that the majority of the skilled employees and all semi skilled employees are Trainees graduated from the private training institutes. The following comments and suggestions are given by the Employers to improve competency of the Trainees who graduated from the technical and vocational training institutes to match with the industry requirements and modern technology.

- Update course content taught in the institutes to match with the industry requirements and modern technology.
- Assess the Trainees knowledge and skills to match with the industry standards.
- Identify inborn skills of Trainees and direct them to improve their competency
- Improve positive manners and attitude of the Trainees
- Enhance communication skills of the Trainees.

4.03 Recommendations

- Motivate Private Training Institutes to conduct the NVQ courses and get their courses accredited
- Carry out awareness programmes for school leavers about the NVQ courses, NVQ system and its benefits.
- Carry out awareness programmes for society to enter in to the NVQ system to institutes which are registered.
- Carry out awareness programmes for Head of the Institute about the course accreditation and its benefits because some Training Institutes have no idea about the NVQ system
- Train the Trainers to get course accreditation
- Develop NVQ documents to the other occupations also
- Identify system to accredit non- NVQ courses because lot of institutes conduct variety of courses without accreditation documents.

4.04 References

1. *Apprenticeship in Sri Lanka published by the National Apprenticeship Board in December 1981.*
2. *Glossary of labour market terms and curriculum development terms published by the European Training Foundation*
3. *Glossary for training published by the Department Defence Handbook (MIL-HDBK-29612-4, 30th July 1999 and MIL-HDBK-1379-4, 26th September 1996*
4. *Data base of the registration of training institutes and accredited training courses in the Tertiary and Vocational Education Commission*

15. පුහුණුකරුවන්ගේ ඉගැන්වීම් හැකියාව / කුසලතාවය පිළිබඳව ඔබගේ අදහස කුමක්ද?

16. **හෂායික** පංති වල ඉගැන්වීමේ දී පහත සඳහන් කුමන ක්‍රම යොදා ගන්නේද?

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| දේශන දීම | | ප්‍රායෝගික ක්‍රියාකාරකම් ලබා දීම | |
| ප්‍රශ්නයක් ලබා දී තොරතුරු ලබා ගනිමින් ඉගැන්වීම | | අදහස් හුවමාරු කර ගැනීමට අවස්ථා ලබා දීම | |
| කණ්ඩායම් වැඩ ලබා දීම | | ගැටපු හෝ අභ්‍යාස විසඳීමට අවස්ථා ලබා දීම | |
| වාචික ප්‍රශ්න ඇසීම | | | |
| ව්‍යාපෘති ලබා දීම | | | |

17. එම ඉගැන්වීම් ආධාරක වල ගුණාත්මකභාවය කෙසේද?

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| ඉහළ මට්ටමක පැවැත්වීම් | සාමාන්‍ය මට්ටමක පැවැත්වීම් | පහළ මට්ටමක පැවැත්වීම් |
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18. **හෂායික** පංති සඳහා පහත සඳහන් කුමන ද්‍රව්‍ය භාවිතා කළේද?

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| මල්විම්පියා | | පෙස්ටර් කඩදාසි | |
| අත්පත්‍රිකා | | විනිවිදු පත් | |
| පරික්ෂා කිරීමේ ලැයිස්තු | | බිත්ති සටහන් | |
| කාඩ්පත් | | | |
| සුදු / කහු ලෑල්ල | | | |

19. **ප්‍රායෝගික** පංති වල ඉගැන්වීමේදී පහත සඳහන් කුමන ක්‍රම භාවිතා කළේද?

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| දේශන දීම | | ප්‍රායෝගික ක්‍රියාකාරකම් ලබා දීම | |
| ප්‍රශ්නයක් ලබා දී තොරතුරු ලබා ගනිමින් ඉගැන්වීම | | අදහස් හුවමාරු කර ගැනීමට අවස්ථා ලබා දීම | |
| කණ්ඩායම් වැඩ ලබා දීම | | ගැටපු හෝ අභ්‍යාස විසඳීමට අවස්ථා ලබා දීම | |
| වාචික ප්‍රශ්න ඇසීම | | | |
| ව්‍යාපෘති ලබා දීම | | | |

20. **ප්‍රායෝගික** පංති වල ඉගැන්වීමේ දී පහත සඳහන් කුමන ද්‍රව්‍ය භාවිතා කළේද?

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| මල්විම්පියා | | පෙස්ටර් කඩදාසි | |
| අත්පත්‍රිකා | | විනිවිදු පත් | |
| පරික්ෂා කිරීමේ ලැයිස්තු | | බිත්ති සටහන් | |
| කාඩ්පත් | | සුදු / කහු ලෑල්ල | |
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21. ඔබගේ පාඨමාලාවේ න්‍යායාත්මක හෝ ප්‍රායෝගික කොටස් ඉතා සරලව සහ පැහැදිලිව උගන්වන විෂයන් මොනවාද? එම විෂයන් ඉගැන්වූ ගුරුවරුන්ගේ නම ද සඳහන් කරන්නී(තවත් විෂයන් ඇත්නම් ප්‍රශ්නාවලියේ පිටුපස මෙම වගුවට අනුව ලියා දක්වන්න)

| විෂයය | ගුරුවරයාගේ නම | |
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22. ඔබගේ පාඨමාලාවේ අනෙකුත් විෂයන් ඉගැන්වීම දුර්වල හෝ අපැහැදිලි යැයි ඔබ තීරණය කළේ ඇයි?

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| ඉතා සරලව ඉගැන්වීම සිදු නොවූ නිසා | ගුරුවරුන්ට එම විෂයන් පැහැදිලිව ඉගැන්වීමට හැකියාවක් නොමැති නිසා | |
| උදාහරණ හා යොදාගන්නා අවස්ථා පැහැදිලි නොකළ නිසා | එම ගුරුවරුන්ට විෂය පිළිබඳ පුහුණු දැනුමක් නැති බව දර්ශනය වීම නිසා | |
| අපගේ දුර්වලතා හඳුනාගෙන ඒවා නිවැරදි කර ගැනීමට මාර්ගපදේශ නොලැබුණු නිසා | එම ගුරුවරුන් ඉගැන්වීමේ ක්‍රම හෝ ඉගැන්වීමේ මාධ්‍ය / ආධාරක භාවිතය අවම මට්ටමක පැවතීම නිසා | |
| ගුරුවරුන් පංතියට පෙර සුදානමකින් තොරව පැමිණීම නිසා | ප්‍රායෝගික ක්‍රියාකාරකම් සඳහා අවශ්‍ය උපදෙස් ලබාදීම අවම මට්ටමක තිබීම | |
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ඔබගේ පාඨමාලාවේ ගුණාත්මක භාවය වැඩි කිරීමට ඔබ යෝජනා කරන අදහස්:

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| ඩීජ්ලොමා | |
| උපාධිය | |

15. ඔබ ලබා ගත් වෘත්තීය සුදුසුකම්:

16. ඔබ ලබා ගත වෙනත් සුදුසුකම්:

17. ඉහත පාඨමාලාව හදාරන කාලය තුළ ඔබට කොපමණ පුහුණුකරුවන්/ගුරුවරුන් සංඛ්‍යාවක් ඉගැන්වූයේද:

18. පාඨමාලාව සඳහා සහභාගී වූ මුහුදු පුහුණුවන්නන් ගණන (දළ වශයෙන්):

19. එම ඉගැන්වීම් ආධාරක වල ගුණාත්මකභාවය කෙසේද:

| ඉහළ මට්ටමක පැවැත්වීම් | සාමාන්‍ය මට්ටමක පැවැත්වීම් | පහළ මට්ටමක පැවැත්වීම් |
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20. පුහුණුකරුවන්ගේ ඉගැන්වීම් හැකියාව / කුසලතාවය පිළිබඳව ඔබගේ අදහස කුමක්ද:

| ඉහළ මට්ටමක පැවැත්වීම් | සාමාන්‍ය මට්ටමක පැවැත්වීම් | පහළ මට්ටමක පැවැත්වීම් |
|-----------------------|----------------------------|-----------------------|
| | | |

21. න්‍යායික පංති වල ඉගැන්වීමේ දී පහත සඳහන් කුමන ක්‍රම යොදා ගත්තේද?

| | | | |
|--|--|---|--|
| දේශන ආකාරයට ඉගැන්වීම | | ප්‍රායෝගික ක්‍රියාකාරකම් මගින් ඉගැන්වීම | |
| ප්‍රශ්නයක් ලබා දී තොරතුරු ලබා ගනිමින් ඉගැන්වීම | | ගුරුවරයා සමඟ අදහස් හුවමාරු කර ගැනීමට අවස්ථා දෙමින් ඉගැන්වීම | |
| කණ්ඩායම් වැඩ ලබා දෙමින් ඉගැන්වීම | | ව්‍යාපෘති හෝ නිර්මාණ කිරීමට අවස්ථා ලබා දෙමින් ඉගැන්වීම | |
| වාචික ප්‍රශ්න අසමින් ඉගැන්වීම | | ගැටළු හෝ අභ්‍යාස විසඳීමට අවස්ථා ලබා දෙමින් ඉගැන්වීම | |

න්‍යායික පංති සඳහා පහත සඳහන් කුමන ද්‍රව්‍ය භාවිතා කළේද?

| | | | |
|-----------------------------|--|------------------------------|--|
| මල්ටිමිඩියා භාවිතා කිරීමෙන් | | පෙස්ටර කඩදාසි මත ලිවීමෙන් | |
| අත්පත්‍රිකා | | විනිවිදු පත් | |
| පරික්ෂා කිරීමේ ලැයිස්තු | | බිත්ති සටහන් | |
| කාඩ්පත් මත ලියා දැක්වීමෙන් | | සුදු / කහු ලෑල්ල මත ලිවීමෙන් | |

22. ප්‍රායෝගික පංති වල ඉගැන්වීමේදී පහත සඳහන් කුමන ක්‍රම භාවිතා කළේද?

| | | | |
|--|--|---|--|
| දේශන ආකාරයට ඉගැන්වීම | | ප්‍රායෝගික ක්‍රියාකාරකම් කර ඉගැන්වීම | |
| ප්‍රශ්නයක් ලබා දී තොරතුරු ලබා ගනිමින් ඉගැන්වීම | | ගුරුවරයා සමඟ අදහස් හුවමාරු කර ගැනීමට අවස්ථා දෙමින් ඉගැන්වීම | |
| කණ්ඩායම් වැඩ ලබා දෙමින් ඉගැන්වීම | | ව්‍යාපෘති හෝ නිර්මාණ කිරීමට අවස්ථා ලබා දෙමින් ඉගැන්වීම | |
| වාචික ප්‍රශ්න අසමින් ඉගැන්වීම | | ගැටළු හෝ අභ්‍යාස විසඳීමට අවස්ථා ලබා දෙමින් ඉගැන්වීම | |

23. ප්‍රායෝගික පංති වල ඉගැන්වීමේ දී පහත සඳහන් කුමන ද්‍රව්‍ය භාවිතා කළේද?

| | | | |
|----------------------------|--|------------------------------|--|
| මල්ටිමිඩියා | | පෙස්ටර කඩදාසි මත ලිවීමෙන් | |
| අත්පත්‍රිකා | | විනිවිදු පත් | |
| පරික්ෂා කිරීමේ ලැයිස්තු | | බිත්ති සටහන් | |
| කාඩ්පත් මත ලියා දැක්වීමෙන් | | සුදු / කහු ලෑල්ල මත ලිවීමෙන් | |
| | | | |
| | | | |

24. ඔබගේ පාඨමාලාවේ න්‍යායාත්මක හෝ ප්‍රායෝගික කොටස් ඉතා සරලව සහ පැහැදිලිව ඉගැන්වූ විෂයන් මොනවාද? (තවත් විෂයන් ඇත්නම් ප්‍රශ්නාවලියේ පිටුපස මෙම වගුවට අනුව ලියා දක්වන්න)

25. ඔබගේ පාඨමාලාවේ අනෙකුත් විෂයන් ඉගැන්වීම දුර්වල හෝ අපැහැදිලි යැයි ඔබ තීරණය කළේ ඇයි:

27. ඔබගේ පාඨමාලාවේ ගුණාත්මක භාවය වැඩි කිරීමට ඔබ යෝජනා කරන අදහස්:

| | | | |
|--|--|--|--|
| ඉතා සරලව ඉගැන්වීම සිදු නොවූ නිසා | | ගුරුවරුන්ට එම විෂයන් පැහැදිලිව ඉගැන්වීමට හැකියාවක් නොමැති නිසා | |
| උදාහරණ හා යොදාගන්නා අවස්ථා පැහැදිලි නොකළ නිසා | | එම ගුරුවරුන්ට විෂය පිළිබඳ පුහුණු දැනුමක් නැති බව දර්ශනය වීම නිසා | |
| අපගේ දුර්වලතා හඳුනාගෙන ඒවා නිවැරදි කර ගැනීමට මාර්ගපදේශ නොලැබුණු නිසා | | එම ගුරුවරුන් ඉගැන්වීමේ ක්‍රම හෝ ඉගැන්වීමේ මාධ්‍ය / ආධාරක භාවිතය අවම මට්ටමක පැවතීම නිසා | |
| ගුරුවරුන් පංතියට පෙර සූදානමකින් තොරව පැමිණීම නිසා | | ප්‍රායෝගික ක්‍රියාකාරකම් සඳහා අවශ්‍ය උපදෙස් ලබාදීම අවම මට්ටමක තිබීම | |
| | | | |
| | | | |

26. ආයතනය සහ පාඨමාලාව පිළිබඳව ඔබගේ අදහස්

| | සතුව විය නොහැක | තරමක් සතුව විය හැක | සතුව විය හැක | බොහෝ සතුව විය හැක |
|-----------------------------|----------------|--------------------|--------------|-------------------|
| ගුරුවරුන්ගෙන් ලැබුණු සහයෝගය | | | | |
| | | | | |
| | | | | |
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| | | | | |

Study on Training delivery in Private/NGO Training Institutes in Sri LankaFor
office use**Questionnaire for Trainers**

01. Designation:

02. Training Organization:

03. Official Address:

Tel .No.

District:

04. Age:

| Age group in years | | | |
|--------------------|--|---------|--|
| 20-25 | | 41-45 | |
| 26-30 | | 46-50 | |
| 31-35 | | 51-55 | |
| 36-40 | | Over 55 | |

05. Highest educational qualification:

| | |
|---------------------|--|
| N.C.G.E | |
| G.C.E (O/L) | |
| G.C.E (A/L) | |
| Diploma | |
| Degree | |
| Postgraduate degree | |
| Master degree | |

06. Highest Vocational qualification:

07. What other courses did you follow?

08 Course/s conducted:

09. Teaching experience (Present position):

10. Previous Experience:

Teaching:

Others:
(Specify)

11. What training facilities do you have in your organization:

| | | | |
|----------------------|--|------------------|--|
| Multimedia projector | | Flip chart Easel | |
| Computers | | | |
| Real Objects | | | |
| Models | | | |
| Paper Cutter | | | |
| Photocopy machines | | | |
| Overhead projector | | | |
| Pin board | | | |

12. What are the training materials available in your organization:

| | | | |
|------------------|--|--|--|
| Flip charts | | | |
| Bristol boards | | | |
| Transparencies | | | |
| Photocopy sheets | | | |
| Half sheets | | | |
| | | | |
| | | | |
| | | | |

13. Which of the following teaching Media do you use?

| | | | |
|-------------|--|----------------|--|
| Slides | | Transparencies | |
| Handouts | | Flipcharts | |
| Check list | | Wall charts | |
| Flash cards | | | |
| White board | | | |

14. What are the training Methods do you apply?

| | | | |
|------------------|--|-----------------------|--|
| Lectures | | Oral Questioning | |
| Illustrated talk | | Projects | |
| Group work | | Team work | |
| Brainstorming | | Individual Performing | |
| Discussions | | | |

| | | | |
|---------------|--|--|--|
| Demonstration | | | |
|---------------|--|--|--|

15. Do your HOD supervise your activities?

| | | |
|------------|-------|------------|
| Very often | Often | Frequently |
| | | |

16. Do your HOD give feedback on his/her supervision?

| | | |
|------------|-------|------------|
| Very often | Often | Frequently |
| | | |

17. List the feedback given by your HOD.

18. Level of support you get from the HOD /management:

| | |
|-------------------|--|
| Less supportive | |
| Supportive | |
| Highly Supportive | |

19. What difficulties you had to face when you are conducting the course?

| | |
|-------------------------------|--|
| Not enough preparation time | |
| Not enough training materials | |
| Not enough facilities | |
| Giving and receiving feedback | |
| | |
| | |

20. State the progress of your students

| Year | No. of students enrolled to the course | No. of students completed the course | No. of students receiving the certificates | | | % of employable |
|------|--|--------------------------------------|--|-----------------|--------|-----------------|
| | | | NVQ | NVQ through RPL | Others | |
| 2004 | | | | | | |
| 2005 | | | | | | |
| 2006 | | | | | | |
| 2007 | | | | | | |
| 2008 | | | | | | |

21. Provide any suggestions to improve your training courses:

| | Not satisfactory | Less satisfactory | Satisfactory | Well satisfactory |
|---|-----------------------------|------------------------------|---------------------|------------------------------|
| Equipment used for the training | | | | |
| Training Evaluation | | | | |
| Duration of the course | | | | |
| Infrastructure facilities | | | | |
| Course fee | | | | |
| Number of students | | | | |
| Revenue | | | | |
| Facilities provided to the students | | | | |
| Drop out rate | | | | |

Study on Training delivery in Private/NGO Training Institutes in Sri Lanka

For
office use

Questionnaire for Head of the Institute

1. Name of the Institute:

2. Address:

Tel:

District:

3. Ownership of the Institute:

Private

NGO

4. Designation:

5. What courses are conducting in your Institute?

| | CBT Courses | | Non-CBT courses |
|---|--------------------|---|------------------------|
| 1 | | 1 | |
| 2 | | 2 | |
| 3 | | 3 | |
| 4 | | 4 | |
| 5 | | 5 | |
| 6 | | 6 | |
| 7 | | 7 | |

6. How many Trainers are in your Institute?

7. Did your Trainers participate in skill upgrading Programmes?

Yes

No

8. Did you supervise Training sessions?

Yes

No

9. Did your trainers maintain log book?

Yes

No

10. . What Training facilities does your training centre have?

| | | | |
|-------------------------|--|--------------------|--|
| Training room | | Flip chart Easel | |
| Workshop / Laboratories | | Photocopy machines | |
| Multimedia projector | | Paper Cutter | |
| Computers | | Other (Specify) | |
| Real Objects | | | |
| Models | | | |
| Overhead projector | | | |
| Pin board | | | |

11. Do your training centres use system to receive training materials: Yes/No

12. Did you get the feedback about the programme from the Trainers: Yes / No

13. Did you get the feedback about the programme from the Students: Yes / No

14. What activities have you performed based on the feedback?

| | |
|--------------------------------|--|
| Restructured the programme | |
| Develop evaluation instruments | |
| Develop new training materials | |
| | |

15. Details of Students

| Course Name | No. of Student | | | | | | | | |
|-------------|----------------|------|------|-----------|------|------|-----------|------|------|
| | Recruited | | | Evaluated | | | Completed | | |
| | 2006 | 2007 | 2008 | 2006 | 2007 | 2008 | 2006 | 2007 | 2008 |
| | | | | | | | | | |
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16. Which type of assessment systems do you conduct to evaluate students?

| Assessment Systems | Yes | No |
|----------------------------|------------|-----------|
| Continuous Assessment | | |
| Term Test | | |
| Assignment | | |
| Project | | |
| Final Test | | |
| <i>Others(Pl. specify)</i> | | |
| | | |
| | | |
| | | |

17. Which type of plans do you use to manage the training process?

| Name of Plan | Yes | No |
|-----------------------------|------------|-----------|
| Master Plan | | |
| Course(Year) Plan | | |
| Monthly/Weekly Plan | | |
| Training Schedule | | |
| Lesson Plan | | |
| Time Table | | |
| <i>Others (Pl. specify)</i> | | |
| | | |
| | | |
| | | |

18. Which type of course material do you use to conduct the courses?

| Name of Plan | Yes | No |
|--------------------------|------------|-----------|
| Curriculum | | |
| Theory note book | | |
| Practical book | | |
| Trainers daily note book | | |
| Trainees daily dairy | | |
| <i>Others (Specify)</i> | | |
| | | |
| | | |
| | | |

Study on Training delivery in Private/NGO Training Institutes in Sri Lanka

Questionnaire for Employers

For office use only

1. Name of the Organization:

2. Address:

Tel:

District:

3. Designation of Interviewer:

4. Number of Employees:

| | |
|--------------|--|
| 1-5 | |
| 6-10 | |
| 11-20 | |
| 21-50 | |
| More than 51 | |

5. Training Organization of Employees :

| Organization | No. of Employers |
|----------------------------|------------------|
| VTA | |
| NAITA | |
| NYSC | |
| Other Government Institute | |
| Private Institute | |
| NGO | |

6. Competency of the Employees

| | Skilled | | | Semi Skilled | | |
|----------------------------|---------|---|---|--------------|---|---|
| | A | B | C | A | B | C |
| VTA | | | | | | |
| NAITA | | | | | | |
| NYSC | | | | | | |
| Other Government Institute | | | | | | |
| Private Institute | | | | | | |
| NGO | | | | | | |

D- Not up to the standards**E-** Up to the standards**F-** More than standards

7. Communication level of the Employees:

| | Skilled | | | Semi Skilled | | |
|----------------------------|---------|---|---|--------------|---|---|
| | A | B | C | A | B | C |
| VTA | | | | | | |
| NAITA | | | | | | |
| NYSC | | | | | | |
| Other Government Institute | | | | | | |
| Private Institute | | | | | | |
| NGO | | | | | | |

- A- Bad
- B- Good
- C- Very Good

8. What suggestions do you proposed to enhance the competency of the Employees?