

**REPORT**

July 2013

Study on  
Evaluating Effectiveness  
of 'Hunar Se Rozgar Tak'  
Scheme



**Submitted to**  
**Market Research Division**  
**Ministry of Tourism**  
**Government of India**

**Prepared by**



**Indian Institute of Tourism and Travel Management**  
(An Organization of Ministry of Tourism, Govt. of India)

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## Acknowledgement

In the skill development and capacity building initiatives, stakeholders are many and their roles are varied. Similarly, the success and failure of the initiatives would hugely depend on the degree of their involvement. Given this, an objective evaluation of these initiatives should have at least the key players as part of the framework to derive proper perspective of the outcomes. The present study was scoped to evaluate the skill development scheme namely Hunar Se Rozgar Tak of the Ministry of Tourism Govt. of India. Three key stakeholders viz. the trainees (beneficiaries), training institutions and employers were part of the study and everyone has supported us immensely to make this study fruitful which we thankfully acknowledge. While mentioning all of them by name is not feasible, we cannot fail to thank Mr. Parvez Dewan (IAS), Secretary- Tourism and other senior officials of the Ministry of Tourism, Govt. of India on this occasion for their constant support and encouragement.

Principals of the Institutes of Hotel Management and Catering Technology and Food Craft Institutes have duly facilitated the team during data collection stage and also provided their valuable feedback, which we remember here. Similarly, employers have been very cooperative and extended all support. During interaction, we could gauge the views as well as depth of gratitude of most beneficiaries they shared ingenuously, which is equally appreciated herewith. It is hoped that the findings of this study would complement the initiatives of achieving the target of one hundred fifty million skilled persons by 2022.

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## **EXECUTIVE SUMMARY**

The main objectives of this study were to evaluate the effectiveness of two skill development programmes conducted under the Hunar se Rozgar Tak (H-s-R-T) Scheme of the Ministry of Tourism, Govt. of India. This scheme aims to provide training to the 8<sup>th</sup> pass youths belonging to the economically weaker sections of the society and to develop in them employable skills and knowledge for enhancing employability in the diverse hospitality sector. The initiative was not only meant for imparting the skills but also to develop overall personality of the participants so as to mould them for better future. The Scheme is considered to have direct impact on addressing acute skill-gap being encountered by the hospitality and tourism sector.

The study has been scoped to examine the critical partners of the Scheme like the beneficiaries, employers and training institutes. Necessary data were collected through primary sources with the help of structured questionnaires. A total of 1231 beneficiaries, 40 employers and 23 training institutes were selected on random basis for investigation and analyzed accordingly. The results emerged thereof are very encouraging and provide in-depth understanding of the Scheme, attainment of its intended benefits and also the scope for advancing some important suggestions to strengthen the Scheme, its objectives and coverage.

### **A. Proportion of Passed-outs Trainees and their Employment Status in the Sector**

- **About 52.6% of the beneficiaries of the training were found employed or engaged in self-employment.** The proportion of unemployed respondents was 47.4%. Among those employed, around 4.5% of were reportedly in self-employment.
- The trainees could find opportunities mostly in the services sector notably **hospitality segment where about 65% of respondents are working.** In hospitality, hotel segment had a larger share of 37.6% and the remaining was in the restaurants/dhabas/canteen segment. Persons remaining employed in primary sector after training appears to be insignificant.
- According to training institutes, **many candidates drop-out from the course especially in the early phase and the same was observed**

**invariably in every batch.** To address this, many institutes have the practice of admitting such cases in a subsequent batch and allow them to complete the course but this is not followed in some institutes. Hence, it is necessary to have provision in the Scheme Guidelines for re-admission of the drop-out candidates in a subsequent course.

- **Trainees in general pass-out of the course and cases of unsuccessful candidates are either nil or very negligible.** Reportedly, provisions are available for re-appearing the test/examination but it has not been availed by many failed candidates.

It was equally worth noting the **employment status of many trainees prior to attending the course** and the pattern thus emerged is furnished below:

- **About 24% respondents were employed before attending training,** of which, nearly half of them (47%) was reportedly support staff. The job available to them were mainly regular (37.3%) or part-time (34.9%). A good chunk of the jobs were in the services sector (67.5%), followed by 'others' segments (14.2%). Manufacturing sector employees were only 7.4%.
- Among the services sector of employment, a good chunk of trainees (nearly half) have been found engaged in the hospitality segment, of which, the hotel and restaurant segments reportedly had larger share (78%).
- Monthly income of respondents who were employed prior to training was mostly in the range of Rs. 3001-6000 (48.1%) or up to Rs. 3000 (42.7%).

## **B. Type of Employment, Category of Units, Type of job, Salary/Wage Structure.**

- **More than 73% were reportedly employed on regular basis,** followed by part-time employment (11.3%). In term of job permanency, compared to pre-training scenario, it was observed that proportion of regular job holders were increased by 36% on being trained and employed.
- Employment after training has found providing better income opportunities with about 80% of respondents reporting **monthly earnings of above Rs. 3000/-, and of this, around 28% had earning above Rs. 6000/-.** Further, comparison of earnings pre and post training shows that

persons earning less than Rs. 3000/- in a month were around 18% compared to 43% of such cases prior to training. Other benefits such as complementary meal, paid leaves, CPF and ESI provisions were also available to many beneficiaries post training.

- Significant enough, **about 67% of those employed prior to training reported to have improved their income and job profile post training around 28%** and that is a clear indication of the effectiveness of H-s-R-T initiative.
- Feedback from the training institutions and some trainees suggest that **some certificate holders have got opportunities overseas after training and such cases are reportedly more in Goa and Kerala.** The job offers were mainly from the Middle East countries and in ocean-liners, especially the cruise ships.
- About **three-fourth of the trained beneficiaries of training were found satisfied in their post training jobs.**

### **C. Trainees not Sought Employment after Training**

- About **36% of the trainees did not seek employment** after training. The **main reason for their not seeking employment was mainly attributed to 'other reasons' (about 30%)** like education, marriage etc. For nearly one-fourth, the jobs available were encouraging.
- A section of respondents reportedly declined the job offers because of less salary (16%) and many others did not want to work (12.3%) or underwent the training for certificates and/or new knowledge and skills (13%).
- It was observed in general that **trainees had higher expectation out of training and that could be attributed to their higher education background.** These sections were perhaps not aware that H-s-R-T courses have been designed for 8<sup>th</sup> Class pass-outs and meant for entry-level jobs like waiter, support staff in the kitchen or similar jobs where emoluments are very less. This could be one of the causes for higher unemployment rate being reported in this study.

#### D. Effectiveness of H-s-R-T Placement and Suggestions for Improvement

- Majority of trainees were aware of placement facilitations available at the training institutes (56%) for H-s-R-T trainees. When it comes to arrangement of job, over half of the respondents got it through their personal efforts, whereas, about 27% were reportedly employed at the instance of the Institute. Given this, **it is reasonable to state that either trainees were availing placement support of the Institutes only to a limited extent or adequate support mechanism were not made available by training institutions.**
- Specific to institutional support for placement, **majority of respondents rated it from fair (30%) to good or very good (21.9% & 18.3%).** In contrast, together about 26.6% rated it to be poor/very poor.
- According to training Institutes, all of them adopt most of the commonly used placement tools such as facilitating interaction between employers and trainees as well as use of internet/email for arranging jobs to H-s-R-T pass-outs. Many employers have also been invited to the institute and that is found to be an effective means. Similarly, training Institutes have to encounter some major constraints like lack of fund for placement activities, poor quality of trainees as well as availability of cheaper labour in the market for same level of job.
- For effective placements, provision of fund/ financial support for placement work and popularisation of the scheme are considered more important. Setting up of necessary infrastructure for H-s-R-T training at Institute is also worthy to be considered since it has direct bearing on strengthening skill development initiatives.

#### E. Quality of Training Inputs and Suggestions for Improvement

- **The existing course contents and practical inputs are considered adequate and useful to a large extent by the beneficiaries, training institutes and the employers.** The teaching and training are also found effective, but as already stated, learning time needs to be increased.
- At training institute, major constraints to conduct of H-s-R-T trainings are inadequate faculty strength, lack of space and training infrastructure.

- In general, **employers are of the opinion for more practical knowledge, followed by service orientation and communication skills would improve employability and trainees and their performance on job.** However, some employers hold the opinion that job-specific knowledge among trainees is inadequate and therefore more focus should be given.
- **Trainees rated exposure received on attending the course as very useful and their rating with regard to caring by the Institute is equally encouraging.** This is perhaps one of the major reasons for higher trainee satisfaction on account of their overall training experience.
- **Almost every trainee was in agreement on the course helping them to gain new knowledge and skills (over 85%).** Contribution of the course towards enhancing their confidence level, improving social status and making positive impacts on outlook of life has been equally significant.
- **Over 85% of trainees were in agreement on recommending in H-s-R-T courses to others** and this can again be taken as indication of their overall satisfaction from the course. Similarly, if opportunities were provided, they would be interested in further training in the same domain or a related hospitality domain, for which, they would be able to find time.
- In order to popularize the Scheme, findings are in support for initiating steps such as interaction with establishments and professional bodies, provision of required faculty and necessary infrastructure. Focused campaigns to increase awareness about the benefits of the Scheme and the courses were also proposed to strengthen the Scheme.
- The duration of courses is reportedly not adequate. Especially, majority of stakeholders being studied viz. beneficiaries, employers and training institutions have suggested for increasing the durations of courses since all essential skills and capacity building cannot be imparted within existing time schedule. In consideration of this, duration of F&B Service and Food Production courses may be increased by four weeks.

## **F. Probable Hospitality Domains for Further Course Development**

- For those who already underwent the H-s-R-T training, further courses in the same domain or a related operational area can be considered for further enhancing employability.
- In addition to 04 courses being offered at present, some new domain of hospitality services have emerged during investigation for further course



development under the Scheme. Those are Bar Operations, Front Office Operations, Indian Sweets & Savoury, Butler Services, Banquet & Kitchen Service and Gardening (Table- 3.21 may be referred) and proposed for consideration accordingly.

## G. General Observations

- About 69% of the trainees were in the age group of 18-23 years and majority of them (nearly 68.3%) were male and unmarried (87.7%).
- **Nearly 49% of trainees were 12<sup>th</sup> Pass, whereas, those passed 10<sup>th</sup> class and 8<sup>th</sup> class represented 23.6% and 14.4% respectively.** Some graduates/ professional certificate holders were also found undergoing training. This pattern would suggest that the Scheme has reached and attracted mainly those possessing higher education attainments than the targeted segment of 8<sup>th</sup> Class pass youth.
- There were more dependents in the households and respondents with 3-4 dependants members were 46.7%. This could be taken as indication of the socio-economic background of beneficiaries. It was also striking to observe about 82% of respondents owning houses.
- As regards to monthly household income, huge chunk of them (nearly 75%) fall in the categories of Rs. 15000/- or less. Specifically, proportion of households with income up to Rs. 6000/- per month was around 26.4%. Equally interesting has been that nearly 21% of the sample have monthly household income of above Rs. 18000/-.
- **Print media emerged as major direct source of information about training (32.7%), followed by the friends/relatives (33.5%) and Govt. departments (27.4%).** Other mediums like e-mail/internet Scheme/radio has also been accessed though in limited form.
- As regards to **motive of attending training, nearly 46% ranked it as 'source of gainful employment'** followed by 'gaining new knowledge' (17.3%) and absence of course fees (9.8%). Other motives worth noting were acquiring skills for self-employment, obtaining certificate from reputed institute, increasing personal income and enhancing self-confidence and esteem.
- According to training institutions, courses are largely attended by male participants. **Participation of females in the courses are in the range of 10-20%** across institutions and those situated in the main cities and towns

have more female aspirants but many of them do not seek to have job after training.

To sum up, H-s-R-T trainings have been found benefiting the participants in different ways. It not only provided fresh employment opportunity for a large number of trainees but also helped to bettering the jobs and earnings of majority of persons who were already employment. Unambiguously, economic benefits have been accrued to those who were inclined to work after training. Majority of trainees have attended the course in expectation of intangible benefits and that also have been fulfilled to a large extent.

Given the overall outcome of training, it is concluded that H-s-R-T training is making an impact on improving the economic, social and personal conditions of the trainees, thereby, largely fulfilling the objectives of the Scheme. This study could also identify certain areas warranting attention of the promoters of the Scheme to strengthening it further including the scope and coverage.

## **Major Recommendations**

The data analysis and the conclusions emerged thereof provided for advancing some specific recommendations with an aim to strengthen the Scheme:

### **1. On Improving the Employment Opportunity of H-s-R-T Trainees**

- i. In the present Curriculum of F&B Service and Food Production courses, steps may be taken to provide adequate emphasis for imparting practical knowledge as well as precise inputs on the topics such as industry orientation, job-specific knowledge and soft skill development.
- ii. The duration of F&B Service and Food Production courses may be increased to 10 weeks and 12 weeks respectively.
- iii. Further training may be considered to those who have already undergone the training under the Scheme to enhance their employment and income opportunities.
- iv. Training infrastructure like classroom, kitchen etc. may be provided to those institutes deficient in such core facilities.
- v. To popularize the Scheme, service of the local government bodies, civil society groups, professional/industrial bodies may be utilized with adequate emphasis.

## 2. On Effective Placement of H-s-R-T Trainees

- i. Besides above mentioned steps and popularization of the Scheme, training institutes may take steps to facilitate interaction between prospective employers and the trainees on regular intervals.
- ii. All training institutes may designate a faculty member/official to look after for Placement of H-s-R-T trainees.
- iii. Some nominal provision of fund may be earmarked for placement activities in the H-s-R-T Scheme Guidelines. However, disbursement may be made subject to subsequent evaluation of its effectiveness.

## 3. Hospitality Domains Proposed for Course Development

In addition to 04 courses being offered at present, the new areas like Bar Operations, Front Office Operations, Indian Sweets & Savoury, Butler Services, Banquet & Kitchen Service and Gardening (for duration, Table-3.25 may be referred) have been proposed for course development under the Scheme.

## 4. On Specifying Educational Qualification for Admission:

The Scheme for hospitality sector is presently customized for “8<sup>th</sup> Pass” but majority of persons seeking admission possess higher education attainment including graduates. It is considered not feasible to undertake capacity development of such diverse groups suitably in a single batch because the structure and pedagogy cannot be uniformly bench-marked. And, that would have direct bearing on effectiveness of the Scheme such as training outcome, trainee motivation and placement prospects. Hence, it is imperative to stipulate an upper education limit for optimizing the benefit of out of the Scheme to the aspirants with varying educational achievements. Accordingly,

- i. It is proposed to define an upper education limit and fix eligibility for present set of hospitality courses as **“between 8<sup>th</sup> pass and 12<sup>th</sup> Failed”**.
- ii. Separate skill development courses may be considered for aspirants possessing **“12<sup>th</sup> Pass and above”** qualifications.
- iii. To reduce the drop-out cases, institutions located in semi-urban areas/medium and small towns could be given more thrust for present H-s-R-T courses since it can facilitate ease of access to the target groups who predominantly live in these locations.

# 1

## SECTION- 1.A BACKGROUND OF STUDY

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### Introduction

Over the years, a perceptive change in the economic development thinking in India has resulted diversification of the economic activities and consumption patterns. This not only provided impetus for expansion of traditional economic sectors in the country but also contributed significantly to the growth dynamics. The acceleration achieved thereof provided fertile grounds for emergence of many newer economic functions and their subsequent organization into significant economic sectors. But to sustain the economic dynamism in a globalised environment, one of the fundamental prerequisites is availability of adequately qualified manpower possessing the knowledge and varied skill sets to perform various types of functions and activities. This, along with functioning labor market, is important imperatives for economic success and international competitiveness.

According to latest NSS survey (66<sup>th</sup> round) on the status of education and vocational education in India, overall literacy rate was 67 per cent during 2009-10, whereas, the rural and urban ratio was estimated as 62% and 79% respectively (NSSO, 2013)<sup>1</sup>. For, statistically, the literates may account for about two-third of the country's population but their actual volume works out to be a huge 800 million plus people. It was further revealed that since 1983, literacy rate in India was increased by over two-fold among both male and female as well in the rural and urban areas. The education attainment also increased significantly and as it emerges, 684 persons out of every 1000 literates were possessing qualifications of Middle School or above, of which, graduates and above alone is significantly 107 persons.

The NSSO data clearly indicates a major challenge encountered by the educated persons in India on account of their skill and knowledge endowments when it comes to employability. For obvious reasons then, concept of employability is

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<sup>1</sup> National Sample Survey Office, (2013), Status of Education and Vocational Education in India, NSS 66<sup>th</sup> Round, July 2009-June 2010, Min. of Planning & Programme Implementation, Govt. of India, March.

gaining considerable attention in the fast growing Indian economy as the scarce supply of qualified and appropriately empowered workforce continuous to pose a formidable challenge in pursuing development agenda.

The persons in the age of 15-59 years, as high as 92.6% of the literates did not receive any vocational training whereas the remaining had predominantly acquired the vocational skills through non-formal means like hereditary, self-learning, on the job training and similar ones (NSSO, 2013).

The computer trade is found to be main provider of jobs for the persons who received formal vocational training in the age of 15-59 years in India and they accounted for ¼ of every 1000 persons in employment. It was followed by electrical and electronics (12.0%) and driving and

motor mechanic work (8.7%). But, those engaged in catering, nutrition, hotels and restaurant related work was very negligible (0.9%) whereas tour operators and travel managers is indeed highly insignificant (NSSO *op. cit.*). Not surprisingly though, most of the jobs are in the urban areas and the male had dominated.

International Labour Organisation (ILO, 2011)<sup>2</sup> in its policy brief on ‘skill for employment’ advanced the proposition that skills development should not be seen, or provided, in isolation. Rather it should be treated as means to promoting decent work, improving productivity, generating employment growth, and promoting economic and social development. For, employability is not static but to indicate the person’s capability of gaining initial employment, maintaining employment and moving to new employment by choice (Weinert et. al., 2001)<sup>3</sup>. And these essentially depend on the knowledge, skills and attitudes possessed by the individual, and also the labour market information.

‘Countries at all levels of development are finding that adequate education and skills can improve the employability of workers, the productivity of enterprises and the inclusiveness of economic growth’- ILO (2009)

While skill development and employability are closely connected, the end results would ideally be multi-pronged and help serving higher purpose of overall empowerment of the beneficiaries as well as enhancement of the individual and societal well-being. Perhaps, shortage of suitably skilled and empowered manpower is grossly scarce in the country. In the wake of fast changing

<sup>2</sup> ILO, (2011), *Skill for Employment: Policy Brief*, [http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_167172.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_167172.pdf), retrieved on 02-07-2013

<sup>3</sup> Weinert, Patricia; Michele Baukens; Patrick Bollerot; Marina Pineschi-Gapenne and Ulrich Walwei (2001) *Employability: From Theory to Practice*, Transactions Publishers, New Jersey.

economic environment, it is necessary to focus on inculcating and advancing the skill sets of the young population. The key approach to skill development initiatives should be such that it is not seen, or provided, in isolation but as argued by ILO (*Op. cit*); it should be treated as means to promoting decent work, improving productivity, generating employment growth, and promoting economic and social development.

According to studies, 48% of employers in India reportedly have difficulty in filling up the jobs for want of suitable candidates and that is above the global standard of 34% in 2012. Many reasons have been attributed to this such as lack of available applicants, shortage of hard skills and shortage of suitable employability, including soft skills. But, a major challenge of skill development initiatives in India is its huge population size and their varying needs of empowerment and skill development to make them employable and help securing decent jobs. For, a dominant chunk of them is part of the burgeoning unorganized sector and that amplifies the challenges of formulating appropriate strategies and programmes to make skill development sufficiently inclusive.

The preamble of National Policy on Skill Development (NPSD-2009) noted: ‘the country is poised at a moment in history when a much brighter future for its entire people is within its reach and skill development will help actualize this potential. Development and articulation of a national policy on skill development is a matter of priority’ but the challenges are many and many-fold (Table 1.1).

Given the challenges, the objective of the Policy is to expand on outreach, equity and access of education and training. Towards this, establishment of several industrial training institutes (ITIs), vocational schools, technical schools, polytechnics and professional colleges to facilitate adult learning, apprenticeships, sector-specific skill development, e-learning, training for self employment and other forms of training have been planned. The role of the government has also been stipulated in all initiatives including financial, infrastructure and policy supports.

While principles and approaches to achieve the Policy Objectives are many and varied, it was underlined that the skill development will harness inclusivity and reduce divisions such as male/female, rural/urban, organized/unorganized

employment and traditional/contemporary workplace. To draw durable impacts out of the initiative, there is a need to identify, catalog and project the range and depth of skills from traditional, industrial-era and post-industrial era skills to understand and present the vast array of skills that individuals can choose from. In acknowledgement of this, all feasible skill development domains and economic sectors have been brought under the purview of the Policy.

**Table- 1.1: Challenges of National Skill Development in India**

Increasing capacity & capability of existing system to ensure equitable access to all.

Promoting life-long learning, maintaining quality and relevance, according to changing requirement particularly of emerging knowledge economy.

Creating effective convergence between school education, various skill development efforts of government and between government and Private Sector initiative.

Capacity building of institutions for planning, quality assurance and involvement of stake holders.

Creating institutional mechanism for research development quality assurance, examinations & certification, affiliations and accreditation.

Increasing participation of stakeholders, mobilizing adequate investment for financing skill development, attaining sustainability by strengthening physical and intellectual resources.

*National Policy on Skill Development (2009)*

To pursue NPSD, the government has set up National Skill Development Council (NSDC) under the chairmanship of the Prime Minister and committed amount of Rs. 1,000 crores. The target is to have 500 million trained and skilled persons by 2022. The latest review shows that till May 2013, NSDC partners have cumulatively skilled 6,57,670 people and placed 4,01,982 in either well-paying jobs or helped them to become gainfully self-employed<sup>4</sup>.

## 1.1 Tourism, Skill Development and Gainful Employment

Experiences of tourism development from across the world clearly suggest that tourism is an important source of income and employment for economically and

<sup>4</sup> NSDC (2013), *Annual Update- 2013*, <http://nsdcindia.org/pdf/annual-update-2012-13.pdf>, retrieved on 24-07-2013



socially backward sections of the people. The industry resulting from tourism and related activities is predominantly constituted by micro, small and medium enterprises (MSME's). This was succinctly established in Indian context by a recent Ministry of Tourism sponsored study ((Sutheeshna Babu *et. al* 2010)<sup>5</sup> showing that 56.4% tourism establishments in India reportedly have investment base up to one crore and another 25.6% in the range of 01-10 crores. Tourism is a diverse business sector that brings many segments under its ambit. The tourism is informal-sector dominant which not only provides a variety of economic avenues for less educated people but also enables the entry of discerning entrepreneurs easier.

Strikingly, majority of economic opportunities in tourism are accessible to less educated sections ranging from unskilled to the semi-skilled. Given this nature, capacity building of the interested sections through necessary skill development and orientation is found enhancing the employability of both the fresh and people who are already part of the workforce. This has been evident in many initiatives across the world and in India as well (Ref. Case boxes 1, 2, 3 & 4).

Tourism is a multi-segment industry and labour-intensive, capable of providing a wide range of economic opportunities. Specific to India for instance, tourism is one of the largest sectors of services with higher return on investment.

According to Ministry of Tourism, tourism has the capacity to capitalize on the country's success in the services sector and provide sustainable models of growth. The instances to support this proposition are many: Firstly, estimates suggest that the travel and tourism sector is capable of creating 78 jobs per million rupee investment compared to 45 jobs in the manufacturing sector for similar investment (MoT 2011)<sup>6</sup>.

Second, the contribution (direct and indirect) of tourism to the GDP and the total jobs in the country in 2007-08 is estimated to be 5.92 % and 9.24 % respectively, which is significant in a fast developing country like India. Domestic tourism contributes about three-fourths to the tourism economy. In terms of employment, total number of jobs (direct and indirect) in the tourism sector is

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<sup>5</sup> Sutheeshna Babu. S, Gupta. P, (2010), Analysing the Factors Responsible for Slowdown of Tourism Flow in India, Min. of Tourism, Govt. of India, New Delhi.

<sup>6</sup> Min. of Tourism (MoT- 2011), Report of the Working Group on Tourism- 12th Five Year Plan (2012- 17), Govt. of India, New Delhi, Oct. 2011.



estimated at 53 million in 2010, which is projected to reach nearly 77.5 million by in 2016 (Source: MoT *op. cit*)

Third, the multiplier effect of tourism in India is estimated to be higher because of its diversity and linkages with various sectors of the economy and on account of fewer leakages. The MSME dominated tourism sector establishes closer connect with the local economic structures. Fourth, tourism in India is growing faster and it is much ahead of the global average. For instance, compounded annual growth rate (CAGR) of foreign tourist arrivals has been 9.1% during 2001 to 2010 as against 3.6% for corresponding period globally. Further, as per UNWTO forecast, the travel & tourism industry in India is expected to grow by 8% per annum in real terms between 2008 and 2016. During this period, tourism-induced foreign exchange earnings could show annualized growth of 14% (Cited in MoT 2011, *Ibid*).

Fifth, almost three-fourth of tourism revenue is generated from domestic tourism activities and it is growing at the rate of about 10% per annum. Unlike the sensitive international tourism demand, domestic tourism is more stable and less prone to the global socio-economic vagaries. Given this nature, focused attention on domestic segment could provide impetus for consistency of tourism demand and to increase the tourism revenue and overall multiplier effect. It is because domestic tourism utilizes mostly the local facilities and provisions.

Needlessly, the unique characteristics of tourism activities are well placed to contribute in poverty reduction strategies of the nations.

Sixth, owing to the unique structure and composition of tourism industry, most jobs requirements are either semi-skilled or unskilled in nature and hence easily accessible for semi-literates and medium-level literates. Lots of illiterates can also be seen working in the sector especially in the semi-urban and rural/peripheral destinations.

Indeed, many skill sets required for a large quantum of tourism jobs can be acquired in less span of time. Seventh, because tourism products are consumed at the point of production/availability, even less-skilled workers in remote areas become tourism exporters and derive different benefits.

It is in acknowledgment of tourism's great potential to address the issue of poverty that the United Nations positioned tourism as an important instrument for poverty alleviation and brought it as an integral part of the strategies being devised to attain the Millennium Development Goals (MDGs). Similarly, the UNDP and many other agencies have incorporated tourism in their capacity building system and their work on reaching MDGs.

The recent initiatives would suggest that India is taking adequate cognizance of tourism's importance to the economy and its role in addressing various development concerns including that of poverty. The expansion of the tourism sector is expected to generate large scale employment, effectively contributing to which poverty alleviation initiatives. In consideration of this, the 12th Plan approach paper on tourism sets an optimistic target of to the tune of 24.5 million additional employment (direct and indirect) during 2010-2016. To realize the potential, the Ministry of Tourism (MoT) is poised to adopt a pro-poor approach that would enable increasing the net benefits of tourism development to the poor and weaker sections of the society, particularly of those living in the interior place and remote areas of the country. There is growing acknowledgement that a wide range of actions are needed to increase the spread of benefits from tourism to the weaker sections.

Converting comparative advantages of tourism into competitiveness and sustainability require not only a coherent policy framework and a dynamic private sector but also efficient institutions to translate policy measures into programmes (UNDP 2011).

A national tourism development strategy thus should inevitably involve the actions that go beyond tourism sector and integrate cross-sectoral linkages and synergies. Coalescing with the global tourism systems and focused steps to establish linkages with all inter-connected sectors of the economy along tourism value

chains are key elements of pro-poor tourism approach. Undoubtedly, a broader integration approach is essential if tourism development is to positively affect inclusion and poverty reduction.

## 1.2 Human Resource Requirement in Tourism Sector in India

According to UNWTO, India is one of the fastest growing country destinations in the world and it is projected to record double digit annual growth rate until

2020. And this would be translated in to considerable economic benefits, especially the revenue and employment. According to World Travel & Tourism Council (WTTC), tourism industry which was worth Rs. 3,915 billion in 2008 would grow at annual rate of 13% to a record Rs. 21,011 billion industry by 2022 (cited in National Skill Development Corporation report (NSDC)<sup>7</sup>. Correspondingly, total direct employment alone to be generated by 2022 would be in tune of over 170 million. The NSDC study further estimated the employment potential of core tourism sector establishments and reveals that the hotels and then restaurant segments would result nearly 2.5 million additional jobs (Table 1.2).

**Table- 1.2: Human Resource Requirements in Tourism Industry (in '000s)**

Segment	Year			
	2012	2018	2022	Incremental (2012-22)
Hotels	1869	2939	4065	2169
Restaurants	2481	2639	2834	353
Tour operators	164	220	273	109
Total	4514	5798	7172	2631

*Source: NSDC Report (2011)*

In the hotel sector, maximum requirement is identified in the non-star star hotels and smaller ones in the unorganized sector and that accounts for over 90% of total (Table- 1.3). The report further noted that besides above, a range of eating places situated along the national and state highways were estimated to employ 1.3 million persons in 2002.

In the restaurant segment, conventional restaurants expectedly has maximum requirement and accounts for over half of the total demand in the sector. Cafes and fast-food chains also have sizable requirements (Table- 1.4). The NSDC report also indicate incremental requirement in functional areas of major hospitality segments such as hotels and restaurants. All major departments in the hotel and the kitchen and services in the restaurants could churn out bulk of opportunities (Table-1.5).

<sup>7</sup> National Skill Development Corporation (2011), *Human Resource and Skill Requirement in the Tourism, Travel and Hospitality Sector (2022)*, [www.nsdcindia.org/pdf/tourism.pdf](http://www.nsdcindia.org/pdf/tourism.pdf), retrieved on 2<sup>nd</sup> July 2013

**Table- 1.3: Projected Human Resource Requirements in Hotels (in '000s)**

Segment	Year		
	2012	2018	2022
Five, Four Star/Heritage Hotels	91	104	117
Three, Two & One Star Hotels	66	79	88
Other Hotels in the unorganised Sector	1712	2756	3860
Total	1869	2939	4065

Source: NSDC Report (2011)

**Table- 1.4: Projected Human Resource Requirements in Restaurants (in '000s)**

Segment	Year		
	2012	2018	2022
Conventional restaurants	1315	1392	1482
Fast food stores	438	469	507
Cafes	451	483	527
Dhabas/Bhojanalaya	277	295	318
Total	2481	2639	2834

Source: NSDC Report (2011)

**Table- 1.5: Incremental Human Resource Requirement in Hospitality Sector Till 2022**

Sector	Requirement ('000)	Sector	Requirement ('000)
<b>Hotel</b>		<b>Conventional Restaurants:</b>	
Front office	5	Management	7
F&B Services	583	Kitchen	129
F&B Kitchen	393	Service	142
Housekeeping	634	Others	61
Total Incremental Requirement	2772	Total Incremental Requirement	339

Source: NSDC Report (2011)

The support staff requirements like Waiters, Kitchen Assistants, Room Attendants, House-men, Butlers and Stewards are indeed huge and accounts for over eighty percent of the projected requirements in the hospitality sector (Annexure- 1.1). What then these lower end jobs needed are appropriate skill

development in specific functional areas and that can be effectively undertaken in a comparatively shorter period.

### 1.3 Capacity Building: What Does it Mean?

By very nature, capacity development is a combination of human capacity and ways and means to its development. It is the process by which individuals, organizations, institutions and societies develop abilities to perform functions, solve problems and set and achieve objectives. A fundamental goal of capacity-building is to enhance the ability to evaluate and address the crucial questions related to policy choices and modes of implementation among development options, based on an understanding of environment potentials and limits and of needs perceived by the people of the country concerned<sup>8</sup>.

At the individual level, capacity-building involves establishing the conditions under which people are able to embark on a continuous process of learning and adapting to change. Its focus is on understanding the obstacles that act as inhibiting factors in realization of developmental goals and emphasize upon the need to enhance the abilities that will allow communities to achieve measurable and sustainable results. Often, capacity building is meant for strengthening the skills, competencies and abilities of people and communities so they are able to better negotiate with the causes of their exclusion and sufferings. Many have argued strengthening capacity of people to determine their own values and priorities and to act on these is basis of the development (Eade 1997)<sup>9</sup>.

The concept was evolved more in the context of addressing developmental impediments in the developing countries. However, varied approaches and interpretations defy single definition. In its early

What constitute capacity building can vary considerably depending on the context, purpose and targets but it also evolves and expands as the field experiences grow.

days, many practitioners equated capacity building with training to fill the gap in performance. But with greater understanding and experience with these initiatives, there is growing acceptance that individual skills are

<sup>8</sup> See *Report of the United Nations Conference on Environment and Development, Rio de Janeiro, 3-14 June 1992* (United Nations publication, Sales No. E.93.I.18 and corrigenda), vol. I: *Resolutions adopted by the Conference*, resolution 1, annex II.

<sup>9</sup> Eade, D, (1997), *Capacity Development: An approach to people-centered development*, Oxfam- UK, Dorset, p. 2

only part of the complex mixture of elements that constitute capacity to perform a certain function or groups of functions effectively and consistently over time (LaFond and Brown 2003)<sup>10</sup>.

An early definition portrayed capacity as the ability to carry out stated objectives (Goodman et. al 1998)<sup>11</sup>. It can be viewed in many ways- as any effort to teach someone to do something and in better way; creating new institutions or strengthening old ones; or improving individual rights, access or freedoms. The UNDP was perhaps one of the forerunners of this initiative and since the early 1970's, it has been offering guidance for governments and its staff on institution building. It states: capacity development is the engine of human development, starting from the principle that people are best empowered to realize their full potential when the means of development are sustainable– home-grown, long-term, and generated and managed collectively by those who stand to benefit (UNDP)<sup>12</sup>.

According to U.N Economic and Social Council (2006)<sup>13</sup>, capacity development is the process by which individuals, organizations, institutions and societies develop abilities to perform functions, solve problems and set and achieve objectives. It needs to be addressed at three inter-related levels: individual, institutional and societal. 'Specifically, capacity-building encompasses the country's human, scientific, technological, organizational, institutional and resource capabilities. A fundamental goal of capacity-building is to enhance the ability to evaluate and address the crucial questions related to policy choices and modes of implementation among development options, based on an understanding of environment potentials and limits and of needs perceived by the people of the country concerned'.

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<sup>10</sup> LaFond. A, Brown. L, (2003), *A Guide to Monitoring and Evaluation of Capacity-Building Interventions in the Health Sector in Developing Countries*, MEASURE Evaluation Manual Series, No. 7, USAID, March

<sup>11</sup> Goodman, R.M., Speers, M.A., McLeroy, K., Fawcett, S., Kegler, M., Parker, E., et al. (1998), Identifying and Defining the Dimensions of Community Capacity to Provide a Basis for Measurement. *Health Education Behaviour*, 25 (3): 258-278.

<sup>12</sup> Capacity Development: A UNDP Primer (2009); Source: [content.undp.org/go/cms-service/download/asset/?asset\\_id](http://content.undp.org/go/cms-service/download/asset/?asset_id)

<sup>13</sup> U.N Economic and Social Council (2006), *Definition of basic concepts and terminologies in governance and public administration*, Committee of Experts on Public Administration Fifth session New York, 27-31 March 2006, E/C.16/2006/4.

The goal of capacity building then is to tackle problems related to policy and methods of development, while considering the potential, limits and needs of the people of the country concerned.

In 1991, UNDP re-nomenclatured the term as 'capacity building' and defined it as 'a long-term continual process of development that involves all stakeholders; including ministries, local authorities, non-governmental organizations, professionals, community members, academics and more. In another

attempt, Brown et. al. (*Op. cit.*) defined it as a process that improves the ability of a person, group, organization, or system to meet objectives or to perform better.

From above definitions, main attributes of capacity development can be delineated as: First, for meaningful outcome, it should be developed only in terms of a specific objective or purpose. Second, it should be ongoing process including those already subjected to capacity bundling because the 'human capacity' is not static and the living/ work environment are becoming dynamic and challenging as time passes. Hence, it would call for re-capacity/ further capacity building to maintain the momentum and dynamics. Third, it is complex and multi-dimensional and has to take place in often volatile environments and with varied stakeholders. Its framework hence is diverse and should that cater forward and backward connections of the stakeholders in question in integrated manner for desirable outcomes. It also necessitates attributing due weightage to each stakeholder being part of a specific initiative. Fourth, the initiative is launched in the specific legal, regulatory and political contexts, and therefore, interplaying of a variety of external and internal factors would come to determining the indented outcomes.

Hence, it is being argued by some practitioners that the focus of capacity-building interventions and measurement and evaluation must capture related conditions and concepts such as motivation, culture, and commitment, as well as changes in resource availability, skill levels, and management structure (Morgan, 1997; James, 2001)<sup>14</sup>.

In contemporary practices, capacity building initiatives are seen as not just exercises of skill development; rather it is aimed more at brining overall improvement in a person's/ organization's capacity with clear mandate of inducing behavioural changes.

<sup>14</sup> Morgan, P, (1997), The Design and Use of Capacity Development Indicators, CIDA.



The focus of UNDP's building capacity initiatives are largely at institutional levels. Its approach involves a five-step process for systematic capacity building as given below:

- A. **Through engaging stakeholders:** Involvement of all stakeholders and sharing ownership in the process of development can result them getting more engaged and assume responsibility for the outcome and sustainability of the development. An effective capacity building process must encourage this. However, there could be many factors like knowledge and skills that inhibit the stakeholder participation and these are more evident in the in the context of developing countries.
- B. **Assess capacity needs and assets:** This is an important step and to be understood mainly through engagement with stakeholders. Because, identifying areas for fresh/or and additional training is integral to draw out and prioritize capacity building requirements and for effective outcomes.
- C. **Formulate a capacity development response:** Once an assessment has been completed, a capacity building response must be created based on four core issues:
  - i. Institutional arrangements: Many institutions suffer because bad or weak policies, procedures, resource management, organization, leadership, frameworks, and communication. Developing human resource frameworks and capacity building are necessary to have efficient organization.
  - ii. Leadership: Strong leadership can catalyze the achievement of development objectives and it allows for easier adaption to changes. Such leaders can also influence people.
  - iii. Knowledge: It is the foundation of capacity from any angle.
  - iv. Accountability: Implementation of accountability structures and measures is necessary for better performance and efficiency.
- D. **Implement a capacity development response:** It should involve the inclusion of multiple systems- national, local, institutional.

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James, R. 2001. Practical Guidelines for the Monitoring and Evaluation of Capacity Building Experience from Africa, London, Intrac.



- E. **Evaluate capacity development:** Evaluation is important to promote accountability.

According to Philbin (1996)<sup>15</sup>, capacity building is the ‘process of developing and strengthening the skills, instincts, abilities, processes and resources that the organizations and communities need to survive, adapt, and thrive in the fast-changing world’. Viewed broadly, capacity development can be seen as the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time. It takes place on an individual level, an institutional level and the societal level.

The capacity building initiatives need to be conceived much more than training. Its framework must include development of human resources, organizational and institutional and framework.

The main purpose of human resource development is the process of equipping individuals with the understanding, skills and access to information, knowledge and training in such manner that enables the beneficiaries to perform effectively. Whereas, organizational development entails the elaboration of management structures, processes and procedures, not only within organizations but also on the management of relationships between the different organizations and sectors (public, private and community). Developing institutional and legal framework development also encompasses making legal and regulatory changes to enable organizations, institutions and agencies at all levels and in all sectors to enhance their capacities.

## 1.4 Evaluation of Capacity Building Initiatives

Improvement in the lives of people is a common goal of the capacity building initiatives. But often, the good intentions, large programmes and projects, and lots of financial resources are not enough to ensure that development results will be achieved (UNDP, 2009)<sup>16</sup>. For success of schemes, assessing the factors

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<sup>15</sup> Philbin. A, (1996), *Capacity Building in Social Justice Organizations*, Ford Foundation, New York

<sup>16</sup> UNDP, (2009), *Handbook for Planning, Monitoring and Evaluating for Development Projects*, <http://www.undp.org/eo/handbook>

like quality of the plans, programmes and projects, and proper utilization of resources would be crucial.

Needlessly, focused assessment of the schemes could highlight the strengths and weaknesses of such initiatives as well as its working, eventually contributing toward strengthening of the initiatives and outcomes. The major aspects of any scheme needing attention in an evaluation are definitions, objectives and scope of the programme, level of stakeholder involvement, various forms of project-related communication; and the nature and type of monitoring and evaluations systems in place.

An assessment process for a scheme/initiative could be undertaken at different stages and each scheme should be subject to rigorous planning, monitoring and evaluation for desirable outcomes.

While assessment is continuous, it should not necessarily be approached in sequential manner. There is growing acceptance of the fact that evaluation can and should take place at any point in time during the programming cycle as deemed appropriate and necessary. Its purpose is essentially about understanding what types of schemes work effectively, in what conditions/context and why. In other words, evaluation is carried out to gain perspective of the relationship between capacity-building interventions and capacity outcomes or to establish the links between capacity and performance variables.

Evaluation outcomes are important because it provides necessary basis to make improvements, adjustments to the implementation approach or strategies, and to decide on alternatives. Experiences would suggest that the capacity evaluation is usually more complex than monitoring. It is undertaken to gain knowledge of the relationship between capacity-building interventions and capacity outcomes, or the links between capacity and performance variables. Equally important is to acknowledge difficulties associated with quantifying and evaluating many elements of capacity, and basing on which, attributing capacity change to any single intervention or even a range of interventions.

For effective Scheme outcomes, UNDP suggested putting together planning, monitoring and evaluation to term as result-based management (RBM). This concept was introduced by the United Nations Evaluation Group and defined it as 'a broad management strategy aimed at achieving improved performance and

demonstrable results’<sup>17</sup>. A good RBM is a continuous exercise and there is constant feedback, learning and improving of the plans and basing on the lessons, plans are regularly modified and the future plans developed. Subsequently, it was modified as managing for development results (MfDR).

There are many definitions and approaches for defining Scheme evaluation. But, for the purpose of this study, definition advanced by UNDP (2009- *op. cit.*) has been considered appropriate. Accordingly, evaluation is defined as ‘a rigorous and independent assessment of either completed or ongoing activities to determine the extent to which they are achieving stated objectives and contributing to decision making’. Though monitoring is also a form of evaluation, key distinction between the two are that evaluations are done independently to provide the scheme implementing agency an objective assessment of whether or not the scheme and its implementation are on track. Monitoring is good to generate real-time information required for management, whereas, evaluation provides more in-depth assessment of the schematics.

According to UNDP, evaluation aims to provide information that can help informed decisions, improve performance and achieve planned results. It can be broadly understood as the following:

- ❖ Relevance of initiatives (strategies, policies, programmes and projects designed to support desirable outcomes) to national development goals.
- ❖ Effectiveness of development assistance initiatives, including partnership strategies.
- ❖ Contribution and worth of the scheme to national development outcomes and priorities, including how it improves the prospects of people and communities.
- ❖ Key drivers or factors enabling success and sustainability of development initiatives.
- ❖ Efficiency in terms of development assistance, partnerships and coordination to limit transaction costs.
- ❖ Risk factors and risk management strategies to ensure success and effective partnership.

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<sup>17</sup> UNEG, (2007), ‘The Role of Evaluation in Results-based Management’, 21 August, United Nations Evaluation Group, [http://www.unevaluation.org/papersandpubs/documentdetail.jsp?doc\\_id=87](http://www.unevaluation.org/papersandpubs/documentdetail.jsp?doc_id=87).

- ❖ Level of national ownership and measures to enhance national capacity for sustainability of results.

Evaluations should not be seen as an event but as part of an exercise whereby different stakeholders are able to participate in the continuous process of generating and applying evaluative knowledge- UNDP.

An evaluation framework that is capable of generating knowledge, promotes learning and guides action is an important means of capacity development and sustainability of results.

## 1.5 Evaluation Criteria

Capacity building initiatives have different target groups covering both individuals and institutions, each of them belonging to either formal or informal groups. Depending on this; the approach, content, form and implementation of the scheme would differ to meet specific sets of objectives. For instance, aims and objectives of capacity building initiatives being conceived for people of a formal institution should ideally vary from the one meant for unorganized heterogeneous groups. Hence, the criteria to be formulated for evaluation under each circumstance has to be ideally different and in consideration of the nature and type of evaluation requirement. However, in general; criteria such as relevance, effectiveness, efficiency, sustainability and impact of development could help framing focused evaluation objectives and outcomes.

However, specific to this study, effectiveness has been elaborated to satisfy the study objectives. It primarily aims the evaluation of the actual outcome of a development initiative- the observed changes to project activities and outputs. According to UNDP (2009 *op. cit*), effectiveness is ‘a measure of the extent to which the initiative’s intended results (outputs or outcomes) have been achieved or the extent to which progress toward outputs or outcomes has been achieved’. For instance, for scheme like Hunar se Rozgar Tak (H-s-R-T), an outcome evaluation could involve the manner in which the less educated persons belonging to economically weaker sections benefited from undergoing the training. Specific aspects thus to be evaluated could be whether the participants are getting employment/bettering employment, enable increasing

income, creating other income opportunities and also benefiting intangibly such as improving social status, boosting self-esteem and the like.

According to UNDP, three basic steps are necessary for assessment effectiveness:

1. Measuring change in the observed output or outcome
2. Attributing observed changes or progress toward changes to the initiative (project evaluation) or determining the agency contributions toward observed changes.
3. Judging the value of the change (positive or negative)

Needlessly, a clear and concise set of the most relevant questions ensures that evaluations are focused, manageable, cost efficient and useful.

As part of a scheme/project evaluation, a variety of questions can be attempted but all need not be necessary for a specific stage or purpose of evaluation. Therefore, it is elementary to decide the purpose of

evaluation at a particular stage and define the evaluation questions accordingly. Equally important is that the evaluation criteria should be precursor to the evaluation questions.

## **1.6 National Skill Development Mission- Approach of Ministry of Tourism (MoT)**

The National Policy on Skill Development in India was formulated by the Ministry of Labour & Employment in February, 2009. Its main objective is to create a workforce empowered with improved skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic global Labour market. Hence, it aims at increasing the productivity of workforce both in the organized and the unorganized sectors, seeking increased participation of youth, women, disabled and other disadvantaged sections and to synergize efforts of various sectors and reform the present system.

At the time of announcing the Policy in 2009, it was acknowledged that available skill development capacity is around 3.1 million persons per year. Accordingly, the 11<sup>th</sup> Five Year Plan envisioned an

National Skill Development Mission has set a target of achieving 500 million skilled workers by the year 2022.

increase in capacity to 15 million annually. The Policy emphasized that skill development initiatives will harness inclusivity and reduce divisions such as male/female, rural/urban, organized/unorganized employment and traditional/contemporary workplace.

While skill development initiatives have been in reckoning for a long time, it progressed in absence of necessary policy focus and integration thereby constraining synergy of the outcomes. Therefore, skill development policy has been oriented to make it as an integral part of comprehensive economic, labour and social policies and programmes. It was also planned for establishing a framework for better coordination among various Ministries, States, industry and other stakeholders.

In tune with the National Policy, the Ministry of Tourism has come up with different schemes skill development in the fast growing tourism sector. It was acknowledged that formal skilling specific to the tourism sector is inherently difficult since this sector is not averse to taking raw hands and leaving them to acquire function-related skills on the job. This is perhaps not confined to India and the global trend largely akin to this. Given this, the endeavour of MoT is to reduce the skill gap in the sector in terms of the following multi-pronged approach:

1. Opening new Institutes of Hotel Management (IHMs) and Food Craft Institutes (FCIs)
2. Strengthening and upgrading the infrastructure existing central IHMs and running of craft courses
3. Broad-basing of hospitality education / training through Universities, Colleges, ITIs, Polytechnics, Schools
4. Skill Development under Hunar Se Rozgar initiative through:
  - a. Existing IHMs/FCIs controlled by MoT/NCHMCT
  - b. Other IHMs/FCIs recommended through the State Govt.
  - c. Classified Hotels
  - d. Skill Certification of existing Service Providers

## **1.6 Capacity Building for Service Providers (CBSP) Initiatives of MoT: An Overview**

The CBSP initiatives are meant to provide training/ education opportunities to both the fresh and existing service providers in tourism and hospitality related fields, covering the organized and un-organized sectors. The basic objectives are to create tourism awareness and necessary skill sets to satisfy the needs of the visitors and tourists. Specifically, through this Scheme, the aim is to train and upgrade manpower at every strata of service in order to: First, capitalize on the vast tourism potential of the country to the fullest. Second, to provide professional expertise to the local populace as well as create fresh opportunities for employment generation in the tourism sector both in urban as well as rural areas.

The trainings are of different duration and objectives. The scheme of 'Capacity Building for Service Providers' is envisaged to train a wide range of services like health and personal hygiene, cleanliness, basic service techniques, cooking techniques, garbage disposal, etiquette and basic manners, basic nutrition values, energy saving techniques, guides' training, etc. In addition to above, a Rural Tourism Hardware Scheme meant to train the rural communities at the sanctioned rural tourism sites of the Ministry of Tourism was also introduced in 2011-12 with a total outlay of Rs. 25 crores for these schemes. Training programmes covered under the CBSP Scheme are:

- i. Skill Development in general for fresh candidates;
- ii. Specialised skill development, including language courses for fresh as well as existing service providers;
- iii. Training of teachers, administrators and planners;
- iv. Basic Skill up-gradation in general for existing service providers;
- v. Training of Trainers programmes;
- vi. Awareness Programmes;
- vii. Awareness of tourism benefits / knowledge in the rural areas.

The Scheme is implemented through the National Council for Hotel Management & Catering Technology (NCHMCT), Indian Institute of Tourism and Travel Management (IITTM), central and state Institute of Hotel Management (IHMs), Food Craft Institutes (FCIs), State Govts/UT Administrations, State



Tourism Development Corporations and the field offices of the Ministry of Tourism etc. The major schemes under capacity building initiative are Guide training, 'Earn while you learn' programme, Hunar Se Rozgar Tak, Skill testing and Certification of existing service providers, training of taxi and auto rickshaw drivers and training of trainers/ administrators.

Ministry of Tourism has been endeavouring to integrate the skill development initiatives with the national skill development mission in a creative manner. It needs to be strengthened for which concrete steps would be called for to maintain the momentum as well as spread across the country for the benefit wider sections of the people and regions.

### **1.6.1 Hunar Se Rozgar Tak (H-s-R-T) Scheme- Features**

While few initiatives are already in progress under CBSP Scheme, a brief introduction of H-s-R-T scheme has been furnished since the said scheme is under evaluation as part of this study. It is a fully-funded training programme of the Ministry of Tourism (MoT) with in-built provision for stipend to the trainees and the Scheme was launched in Aug. 2009. It aims to address the skill gaps hampering the tourism sector. Hence, the scheme has been conceived in such a manner to create employable skills covering the interested youth in the age group of 18-28<sup>18</sup> years with minimum qualification of 8<sup>th</sup> standard pass. Initially, two courses were offered as per below:

- A. **Food & Beverage Service** with coverage of house-keeping- a six-week long full time course.
- B. **Food Production:** Eight week long full time course.

Each course also has a built-in emphasis on improving the trainee's behavior and attitudes in order to enhance their employability and market acceptability. With effect from 17<sup>th</sup> August, 2011, Housekeeping Utility (six week full time) and Bakery and Patisserie (eight weeks full time) courses have also been launched. Detailed description of the Scheme is furnished in the next section.

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<sup>18</sup> (Note: Up to 25 years prior to 11, Nov. 2010)



On successful completion of the course, implementing Institutes are expected to make conscious effort to facilitate for employment of the pass-outs including organization of campus recruitments- *H-s-R-T Guidelines*.

Besides above hospitality sector-specific courses, the training related to coach/cab driving skills has also been included subsequently to respond to the huge demand of trained and tourist friendly drivers for the tourism transport sector. The other unique skill development domains included recently are

Stone Masonry- with the objective of reviving the languishing skill of heritage conservation- and Golf Caddy.

The features common to the training programmes under the HSRT are:

- i. The trainees should be in the age group of 18-28 years ( prior to11/11/2010, it was 18 to 25 years );
- ii. Each training programme is of short duration – from 4 weeks to 8 weeks;
- iii. No fees chargeable to the trainee;
- iv. Each trainee entitled to incentives comprising free lunch, a set of uniforms and stipend;
- v. Training cost met by MoT;
- vi. Provision of stipend for the trainee with a minimum attendance of 90%. The lump sum will be paid two equal instalments – first one in the middle of the Programme and the other at its conclusion. Amount payable are Rs. 1,500/- in respect of the 6 weeks course and Rs. 2,000/- in respect of the 8 weeks course; and
- vii. The implementing institutes entitled to a payment of 5/10% of the respective programme costs to cover their administrative expenses.

### 1.6.2 Hunar Se Rozgar Tak Scheme in 12<sup>th</sup> Plan

During 11<sup>th</sup> Plan, an outlay of 95 crores was made for Capacity Building for Service Providers scheme, of which, around 73 crores has been spent (MoT 2011, *Op. Cit.*). The Scheme has been accorded due place in the 12<sup>th</sup> Plan and that it envisions to broad-base the initiatives to provide the benefit of the Scheme to a wider audience. For this, MoT plans to reach out to them through the State Govts. in the coming five years. For the 12th Plan, it plans for quantum jump in allocation to achieve the targets and activities envisaged for human resource development.

To broad-base the scheme, the programmes are being proposed to be conducted through various Industrial Training Institutes, Polytechnics, Colleges, Universities and public sector undertakings. Many new areas are also being proposed for skill development viz. the service providers like drivers, tongawallahs, valets, spa therapists, beauticians, bell boys, specialized masons (restorers of heritage and historical buildings), travel and tour facilitators and like. To accelerate the initiative, the guidelines for classification of star and heritage category hotels have also been amended and made their participation in 'Hunar Se Rozgar Tak' initiatives mandatory. This initiative will be taken forward in a major way by ensuring implementation through all classified hotels.

In 12th Plan, many tourist products like rural tourism, adventure, medical tourism, wellness tourism, ecotourism, development of Camp Sites, and promotion of Caravan tourism, Golf tourism, Polo Tourism etc have been included for skill development initiatives.

It will be compulsorily for those institutions receiving funding under 'broad-basing' of the MoT to conduct short duration courses additionally as part of Hunar Se Rozgar Programme. The MoT will take appropriate training initiatives in consultation with various stake-holders. It is also envisaged to

engage the private institutes under the aegis of the State Governments for the Hunar Se Rozgar and the National Skill Certification Programmes. The Plan also accords special emphasis on the North Eastern Region in these schemes as this is important for creating and providing manpower.

### Case box-1: Rohtang Initiative on Volunteer Tourism

Rohtang Initiative is a capacity building program to make people aware and responsible for the cause of biodiversity through tourism education by the people of Kullu and Lahoul. The towering Rohtang La has a great cultural & religious importance to both the communities. This initiative is perhaps a striking example of large scale local community participation on biodiversity and tourism.

This initiative aims to create public awareness on tourism and biodiversity education and link it to their volunteer and commercial efforts to sustainable development, conservation of environment, and protection of flora, fauna and culture. In this 4-phase initiative, the first phase will cover active participation of about 5000 local people and tourism stakeholders from 25 villages in Kullu valley including Manali town.

The initiative profess to work on eco friendly infrastructure building with community investments both in terms of money and skills, employment generation, highlighting village based tourism, promoting village based souvenir industry and to take economic benefits of tourism to maximum people of the destination area.

**Source:** <http://www.adventureindiaagroup.com/rohtang-initiative.php>

### Case box-2: Mountain Shepherds Initiative (MSI), Uttarakhand

MSI is a community owned and operated ecotourism venture launched in the vicinity of the Nanda Devi Biosphere Reserve in Uttarakhand. It was born in 2006 as a result of social struggles with Chipko (early 1970s), Jhapto Cheeno (late 1990s) movements and more recent efforts by the Nanda Devi Campaign to reclaim people's land and forest rights. The Bhotiya community of the Niti Valley have been at the forefront of bringing justice, inclusion, and respect for natural and cultural heritage into the tourism debate.

As part of its capacity building, over 60 youths (both boys and girls) from various villages in the 3 districts of Pithoragarh, Chamoli and Uttarkashi have been trained in basic and advance courses in trekking & mountaineering, on flora and fauna, on the historical, cultural significance of places. Trainings in Yoga, Water Sports, Search & Rescue, Communication and Computers are also being planned. Most of these youth are school dropouts and unemployed but feel a connection with nature and well versed with the terrain. With tourism picking up in the region, the community also sees this as an opportunity to curtail youth from migrating to urban/ tourist destinations in search of employment.

However, the participation of girls in the training has been low perhaps due to the outlook of the community. But the Scheme plans to encourage women to weave during the non-agricultural season and also for use of vegetable dyes along with design inputs.

**Source:** EQUATIONS: *Can Tourism Transform? Community-based Tourism Initiatives in India*, 2008, [http://www.equitabletourism.org/files/fileDocuments380\\_uid10.pdf](http://www.equitabletourism.org/files/fileDocuments380_uid10.pdf)

### **Case Box-3: Nusa Dua, Indonesia**

The Nusa Dua resort in Bali is a 4,500 room 4 and 5 star development aimed at Western tourists and co-financed by the World bank and developed and managed by the Bali Tourism Development Corporation (BTDC). Community discussions and local staff training have been notable initiatives as part of this project. From the outset, productive frequent meetings were held with two neighbouring villages to explain the planned development and discuss the potential advantages/disadvantages for the local population. Through this process, for example, local fishermen were granted the right to continue using their traditional beach areas for launching and storing of boats by providing pedestrian corridors through the resort. The fishing activities within the resort have since become of considerable interest to tourists staying in the resort. To provide permanent employment opportunities in the resort, priority for training (and later employment) at the hotel and tourism centre was given to young people living in the villages. Because of their limited schooling, special remedial courses were designed to allow inexperienced youngsters to enroll in the formal training courses, and financial assistance was provided.

*Source:* World Tourism Organisation (1999), Guide for Local Authorities - Supplementary Volume on Asia and the Pacific, Madrid: World Tourism Organisation.

### **Case Box-4: Capacity Building of Local Entrepreneurs: Jungle Nay Resort and Spa, Dominica**

Jungle Bay Resort was constructed in southern Dominica, a traditional banana growing area with little prior experience of tourism. Its developers selected this location because of: a). The rich environmental attributes of the area; b). Their believed that the tourism industry could make some important contribution to the local economy. The developers realised that they will need support of the local community for the success of the venture but the local community has little experience of tourism or business. It was considered important to create awareness and human local resource capacity for both the hotel and community to prosper. Hence, the hotel management decided to sponsor many initiatives and some of those are given below:

- Entrepreneur workshop, wherein 125 people attended. Participants were introduced to business strategy and planning so they could write business plans. It also provided opportunity to interact with some lending the banks as well as representatives from the legal and accounting profession.
- Environment development campaign in collaboration with the local schools.
- A three-month Hospitality programme which was attended by 100 people and covered topics such as food and beverage, languages, history and culture.
- The hotel ed farmers to develop more of a commercial understanding of farming so that they can provide a supply chain system to supply products to the industry.

*Source:* IBLE, IHEI, Tyler Consulting Ltd 2002

# 2

## SECTION- 1.B FRAMEWORK OF THE STUDY

---

### 2.1 Introduction

The small-scale nature of tourism business is revealing in all tourist destinations. The scores of hospitality units, restaurants/food outlets, vendors, local guides, local art and artifact segment, camel/ horse and jeep safari organisers, Tonga riders, tourist taxi operators, shack operators and many similar tourist service providers are just manifestations of the ubiquitous nature of tourism. Equally, tourism in India is huge and widely spread with millions of people travelling far and wide in the country for various leisure and recreation pursuits. The opportunities emanating thereof are immense and varied in nature, incredibly benefiting millions of people from socio-economic backwardness and locational disadvantages. Multitudes of direct and indirect linkages and benefits of tourism have already been well documented and a highlight of some major ones was stated in the previous section.

The 11<sup>th</sup> Plan legitimately portrayed the tourism hospitality and travel trade as one among ten High Growth Sectors having prospects for high growth in output, creation of new establishments and employment opportunities. Tourism was accorded third position in the list of high growth centers postulated in the XI<sup>th</sup> Plan. Pursuant to this, multi-pronged strategies were also drawn out to synergize the tourism activities and development programming during the Plan period.

Characteristically, most job requirements across micro, small, and medium tourism enterprises (MSME's) are skill-based, for which, basic education should be sufficing. But, what is required for employment in the sector is appropriate skill development for operation/ management of these business ventures and these can be achieved with minimum interventions and in less time. Backed by this approach, the Union Ministry of Tourism evolved a special scheme namely Hunar Se Rozgar Tak (H-s-R-T) with the aim of developing specific skills among the less-educated youths belonging to economically weaker sections so that they can be prepared for gainful employment in tourism/hospitality sector.

## 2.2 Status of Hunar Se Rozgar Tak (H-s-R-T) Training

The terms of reference for this study have been restricted to the evaluation of two courses namely Food & Beverage Service and Food Production. Accordingly, a brief review of these courses has been attempted first. From the launch of the Scheme in Aug. 2009 until March 2011, MoT figures suggest that 12591 persons were trained in two courses. The figures for 2010-11 show that more persons were trained under the Food Production (FP) course than Food & Beverages (F&B) course with respective figures being 4226 & 2766. During 2011-12, a total of 21730 persons were trained under the scheme, which was above the target set for the said year. A main chunk of the trainees (around 73%) were undoubtedly came out of the Central IHM's, followed by State IHM's with 19.6% (Ref: Table-2.1). Details of the institutions may be seen at Annexure-1,2,&3.

The scheme turned out to very encouraging and acquired and wider acceptance by now. Concerted efforts of MoT in implementation of the Scheme has been evident in the fact that 100% utilization of the allocated fund of Rs. 350 crores was achieved in the first four years of 11<sup>th</sup> Plan itself.

**Table 2.1: Persons Trained under H-s-R-T Scheme till March 2011**

S. No	Institution	Trained in 2009-10	Trained in 2010-11	Total Trainees
1	Central IHM's	4217 (75.2)	4981 (71.4)	9198 (73.1)
2	State IHMs	905 (16.1)	1559 (22.3)	2464 (19.6)
3	FCI's	175 (3.1)	278 (4.0)	453 (3.6)
4	State Govt. initiative	212 (3.8)	NA	212 (1.7)
5	Private hotels	66 (1.2)	128 (1.8)	194 (1.5)
6	Others (NITHM)	35 (0.6)	35 (0.6)	70 (0.6)
<b>Total</b>		<b>5610</b>	<b>6981</b>	<b>12591</b>

*Note: Fig. in parenthesis represents the %*

## 2.3 TERMS OF REFERENCE/ OBJECTIVES

The proposed study has been conducted to examine the following terms of reference/ objectives:

- Percentage of passed out trainees who have been employed in the sector.

- ii. The type of employment including the category of units in which employed, the salary structure and type of jobs being undertaken.
- iii. Proportion of trainees who did not seek employment and the reasons thereof.
- iv. Whether effective system of placement was put in place at the institutional level for providing placements and suggestions for improvement.
- v. Inputs on the quality of training as proposed by the trainers as well as the employers and suggestions for improvement.
- vi. Besides Food & Beverages and Food Production, any other hospitality domain which needs to be covered under initiative.

## 2.4 RESEARCH QUESTIONS

To operationalise the objectives, following questions were examined:

- i. Has the training resulted fresh employment/ bettering the employment status and how?
- ii. If all the passing out trainees were not gainfully employed, what could have been the reasons?
- iii. What is the level of satisfaction with regard to the remuneration on being trained and employed?
- iv. Is there adequate preparedness among the training institutions to undertake the trainings of this nature? If not, what type of mechanisms and support would be required to strengthen the training activities?
- v. What specific knowledge contents and skill sets could be incorporated in the present structure to further improve employability of the trainees?
- vi. What other hospitality sector-specific courses can be considered for inclusion under this Scheme?

## 2.5 COVERAGE AND SAMPLE SIZE

Central theme of this study is the evaluation of a major skill development initiative of the Ministry of Tourism (MoT), Govt. of India known as Hunar-se-Rozgar. It is being carried out to evolve a proper perspective on the effectiveness of the Scheme for further focusing and broad-basing skill development initiatives. While the focus of this study has been the beneficiaries



of the courses, it was equally imperative to have other major stakeholder groups like the employers and training institutions separately under the ambit of the study.

Perhaps at the time of finalizing the terms of reference for the study, separate examination of the employers was not proposed. But, in the subsequent discussions held with the Ministry of Tourism officials, it was decided to include the employers as well as separate unit of investigation. Accordingly, the coverage and sample size has been determined.

### **2.5.1 Coverage of Trainees, Employers and Training Institutions**

Besides the Institute of Hotel Managements under administrative control of the Ministry of Tourism (MoT), Govt. of India, Food Craft Institute of India and the State Institute of Hotel Management; the state governments and some private hotels have also been shouldering the responsibility of imparting the training under this scheme and hence all these stakeholders were included in the study. However, for the purpose drawing the samples, following specific norms were followed:

- All those training institutions achieved a cumulative target of minimum 100 trainees ending 31 March 2011.
- The persons who were trained under the State Government initiative ending 31 March 2011.
- Some private hotels, mainly situated in Delhi, imparted the trainings during the period under study.

In determining sample size of beneficiaries from each Institution, a norm of 10% of the total trainees amounting minimum 10 persons or above has been adopted. As regards to employers, 40 hospitality/tourism establishments were picked up from the locations where training institutes are situated. The sample size and coverage thus finalised for detailed investigation are furnished in Table-2.2 (Ref. Annexure- 2.1 for detailed coverage).



**Table- 2.2: Scheme for Sample Size and Coverage**

Sr. No	Segment	Sample size
<b>1</b>	<b>Trainees</b>	
	CIHM's/ SIHM's/ FCIs' achieved minimum target of 100 trainees (10% of total trainees amounting minimum of 10 for each institute)	1190
	Through State Govts. initiatives	21
	Through private hotels	20
	<b>Total Trainees</b>	<b>1231</b>
<b>2</b>	<b>Training Institutions</b>	
	CIHM's/ SIHM's/ FCIs' *	<b>23</b>
<b>3</b>	Employers	<b>40</b>
	<b>Total (estimated)</b>	<b>1294</b>

## 2.6 METHODOLOGY

The main approach to methodology was to endeavour an exploratory-cum-analytical framework. It envisages retrospection and prospection of the H-s-R-T Scheme to enhance employable skills and economic opportunities of the targeted sections in the hospitality and tourism sector. To begin with, existing studies on evaluation of capacity building initiatives and other related dimensions covering travel and tourism sector have been reviewed. This and in light of the study objectives, survey instruments have been developed separately for major stakeholder groups viz. the beneficiaries (trainees), employers and training institutions.

As regards to sampling, random selection procedure was adopted for picking up the trainees. While selecting the samples, efforts were also made to have a fair representation of trainees from different batches, courses and gender.

### 2.6.1 Study Instrument

Considering the nature of the subject of inquiry, most data requirements have been fulfilled through primary sources, especially schedule-based survey. As already highlighted, three separate sets of schedules were developed for administration among the beneficiaries (trainees), employers and the training

institutions. Segments of the survey and major aspects of inquiry are shown in Table-2.3.

**Table- 2.3: Schedules and Focus Areas**

Schedule categories	Focus of Inquiry
<b>Trainees (beneficiaries)</b>	<ul style="list-style-type: none"> <li>➤ Demographic background including education;</li> <li>➤ Training programmes undergone;</li> <li>➤ Employment status, salary, designation etc. before training and on being trained and employed;</li> <li>➤ Sector of employment and overall assessment of the training;</li> <li>➤ Placement support;</li> <li>➤ Importance of this training to their personal life and job prospects.</li> </ul>
<b>Training institutions</b>	<ul style="list-style-type: none"> <li>➤ Mode admission and response to courses;</li> <li>➤ Preparedness (in terms of equipments and infrastructure, faculty etc.);</li> <li>➤ Placement support;</li> <li>➤ Constraints of implementing the Scheme;</li> <li>➤ Further measures to strengthen the schemes, support mechanisms etc.</li> <li>➤ Awareness of H-s-R-T Scheme courses;</li> </ul>
<b>Employers</b>	<ul style="list-style-type: none"> <li>➤ Mode of recruitment of H-s-R-T trainees;</li> <li>➤ Feedback on the trainees and course contents and suggestions for improvement;</li> <li>➤ Probable domains in hospitality sector for further course development.</li> </ul>

## 2.6.2 Data Collection Procedure

The approach to the survey of beneficiaries has been to get as many as possible assembled at mutually convenient places, particularly respective training institutes. This was considered advantageous for interviewing since most of the trainees of H-s-R-T were believed to have been employed in the vicinity of training institutes and they are also familiar with the institute officials. But due some reasons or the other, the beneficiaries could not reach the institute and therefore sample groups were approached in their place of work or at some other suitable locations for interviewing. Visit to place of work also helped

drawing first-hand understanding of the working environment as well as the employers.

For collection of responses from the training institutions and employers, enumerators approached the key respondent in person and obtained necessary details in the prescribed schedule format. The mechanism of directly approaching the sample population also enabled appropriate response recording and that enhanced reliability of the responses.

# 3

## SECTION- 2 ANALYSIS OF DATA

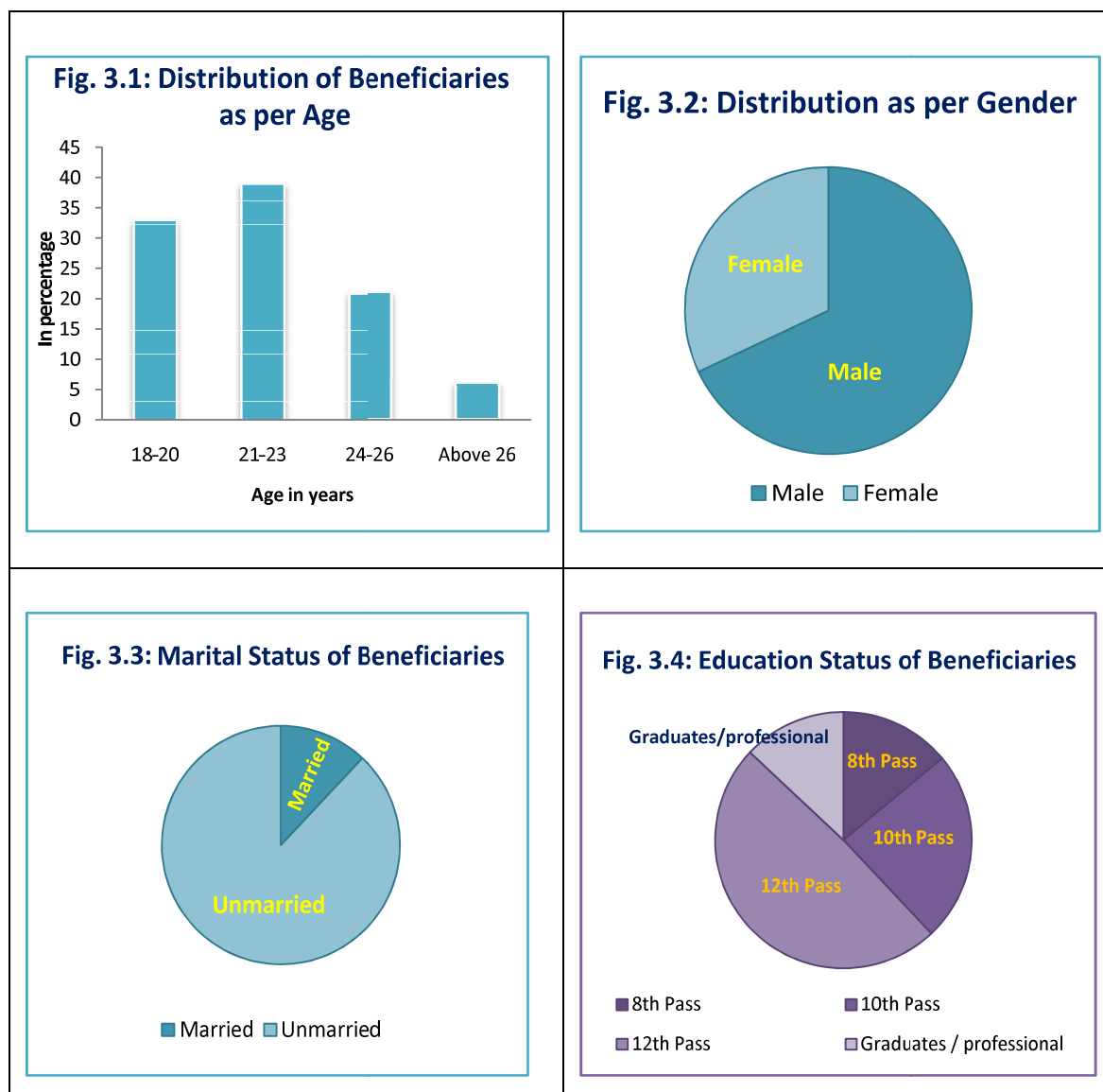
The analysis contained in this section is based on a sample of 1231 beneficiaries (trainees), 23 training institutions and 40 employers who participated in the H-s-R-T initiatives. The results have been divided in to three parts: First part deals with the socio-economic background and other attributes of the beneficiaries who attended Hunar se Rozgar Tak (H-s-R-T) courses. In the second part, the focus was to highlight various benefits being accrued to the beneficiaries through the training, especially enhancing their income prospects. The third part covers the feedback of the employers on the trainees and course and also on probable courses that can be considered for inclusion under the scheme. In the last part, the role of training institutions especially in carrying out training activities, support for placements and major constraints related to organizing H-s-R-T courses have been examined.

### **Part- A: Impact of Scheme on Beneficiaries**

As already stated, the courses offered under the scheme are meant for creation of employable skills amongst the youths of economically backward sections of the society. These are fully funded courses and aim to attract the youths from these sections so that they can be capacity-built to the employable levels, thereby, creating various avenues for these youths in the diverse hospitality sector. The initiative eventually sought to address the issue of acute skill gaps prevailing in this sector.

#### **A.1: Demographic Profile of Beneficiaries**

Majority of the trainees were male, mostly unmarried and in the age-group of 18-23 years (Fig. 3.1, 3.2 & 3.3 & Annexure- 3.1). Married persons represented only about 12% and that may not be significant while considering the fact that around 6% trainees belonged to the age of above 26 years. The HSRT training is targeted for the 8<sup>th</sup> pass, but the survey results suggest that the proportion of this group in the sample accounts for only about 14%, indicating that their participation is comparatively less (Fig. 3.4).



As can be seen in the Figure, majority of trainees are 12<sup>th</sup> pass (49%) and nearly 13% belonged to professional/graduate category. Though it cannot be stated conclusively, interaction with the training institutions would suggest that probable reasons for reduced participation of 8<sup>th</sup> class pass-out in the courses could be attributed to their apparent hesitation coupled with lack of proper information about the courses and its benefits.

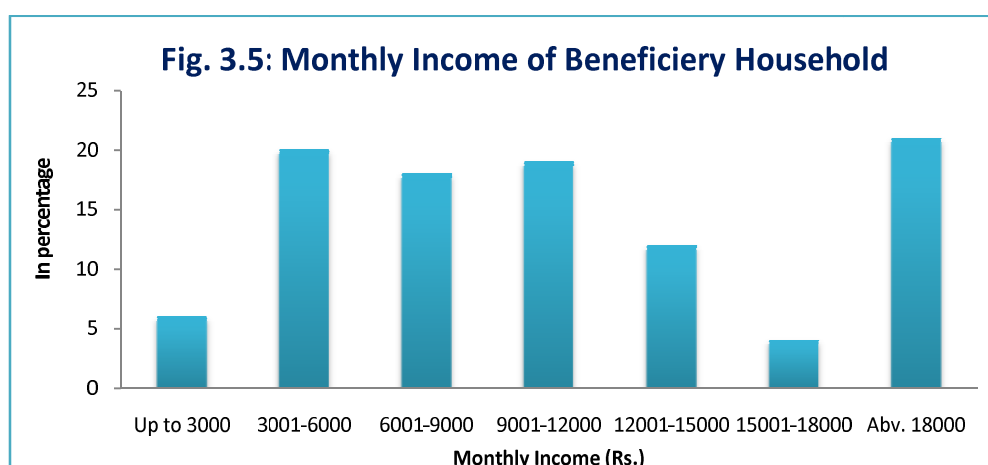
Number of dependants and ownership of house can be taken as indicators to infer the economic health of the respondents' households. The results suggest that more than three-fourth of respondents had household size ranging from four to six members. The dependent ratio appears to be more with respondents

having 3-4 dependant members in the household accounted for about 47% and another about 23% with more than 04 dependants (Table-3.1).

**Table- 3.1: Household Profile and Dependants**

Variables		Number and per cent
Household size (Members)	1-3	127 (10.3)
	4-6	847 (68.8)
	7-9	215 (17.5)
	Above 9	42 (3.4)
	<b>Total</b>	<b>1231</b>
Dependents in household	None	55 (4.5)
	1-2	321 (26.1)
	3-4	575 (46.7)
	5-6	224 (18.2)
	Above 6	56 (4.5)
	<b>Total</b>	<b>1231</b>
Own house	Yes	1018 (82.7)
	No	213 (13.3)
	<b>Total</b>	<b>1231</b>

Encouragingly, nearly 83% had own house and that can be taken as an indication of the category of persons attending the courses. Similarly, when monthly household income was examined, nearly three-fourth of trainees were found to be in income categories above Rs. 6000/- and particularly around 21% above Rs. 18000/- category (Fig-3.5).

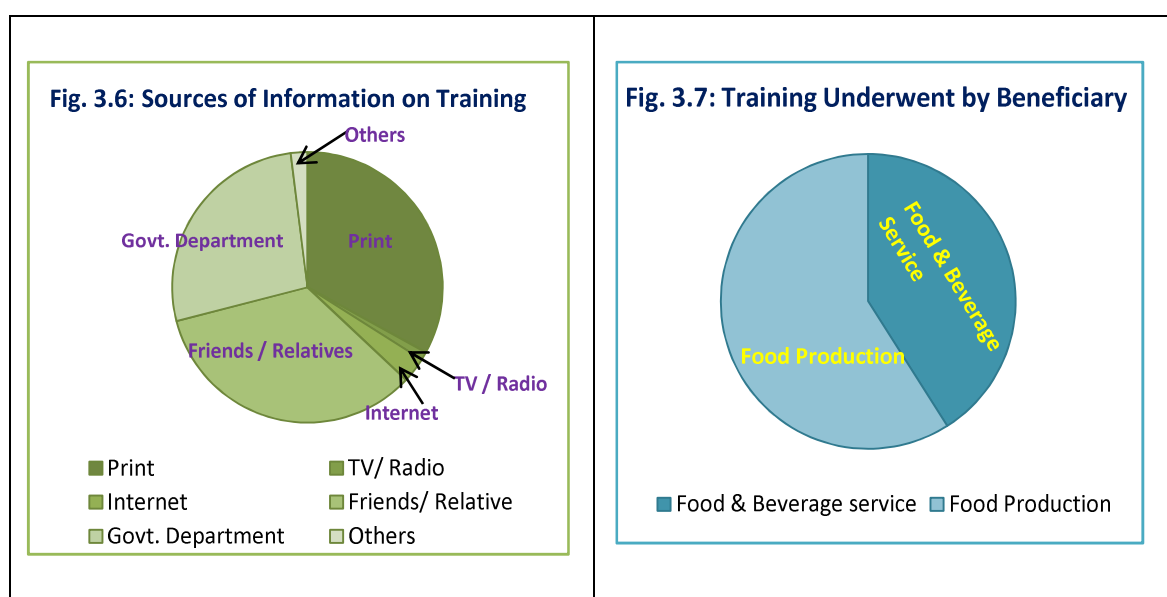


The demographic pattern thus emerged enable to infer that the trainees attending the courses are largely not from the intended demographic sections

and possess higher education qualifications. But from another angle, the interest being shown by better educated persons should be taken as encouraging since these groups must be in search of avenues to equip themselves with skill sets that would better the employability and career prospects. The findings would also provide to revisiting the scheme and make a case to design separate courses for catering the aspirants of different education attainment levels.

## A.2: Information Source, Training Preference and Motive

An important aspect of this study has been to examine the beneficiary's sources of information about the scheme and the course. Results suggest that the friends and relatives have been single largest source (33.5%) followed by print media and then government departments. New mediums like internet or TV/radio did not seem to have played noticeable roles (Fig.- 3.6 & Annexure-3.3).



Among the courses, Food Production emerges as more popular with about 58% choosing to undergo the same (Fig- 3.7). As expected, training as a source for gainful employment emerges to be most important reason for attending the course among large sections of beneficiaries. For, around 46% of respondents have assigned top rank to this motive, followed by the motive of gaining new knowledge and skills (17.3%). Other motives ranked first and worth noting here are absence of course fees (9.8%) and to obtaining a certificate from prestigious institute (Table-3.2).

**Table- 3.2: Motive of Attending H-s-R-T Course**

<b>Motive for attending training</b>	<b>Motive</b>	<b>Rank (In %)</b>		
		<b>1</b>	<b>2</b>	<b>3</b>
	Source of gainful employment	45.9	12.3	9.4
	Thought the course to equip pursuing self employment	6.4	17.1	9.9
	Wanted to increase income	5.1	9.8	15.3
	There was no course fee	9.8	11.3	12.3
	Obtain a certificate from prestigious institute	7.7	12.4	14.3
	Provision of stipend and meal during training	2.1	4.6	7.0
	Provision of free uniform	2.4	2.6	3.6
	To gain new knowledge and skills	17.3	18.3	14.5
	To improve social status	0.6	4.8	6.9
	To enhance confidents and self esteem	2.7	6.8	6.8
	Others	-	-	-
	<b>Total</b>	<b>1231</b>	<b>1231</b>	<b>1229</b>

When the motive ranked as second was examined, gaining new knowledge and skills emerged on top followed by the desire to equip them for self employment. Hence, it can be stated beyond doubt that primary motive of attending the course has been their expectation on employment and related benefits.

### **A.3: Benefits of Attending H-s-R-T Course**

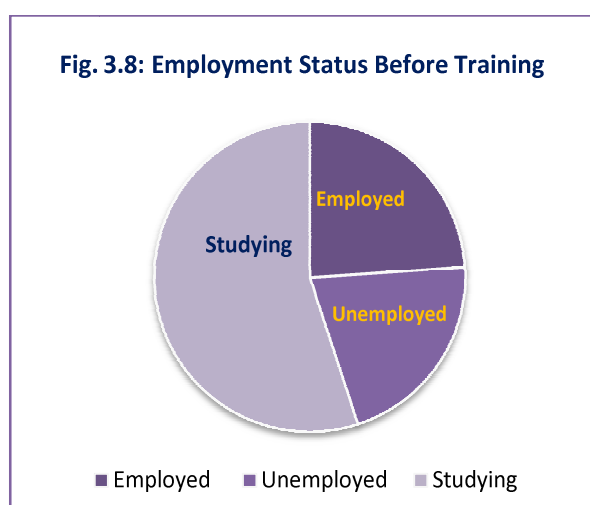
The aspirants for a course of this nature may be anticipating many benefits, both tangible and intangible in nature. While economic benefits are needlessly major driving element for many, the social and economic motives could attract many others. In this study, it is imperative to evolve a proper perspective of the benefits sought/motives by aspirants, which would not only provide better understanding of the scheme but also the ideas for its further strengthening. With this in view, the survey results of various benefits accrued to the participants have been analysed and discussed in the following section.



### A.3.1: Analysis of Employment Pattern of Trainees before HSR training

The pilot survey of the beneficiaries revealed that many of them were employed before attending the training course. Given this, it was scoped to analyse the purpose of their attending the course and the results are discussed below.

Fig- 3.8 reveals that more than half of trainees were studying before admission to the course, whereas, about 24% of respondents were employed prior to attending the course. The share of unemployed was about one-fifth of respondents.



Of those employed, nearly three-fourth was support staff or casual workers, whereas the self-employed were nearly 15% (Table- 3.3). The jobs were mostly part-time and seasonal (60%) in nature. Notably, a little over one-third of respondents were having regular employment (Fig- 3.12).

**Table- 3.3: Employment Status of trainees before HSR training**

Variable		Number and per cent
Nature of employment	Self Employed	43 (14.6)
	Casual Worker	78 (26.4)
	Support Staff	139 (47.1)
	Others	35 (11.9)
	<b>Total</b>	<b>295</b>

Another interesting aspect emerged during the course of investigation was that those were in employment prior to the training was mostly engaged in services sector, whereas, proportion of those in agriculture and manufacturing were

insignificant in nature (Table-3.4). Among services, more than 50% were working in the hospitality sector, followed by retailing.

**Table-3.4: Sector of Employment Prior to Training**

Variable		Number and %
<b>Sector of employment</b>	Agriculture	32 (10.8)
	Manufacturing	22 (7.4)
	Services	199 (67.5)
	Others	42 (14.2)
	<b>Total</b>	<b>295</b>
<b>Service sector of employment</b>	Hospitality	101 (50.7)
	Banking & Insurance	11 (5.5)
	Retail	61 (30.6)
	Others	26 (13.1)
	<b>Total</b>	<b>199</b>
<b>Hospitality sector of employment</b>	Hotels	21 (20.7)
	Supplementary Accommodation	16 (15.8)
	Restaurants	42 (41.6)
	Dhabas/Canteen	13 (12.9)
	Others	09 (8.9)
	<b>Total</b>	<b>101</b>

The Table further revealed that persons worked in restaurants and hotel segments had better representation in the hospitality related jobs. This could be attributed to word of mouth or/and peer endorsement for undergoing the course.

**Table- 3.5: Income of Beneficiaries Before Training**

Variable		Number and %
<b>Monthly income before training (Rs)</b>	Up to 3000	126 (42.7)
	3001-6000	142 (48.1)
	6001-9000	12 (4.1)
	9001-12000	09 (3.1)
	Above 12000	06 (2.0)
	<b>Total</b>	<b>295</b>

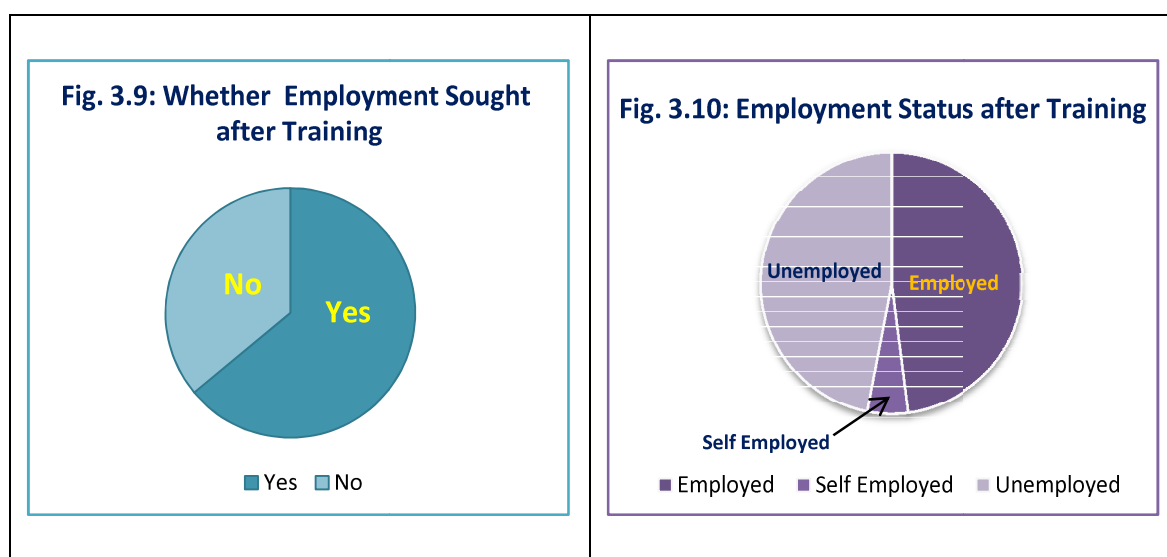
Indeed, the nature of employment before training was demonstrative in the monthly income of such respondents. For instance, personal income of nearly 90% of respondents had been reportedly in the range of Rs. 6000/- or less per month (Table-3.5), of which, 43% had earned less than Rs. 3000/-.

### A.3.2: Analysis of Employment after HSRT Training

Examination of employment status of trainees after the training has been one of the major objectives of this study. Hence, attempts were to trace out not only the pattern of employment but also the reasons for some sections of the trainees not seeking employment on completion of training and also for many still remaining unemployed.

#### A.3.2.1: Response on Seeking Employment after Training

When probed on the trainees seeking employment on completion of training, it was observed that nearly one-third of trainees did not seek employment (Fig.- 3.9). When examined further, 'other reasons' were cited as single largest cause for not seeking job and perhaps that was mainly on account of further studies (Table- 3.6).



The nature of jobs available to the trainees were seemingly another major factor with over 39% citing reasons like 'job in offer was not encouraging as initially thought' or 'salary in offer was very less' for not seeking employment then. Other reasons like 'interest in the course and certificate' or 'did not want to work' also influenced them in not looking for a job after completion of training.

Perhaps, the reasons could be taken as indication of the trainees' expectation of employment after training particularly given the fact that a huge chunk of them have been better educated already. Many females were also not interested in

the job after the training. Said Table also portrays the type of jobs now being sought by them.

**Table- 3.6: Response on Seeking Employment after Training**

Variable		Number and per cent
<b>Reasons for not seeking employment on completion of training</b>	Job in offer was not encouraging as initially thought	104 (23.2)
	Did not want to work	55 (12.3)
	Was interested only in the course and certificate	59 (13.2)
	Did not want to move away from home	15 (3.6)
	Wanted to mobilize resources to start own venture	7 (1.6)
	Salary in offer was very less	72 (16.0)
	Others	135 (30.1)
	<b>Total</b>	<b>447</b>
<b>Type of job being sought presently</b>	Job based on HSR Training	139 (31.1)
	Any Job in Offer/Available	173 (38.7)
	Self – Employment	31 (6.9)
	Still Undecided	104 (23.3)
	<b>Total</b>	<b>447</b>

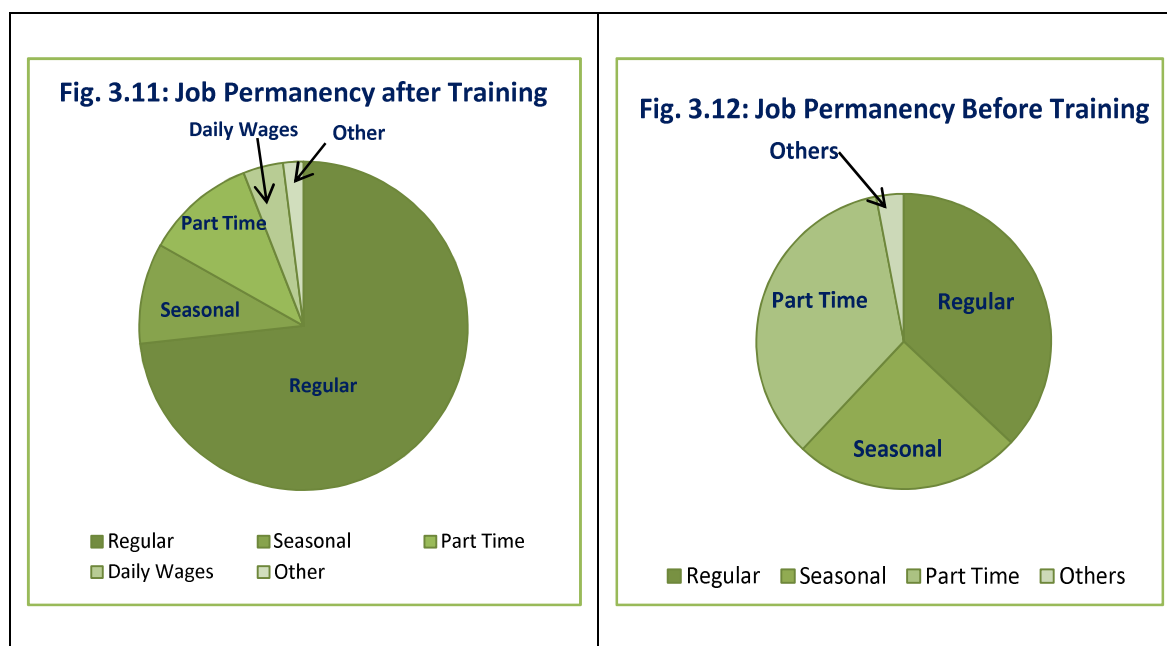
It appears that many are not particular about having a job in line H-s-R-T training (31%), instead, any job on their way would be acceptable (38.7%). Similarly, it can still be seen that a good chunk of them remain undecided on taking up a job.

#### **A.4.2: Employment Status after Training**

Accordingly to the findings, more than half of the beneficiaries (52.6%) were either employed or self-employed and remaining unemployed (Fig- 3.10). As regards to nature of employment, nearly 73% is found to be on regular jobs and part-time job holders were at a distant 11% followed by seasonal employment, whereas, proportion of daily-wage groups emerged to be insignificant (Fig- 3.11).

As regards to sector of employment, hospitality-specific jobs were in the range of 64.5% to the total. The services sector other than tourism and hospitality had

over 26.6% trainees being employed. Perhaps, absorption in tourism sector other than hospitality has been negligent (Table-3.7).



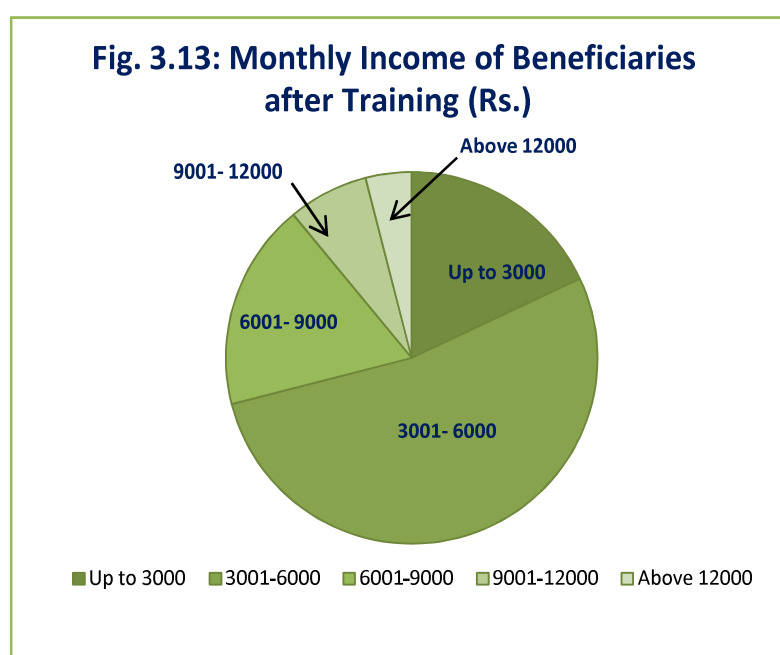
**Table- 3.7: Sector of Employment after Training**

Variable		Number and %
<b>Sector of employment/self employment</b>	Accommodation	243 (37.6)
	Restaurants/ Dhabas/Canteen	174 (26.9)
	Tourism other than Hospitality	22 (3.4)
	Other Services	172 (26.6)
	Others	36 (5.6)
	<b>Total</b>	<b>647</b>
<b>Employment status of those who were employed before training but not got jobs as per training in hospitality sector.</b>	Gone back to previous Job	51 (33.1)
	Engaged with a job not connected with training	69 (44.7 )
	Other	34 (22.2)
	<b>Total</b>	<b>154</b>

The Table also portrays the employment status of persons who were engaged in some type of job before training. As it emerges, around 33% of such persons have gone back to their previous job and not connected with the hospitality function. Proportion of those who took up jobs not connected with the training is around 45%. A probable explanation for the above can be attributed to many of them either already in jobs before training or their lack of interest to work in

the hospitality sector for different reasons. Reportedly, many persons underwent the training just for sake of certificate and such cases are sizable in numbers.

The earnings on completion of training appear to be very encouraging as can be seen at Fig- 3.13. More than 53% of employed persons have reported monthly income in the range of Rs. 3000-6000 and another around 18% in the range of Rs. 6001-9000. Respondents earning more than this accounts for another 10.5%. In other words, only less than one-fifth had monthly income of less than Rs. 3000/-, indicating better income prospects after training.



Besides salaries, many beneficiaries can be seen receiving other service benefits (Ref. Table-3.8) from post-training employment. Specifically, as many as 60% reported to have some form of additional benefits, main types being complementary meal, followed by paid leaves, provident fund and ESI. Especially, the later ones could be attributed to avenues of employment available for many trainees in the formal sector where such benefits are part of the Wages norms.

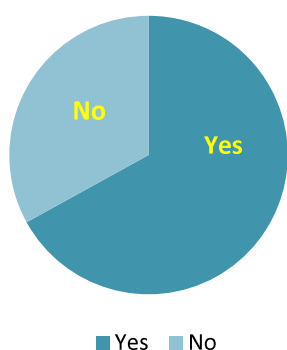
Effectiveness of the training can also be understood by examining the income and employment scenario of the attendees' pre and post training. Towards this, trainees who were employed before the training have been considered and the results are indeed encouraging. For, the training seems to have made a positive

impact in terms of income increase and bettering employment opportunity with 67% and 73% responding in affirmative (Fig -3.14 & 15).

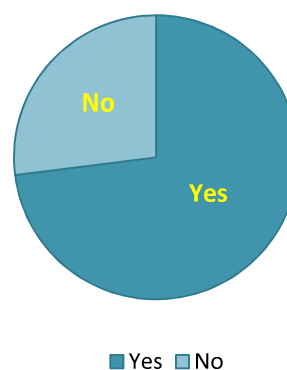
**Table-3.8: Job-specific Benefits Accrued after Training**

Benefits available post training for employed persons	Benefits	Responses (In %)
	None	39.6
	PF	14.3
	ESI	14.1
	Insurance	0.8
	Paid leaves	21.7
	Complementary meal	32.3
	Complimentary stay	09.7
	Others	6.8
	<b>Total</b>	<b>592</b>

**Fig. 3.14: Increase in Income after Training**



**Fig. 3.15: Whether Training Provided Better Employment Opportunity**



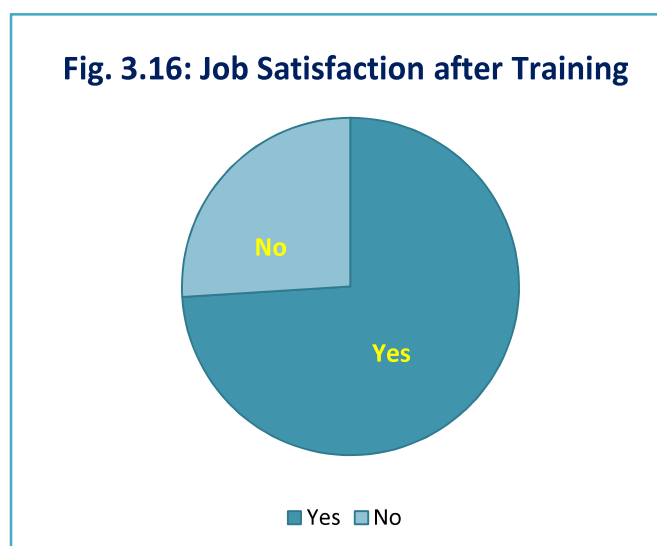
Specifically to the contribution of training in betterment of employment opportunity, as many as 42% respondents were of the opinion that they could get stable job because of training (Table- 3.9). For another about one-third, training has helped in getting better quality of job, followed by the sections who felt having more acceptance in the work place.

The overall mood of the employed persons were indeed revealing in their response to the job satisfaction post training with about three-fourth of the total confirming job satisfaction (Fig-3.16).

**Table- 3.9: Effect of Training on Employment Opportunities**

Variable		Number & %
<b>How H-s-R-T training bettered employment of those already employed</b>	Stable Job	92 (42.6)
	Better Quality of job	71 (32.8)
	More acceptance in Work Place	48 (22.2)
	Better Treatment by colleagues	2 (0.9)
	Others	3 (1.4)
	<b>Total</b>	<b>216</b>

**Fig. 3.16: Job Satisfaction after Training**



In summation, trainings under the H-s-R-T scheme can be seen having positive contribution on the employment and income prospects of the beneficiaries. Besides helping them to get gainful employment, training has also been instrumental in more regular and better quality jobs, increase in personal income and eventual job satisfaction.

#### **A.5: Analysis of Unemployment after Training**

There could be many factors influencing the unemployment and its prevalence. The results of this survey suggest that around 48% of the beneficiaries of H-s-R-T



trainings remain unemployed. Further analysis revealed that ‘other reasons’ are perhaps a major cause (about 34.6%) for them reporting as unemployed; for the majority attributes it to further study (Table-3.10). Similarly, about 19% did not have any intention to work and their interest was only in training and probably the certificate.

**Table-3.10: Reason for Respondents Still Remaining Unemployed**

Variable	Number and per cent	
<b>Reason for still remaining unemployed</b>	Did not want to work/interested only in certificate.	114 (19.5)
	Lack of interest on part of employer	45 (7.7)
	Job in offer is not encouraging	123 (21.1)
	Did not find anyone to help	59 (10.1)
	No job was available in the vicinity of home	41 (7.1)
	Others	182 (34.6)
	<b>Total</b>	<b>584</b>
<b>Hopeful of getting job as per H-s-R-T training</b>	Yes	330 (56.5)
	No	254 (43.5)
	<b>Total</b>	<b>584</b>

It was also observed that nearly one-fifth of the respondents did not find the job in offer as encouraging, suggesting that they had higher expectation on the job prospects after completing the course. For many others, hardly anybody was there to help them for arranging a job. The factors like non-availability of job in the vicinity of home also resulted unemployment of some since they did not want to be away from home. Notwithstanding, around 56% of the unemployed appear to be hopeful of getting a job as per the training in the hospitality sector.

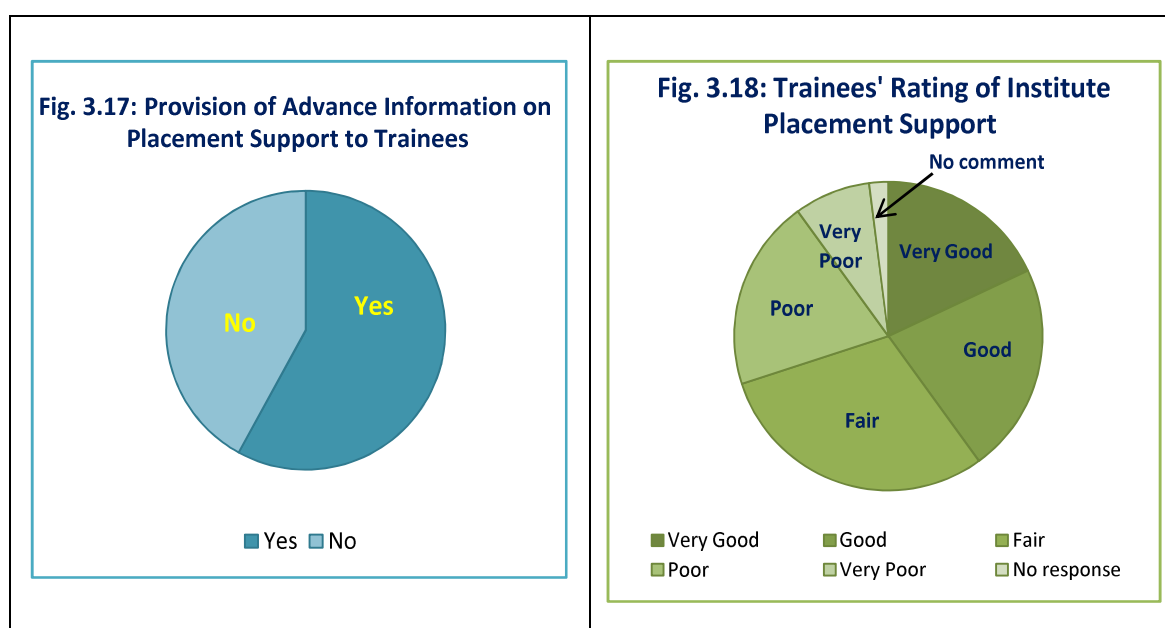
#### **A.6: Beneficiary Perception of H-s-R-T Courses and Benefits**

It is equally important to examine the perception of participating persons about the course and the benefits derived as part of the Scheme evaluation. Aspects being considered to measure perception levels included institutional support for placement, course contents, conduct of the course and overall benefits of attending the course. Results emerged to be very encouraging.

### A.6.1: Institutional Mechanisms for placement of HSRT trainees

Placement is a critical component in the success of training programmes of this nature because proper jobs are not only an effective means to fulfill the objective of the scheme but also an important motivating element in strengthening capacity building initiatives. The H-s-R-T scheme guidelines indeed have inbuilt provisions for making conscious efforts by the stakeholders for employment facilitation of the course pass-outs.

When placement initiative on part of the institutes was examined, around 58% respondents reportedly received advance information on availability of placement facilitation with the training institute (Fig-3.17). However, above figures are to be read cautiously given the probability that many a trainees might not be seeking availability of such provisions in the Institute or show adequate attention for gainful employment from the course due to various reasons.



While examining the arrangement of the job after training, major chunk has reportedly arranged placement through their personal efforts (54.6%) and many others through friends/relatives (Table-3.11). Only about a quarter of respondents were employed through the support of training institutes. This was very much evident in the rating of institutional support for placements as well. For, approximately 40% rated the support either as very good or good and

another 30% with fair rating (Fig-3.18). For about 27%, the rating has been poor to very poor.

**Table-3.11: Institutional Support for Placement of HSR Trainees**

Variable		Number and per cent
Arrangement of job after training	By Institute	175 (27.0)
	Own Efforts	353 (54.6)
	Through a Friend / Relative	105 (16.2)
	Through placement Agency	7 (1.1)
	Others	7 (1.1)
	<b>Total</b>	<b>647</b>

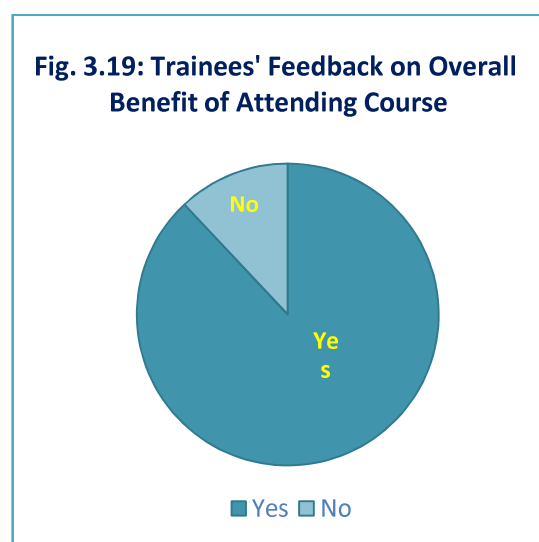
#### **A.6.2: Perception of Trainees about H-s-R-T Training**

Major features of the course like the contents, method of delivery, practical inputs and the exposure gained through the course have been subjected for rating of beneficiaries and results are furnished at Table-3.12. A huge chunk of trainees viewed the training as useful on all important parameters of programme, suggesting that the course contents have been conceived properly. Perhaps, learning time for the courses is reportedly not adequate, making a case for consideration of increasing the course duration. This point was also emerged during interaction with training institutions and the employers and to many of them were of the view that the present time schedule is not adequate to cover the important operational aspects of respective domains.

**Table-3.12: Trainees Perception of H-s-R-T Training**

Reason	Usefulness of Course (%)				Total Responses
	Very Useful	Useful	Not Useful	No Comments	
Topics/Course Contents	39.4	30.5	15.8	14.3	1231
Practical Training	44.8	27.3	10.2	17.4	1224
Learning Time	30.8	35.5	20.4	13.3	1220
Teaching and Training effectiveness	40.6	30.4	12.4	16.6	1224
Use of industry – specific audio-visuals/ contents	28.7	33.4	21.6	16.4	1096
Exposure	32.7	39.8	8.2	19.3	1228
Caring of Trainees	35.5	30.9	18.5	15.1	1198

In general, a higher rating for major parameters of the course can be taken to infer that it has been largely useful to the beneficiaries. Further queries would suggest that an overwhelming majority was in support of the course providing them overall benefits and consider attending the course as rewarding experience (Fig-3.19).



**Table-3.13: Manner in which Attending HSR Training Benefitted the Trainees**

Nature of benefit	Strongly Agree	Agree	Disagree	Strongly Disagree	No Comments	Total Responses
Helped in getting gainful employment	37.9	9.1	41.2	5.9	5.9	941
Bettered employment & income	49.6	20.0	11.1	3.2	16.1	295
Gained new skills & Knowledge	66.5	19.4	0.3	7.2	6.6	1231
Enhanced confidence level and self-esteem	49.2	33.0	1.1	7.8	8.9	1231
Improved Social Status	21.0	31.5	16.1	9.0	22.4	1231
Changed my outlook towards life	25.2	30.7	14.1	10.4	19.6	1231

It was equally interesting to observe the manner in which the training has been beneficial. Table-3.13 provides a summary of the perception of beneficiaries on the nature of benefits accrued. In general, they were mostly in agreement on benefits like betterment of employment and income, gaining new skills and

Knowledge, enhancement of confidence level and self-esteem, improvement in social status and change in outlook towards life.

Perhaps due to proportionately less number of beneficiaries with gainful employment that this parameter was rated comparatively low. Nevertheless, about half of respondents were in agreement of training helping them to get employment/better the opportunities. In general, training outcome has been useful to the participants and majority of them were found satisfied on the many of the benefits expected out of attending the course. This was considered to have carry-over effect by way of their readiness on undergoing further training under the Scheme and also in encouraging others to attend the course.

**Table-3.14: Word of Mouth and Carry-over Effect of Training**

Variable		Number and per cent
Will recommend training to friends	Yes	949 (77.1)
	No	128 (10.45)
	No Comments	154 (12.5)
	<b>Total</b>	<b>1231</b>
Would like to undergo further training under the Scheme	Yes	973 (79.0)
	No	92 (7.5)
	Cannot say	166 (13.5)
	<b>Total</b>	<b>1231</b>
Finding time for further training under the scheme	Yes	943 (76.6)
	No	288 (23.4)
	<b>Total</b>	<b>1231</b>

The carry over effect of the training emerged to be very encouraging with more than three-fourth of beneficiaries were agreeing to recommend the courses to others (Table-3.14). Similarly, an overwhelming 79% also would like to undergo further training under the scheme, for which, they were ready to find time.

## **A.7: Section Summary**

The survey of the H-s-R-T course beneficiaries enabled to draw some specific understanding and perspectives about the scheme, courses offered and desired outcomes. First, on account of demographic background, majority of trainees were male, unmarried and either 10<sup>th</sup> pass or 12<sup>th</sup> pass. The dependency of the household is more with about 70% having three or more such members and this could be taken as indication of the economic status of the beneficiaries in

general. Second, single most important motive of attending the course was employment and income consideration followed by gaining new knowledge and skills. Third, about one-fourth of trainees were in jobs before training even though a good chunk of them were support staff. The jobs were mostly in services sector, of which, about half of it was in hospitality sector units like hotels or restaurants. Around 90% of them had monthly income less than Rs. 6000/.

Fourth, a little over one-third of trainees did not seek employment after training due to 'other reasons' (mainly further studies) or not encouraging nature of jobs in offer. Fifth, after training, more than half of respondents were either in employment or self-employment, whereas, proportion of unemployed was about 47.4%. Nearly three-fourth of post-training employment is reportedly regular in nature and that is very encouraging. More than two-third of such employment was also in the hospitality sector. Employment post training has been found providing better income opportunities with about 80% of respondents' earning above Rs. 3000/- per month, and specifically those earning above Rs. 6000/- was around 28% and that is indeed encouraging. Other benefits such as complementary meal, paid leaves, CPF and ESI provisions were also available to many.

Sixth, majority of persons who were having some type of employment prior to training have reported benefiting by way of increase in the income and betterment of employment opportunities. In general, employed persons were found satisfied in their post-training job. Seventh, unemployment status of about 48% of respondents were on account of different reasons, of which, 'other reasons' like further studies, marriage etc. emerged as major one followed by motive of obtaining certificate from prestigious institute or their lack of interest for jobs. Non-encouraging nature of jobs in offer also lead many not opting for the job, which in other words, points to higher expectation from training.

Eighth, beneficiaries in general rated placement initiative of the institute as not very encouraging. Only little over one-fourth of employed were placed through institutional initiatives, necessitating more proactive actions on part of training institutions. Lastly, it has been very useful to the trainees especially in terms of new knowledge and skills, exposure etc. and an overwhelming majority were in

agreement on overall benefits of training. Specifically, besides employment, they were also in strong endorsement of intangible benefits like enhancing confidence and self-esteem, improvement in social status etc. Perhaps, the overall benefits of the Scheme must have motivated them not only on agreeing to recommend others to attend the course but also to find time for further trainings, if provided, under the Scheme.

## **Part-B: Analysis of H-s-R-T Training Institutions and Employers**

Training institutions and employees are indeed critical partners in the success of capacity building initiatives. As stated already stated in previous section, Ministry of Tourism has been implementing the trainings under the H-s-R-T Scheme through the hospitality institutions in its ambit and also with the support of the State Governments and some private hotels. The scheme has another critical stakeholder in the employers, and they play pivotal role in the operationalisation of the Scheme by employing the pass-outs, making thereby the scheme more attractive and result-oriented.

Examination of the beneficiaries as elaborated in the earlier section would suggest that the training initiatives have been largely successful. To reinforce this, it was equally imperative to have perspectives of the employers and training institutions and attempted accordingly. To elicit this, structured questionnaire were developed separately for interaction with the training institutions and employers who were partners of the H-s-R-T initiative. As regards to employers, inquiry was mainly concentrated on their knowledge of the Scheme, mode of recruiting H-s-R-T pass-outs, and the feedback on courses and trainees.

For Institutions, the focus was mainly channeled to gather information about admission procedure, conduct of the course, arrangement of faculty and space, placement facilitation, constraints if any in conducting the courses and the measures for promotion of placement and the courses. It was also attempted to elicit their views on inclusion of other relevant hospitality domains for course development under the Scheme. The results have been organized in two separate sections and furnished accordingly.

### **B.1: Employers' Feedback of Training and Beneficiaries**

The employers included in the survey were mostly from the hospitality sector and a total of 40 establishments like the hotels, restaurants etc. have been covered. The outcome of interaction revealed many important dimensions and discussed below. Specific to the information on the scheme and courses, awareness level among the industry participants appears to be not encouraging since only about half of employers knew about the Scheme and courses offered



prior to recruitment of H-s-R-T trainees (Table-3.15). For those who knew about it, conducting Institute was primary source of information. When it comes to salary of fresh trainees, majority of the employers were reportedly offering them in range of Rs. 3001-6000. There were also some employers found paying more than Rs. 6000/- per month.

**Table-3.15: Employers' Knowledge of H-s-R-T Courses and Salary Offered**

Variable		Numbers & per cent
Knowledge of the scheme prior to recruitment of H-s-R-T trainees	Yes	21 (52.5)
	No	19 (47.5)
	<b>Total</b>	<b>40</b>
Source of information about the scheme prior to recruitment	From Institute	12
	Govt. agencies	3
	From friends/ other establishment	2
	From trade/ professional bodies	2
	Others	2
	<b>Total</b>	<b>21</b>
Monthly salary paid	Up to Rs. 3000	10
	Rs. 3001-6000	26
	Above Rs. 6000	4
	<b>Total</b>	<b>40</b>

On mode of recruitment, about 60% employers recruited them through the Institute followed by walk-in interviews (Table-3.16). As regards to employability of trainees, about 60% have rated them under very good to good categories and the remaining as satisfactory. Notably, no employer considered the trainees as not employable.

Perhaps the attrition rate of new recruits is very high with overwhelming 87% employers finding them leaving jobs in between. Major reasons being cited have been the availability of better jobs (45.7%) followed by distance between home and then family reasons. It is well established that employability of skill development initiatives would depend on adequacy of various training inputs for proper capacity building for intended jobs. And employers are considered most suitable to provide the feedback on this and the results are furnished in Table-3.17. It was revealed that adequacy of training inputs were sufficient on the

parameters under examination though certain amount of variation among those were found.

**Table-3. 16: Mode of Recruitment, Employability and Retention Rate**

Variable		Numbers & per cent
<b>Mode of H-s-R-T trainee Recruitment</b>	Through Institute	24 (60)
	Walk-in of trainees	9 (22.5)
	Through advertisement	1 (2.5)
	Recommendation of friends/ other firms	4 (10)
	Others	2 (5)
	<b>Total</b>	<b>40</b>
<b>Employability of H-s-R-T trainees</b>	V. Good	07 (17.5)
	Good	17 (42.5)
	Satisfactory	16 (40.0)
	<b>Total</b>	<b>40</b>
<b>H-s-R-T Recruits leaving the job</b>	Yes	35 (87.5)
	No	05 (12.5)
	<b>Total</b>	<b>40</b>
<b>Reason for leaving job</b>	Better job in offer	16 (45.7)
	Long working hours	2 (5.7)
	Distance from home	8 (22.9)
	Family reasons	5 (14.3)
	Others	4 (11.4)
	<b>Total</b>	<b>35</b>

**Table-3.17: Employers' Rating of H-s-R-T Courses for its Employability**

Attribute	F&B Service (In %)			Food Production (In %)		
	Adequate	Inadequate	Total Resp.	Adequate	Inadequate	Total Resp.
Job-specific knowledge	72	28	<b>32</b>	58.3	41.7	<b>24</b>
Job-specific skills	75	25	<b>32</b>	66.7	33.3	<b>24</b>
Practical knowledge	62.5	37.5	<b>32</b>	58.3	41.7	<b>24</b>
Personality development	56.3	43.7	<b>32</b>	70.8	29.2	<b>24</b>
Service orientation	37.5	62.5	<b>32</b>	50	50	<b>24</b>

Specific to hospitality sector, service orientation and appealing personality traits are important attributes especially for those intending to work in F&B Services since they have to interact directly with people of various types on continuous basis. Perhaps the rating of above variables stands to suggest the need for

further efforts to mould the H-s-R-T trainees adequately on these counts. When it comes to Food Production course, again service orientation is as major area on concern followed by job-specific knowledge on the subject. Hence, it makes a strong case for the training institutions have to extra focus on above topics for better training outcome and the employability thereof.

From the employers, suggestions were also sought for improvement of H-s-R-T pass-outs' performance. According to them, improvement in communication ranked on top followed by creating service mentality and strengthening of etiquettes and manners (Table-3.18). Perhaps these issues needs to be addressed during the training stage itself given the fact that the trainees in general are drawn from lower education and income levels who suffer severely on these critical attributes. Proper capacity building on these would necessarily require more time and perhaps this understanding must have prompted about 56% employers to rate existing course duration as inadequate. Those employers were of the opinion for increasing F&B Service and Food Production course duration to 10 weeks and 12 weeks respectively.

**Table-3.18: Employers' Suggestion on Performance and Course Duration**

Variable		Numbers & per cent
<b>Suggestions for improvement of H-s-R-T trainees' performance</b>	Improving communication	1 <sup>st</sup> rank
	Creating service mentality	2 <sup>nd</sup> rank
	Strengthening etiquettes and manners	3 <sup>rd</sup> rank
	Upgradation of knowledge and skills	4 <sup>th</sup> rank
	More practical knowledge	4 <sup>th</sup> rank
	<b>Total</b>	<b>40</b>
<b>Adequacy of H-s-R-T courses duration</b>	Yes	17 (43.3)
	No	23 (56.7)
	<b>Total</b>	<b>40</b>
<b>Duration proposed for H-s-R-T courses</b>	F&B Service	10 weeks
	Food Production	12 weeks
	<b>Total</b>	<b>40</b>

On the inclination of employers for future recruitments of H-s-R-T course pass-outs, it was found overwhelmingly positive with 90% expressing their interest in affirmation (Table-3.19). This could be attributed to the factors like availability of trained persons on reasonable wages, acute shortage of trained persons to

handle the lower level jobs and the like. Indeed, studies have clearly established that hospitality industry is in the grip of high attrition rates due to various reasons. Perhaps an area of concern for the recruits is related to lower emoluments and that discourages many from taking up jobs in the sector and/or remaining for longer time. Given this, it would be mutually beneficial and rewarding if the employers were more forthcoming and address this concern positively.

**Table-3.19: Future Recruitment and Hospitality Domains for Course Development under H-s-R-T Scheme**

<b>To recruit H-s-R-T trainees in future</b>	Yes	36 (90)
	No	4 (10)
	<b>Total</b>	<b>40</b>
<b>Consider other hospitality domains to design courses under H-s-R-T trainees</b>	Yes	28 (70)
	No	12 (30)
	<b>Total</b>	<b>40</b>
<b>Areas suggested</b>	House Keeping, Front Office Operations, Gardening, Banquet & Kitchen Service, Bakery & Confectionaries	

While probing on the scope of other hospitality functional domains for consideration of skill development under the Scheme, 70% employers suggested the areas like House Keeping, Front Office Operations, Gardening, Banquet & Kitchen Service, Bakery & Confectionaries. Ministry of Tourism and NCHMCT may take cues from this and consider appropriate ones for course development under the H-s-R-T Scheme.

## **B.2: Section summary**

The examination of the employers' feedback provided to understand some important dimensions of the courses under evaluation and probable course of actions to strengthen the Scheme. Firstly, provision of proper information about the Scheme and courses to the prospective employers is a major imperative. Hence, MoT and training institutions could consider the steps like identifying the establishments and communicate with them directly, utilize the industry-specific professional bodies and chamber of commerce and industries etc. for effective dissemination. Secondly, while the industry in general is very positive about the employability of the persons trained under the scheme, it must also acknowledge the higher attrition rate and reasons thereof, primary being

emoluments. Thirdly, while the skill sets in general are reportedly adequate, employers suggest for adding more emphasis on creating service mentality, personality development and communication skills. Some of the employers also felt the need for increasing the course duration and all these warrants attention. Finally, there is scope for development of some more hospitality-sector specific courses and that may be looked in to.

## **B. 2 : Role of Training Institutions**

For the Scheme like H-s-R-T, training institutions are crucial players in the chain of deliverables, performing key functions of admission, training and capacity building as well as placement facilitations. The interactions with 23 institutes on a structured questionnaire enabled evolving clear perspectives on their handling of the training activities and feedbacks on the Scheme and process. A summary of findings have been discussed below.

### **❖ Mediums usually selected for announcement of H-s-R-T courses**

Newspapers, both English and vernacular, are commonly used for admission announcement. In addition, the government departments, industry/ professional bodies and to some extent internet were also being used for this.

### **❖ Trend in number of applications since launch of courses**

General trend is in favour of fluctuating numbers, whereas, some Institutes also reported consistent decline in applications to fill the seats of H-s-R-T courses. Among courses, Food Production has more applicants than F&B Service.

### **❖ Time of Conducting trainings**

About half of the Institutes reportedly organize the courses anytime of the year depending on requirements/targets, whereas, remaining ones usually organize it when academic activities are relatively less or during vacations.

### ❖ **Arrangements of faculty to organise training**

Most of the institutes utilize the service of both internal and contractual faculty, whereas, some others utilize only contractual faculty since they have shortage of internal faculty. Similarly, all institutes participated in the survey have confirmed using its classroom and kitchen/lab to conduct H-s-R-T training.

### ❖ **Trend in Trainee Drop-outs**

Many persons reportedly drop-out, especially in the early stage of their joining but it was difficult to ascertain the reasons as there was no recording of those. In most cases, trainees do not even inform the Institute about their discontinuance from the course. Similarly, it was not easy to trace whether any particular course has higher drop-out rate or any specific gender group is more prone to this. However, to address the issue of drop-outs, some Institutions have evolved mechanisms to accommodate such cases in a subsequent course and allow completing the process.

### ❖ **Evaluation and Success Rate**

Evaluation of the trainees has been carried out as per the Norms of MoT and the cases of failure are either nil or very negligible. In case of the failed ones, system of re-appearing is available but according to the Institutes, very few would come forward to avail this provision.

### ❖ **Female participation in Courses**

Females seeking admission to these courses is proportionately less and reportedly in the range of 10-20% on an average depending on the location of training institutions. Compared to other locations, those situated in major cities receive more female applicants. With regard to choice of course, majority prefer to take admission in Food Production course and a good chunk do not any seek employment. Strikingly, training institutions have reported on keenness of many employers to recruit females if they were interested in taking up jobs.

### ❖ Placement Support for Course Pass-outs

All institutes participated in this survey reported to have the arrangements for placement of successful pass-outs. Either a faculty or a senior administrative official is entrusted with the placement charge and the head of the Institute monitors it. The institutions reach out to prospective employers through different means, most notable being liaison with industry/professional bodies. Equally worth recording is facilitation mechanism being instituted for the interaction between the employers and trainees. Some employers also visit the Institute when the batches are in progress and according to many Institutes; response of employers in general is encouraging. List of successful trainees is also uploaded in the Institutes' website for wider dissemination.

According to institutions, trainees are mostly absorbed by the small and medium type hotels and restaurants. At the same time, some star category hotels and branded restaurant chains also come forward for recruitment. The institutes also endorsed the fact that many a trainees do not seek employment and that has been attributed to either not encouraging nature of available jobs or their plan for further studies and marriage in case of females.

### ❖ Major Constraints for Placement

Three major causes as highlighted by the institute are lack of awareness of the courses among prospective employers, availability of cheaper labour for same kind of jobs and poor quality of trainees. According to many institutes, major constraints are ineffective liaison with the industry and lack of designated official for placement coordination. Absence of fund even to meet the basic expenses like liaison work has also been cited by some.

Further, poor retention rate is equally constraining their efforts since the pass-outs also inform new aspirants about severe working conditions, non-commensurable wages and similar adverse conditions prevailing in the sector. This in turn discourage, especially better educated ones, from taking up the jobs generally in offer for these trainees.

### ❖ **Suggested Measures for Effective Placement of H-s-R-T Course Pass-outs**

Popularisation of the courses among prospective employers is needlessly the most important step. Along with this, adequate thrust on soft skills especially English communication and also having a designated official separately for placement of H-s-R-T trainees have also been put forward by some institutes.

### ❖ **Institutional Constrains for Organising H-s-R-T Courses**

Lack of awareness about the courses and poor quality of the aspirants were reported as two major problems. Indeed, these factors emerged prominently while examining the feedback of employers too. Improper awareness is another major impediment for placement as well as filling up of the seats. Besides, some institutes have constraints of class-room, kitchen and faculty. Non-payment of honourarium to the internal faculty for additional work to be performed on account of H-s-R-T courses also discourage them from actively contributing to strengthen the course objectives.

### ❖ **Steps for Promotion of H-s-R-T Courses**

The Institutes in general have put forward two major steps; viz. the need for focused campaigns to increase the awareness about benefits of the Scheme and courses as well as involving the local administration. Some institutes also highlighted the necessity of addressing the constraints related to additional class-room and kitchen/lab. It is equally imperative to take specific steps for enhancement of the trainees' soft skill capabilities since it is observed to have direct bearing on employability, which most employers have also cited as a major limiting factor.

### ❖ **Duration of H-s-R-T Courses**

Perhaps the Institutes are divided on existing time format for courses under review. While about half of them were in agreement of retaining the format, equal numbers felt the need for its increase. Accordingly, the latter groups propose for 10 weeks and 08 weeks respectively for Food Production and F&B Service courses. This indeed corresponds to the



suggestions emanated from the analysis of the data pertaining to employers.

#### ❖ Probable Domains for New Course Development

The Scheme was launched initially with 02 courses viz. Food Production and F&B Service and subsequently two more courses were added. Hospitality service is a diverse domain and there are many functional areas that call for specific knowledge and skill sets for effective delivery. Hence, during interaction with the training institutes, probability of introducing few more new courses under the Scheme was explored and the suggestions emerged thereof are furnished in Table-3.20.

**Table-3.20: Domains of Hospitality for Further Course Development under H-s-R-T Scheme**

Sr. No	Proposed Course	Duration (In weeks)
1	Bar Operations	08
2	Front Office Operations	06
3	Indian Sweets & Savoury	08
4	Gardening	06
5	Butler Services	08
6	Banquet & Kitchen Service	08

#### B.4: Section Summary

Examination of responses from training institutes enables to summarise their role and performance with regard to these courses. First, while many mediums were used for course announcement, major one emerged to the print media. However, while considering the nature of the target group; means like the local govt. bodies, civil society groups etc. are considered equally effective and should be used in addition to print media. This could enable wider dissemination of the information about the Scheme, its benefits and admission schedule. This would also help widening the reach and coverage as well as to increase the number of applicants since it is gradually becoming an area of concern. Second, some institutes have infrastructure bottlenecks particularly class room, lab/kitchen and also additional faculty for H-s-R-T courses. Non-payment of honourarium to the internal faculty for additional work to be performed on account of H-s-R-T

courses also discourages them from actively contributing to strengthen the courses.

Third, there are many cases of drop-outs in every batch and the institute is not even informed of their dropping-out. However, some institutes have mechanisms like accommodating such candidates in subsequent batch for completing the procedure. Similarly, cases of failed candidates are either nil or very negligible, whereas for unsuccessful trainees, provision of re-appearing is available but very few found availing this. Fourth, participation of females in the courses are in the range of 10-20% across institutions and those situated in the main cities and towns have more such aspirants but many of them do not seek to take up job after training.

Fifth, as regards to placement initiatives, the institutes have mechanisms to assist the trainees, for which, it not only invites the prospective employers to the campus for interaction but they also make arrangements for interviewing the candidates at respective employers' place. The trainees mostly find employment in hospitality sector or related jobs. As regards to bettering placements, popularisation of the courses among prospective employers is considered as most important step. Along with this, adequate thrust is warranted on soft skills especially English communication besides designating a faculty/official for placement of these trainees.

Sixth, when it comes to promotion of H-s-R-T courses, there are notable impediments like the lack of awareness of the courses and poor quality of the aspirants etc., and these incidentally were reported by the employers as well. Besides, there are constraints of class-room, kitchen and the faculty at some institutes. Concerted efforts as already highlighted may be considered to mediate the issues related to the promotion of courses.

Finally on the duration of existing courses, many have suggested for increasing it because some critical attributes such as communication and personality development would require more time and efforts especially in view of the socio-economic background of the targeted sections (beneficiaries) for this Scheme. The institutes have also suggested for some additional hospitality domains appropriate for course development under the Scheme.

# 4

## SECTION- 3:

## CONCLUSION AND RECOMMENDATIONS

The main objectives of this study were to evaluate the effectiveness of two skill development courses offered under the Hunar se Rozgar Tak Scheme of the Ministry of Tourism, Govt. of India. The scheme aims to provide training to the 8<sup>th</sup> pass youths belonging to the economically weaker sections of the society and to develop in them employable skills and knowledge for enhancing their employability in the diverse hospitality sector. These training programmes are equally meant to develop the overall personality of the participants so as to mould them for challenging future. The Scheme is also considered to have direct bearing in addressing the acute skill-gap prevailing in the hospitality and tourism sector.

With this in view, present study has been scoped to examine the critical partners of the scheme like the beneficiaries, employers and training institutes in order to evolve proper perspective on the scheme and its effectiveness. Necessary data were collected through primary sources with the help of structured questionnaires and analysed accordingly. The results emerged thereof are very encouraging and able to provide in-depth understanding of the Scheme, its intended benefits and the scope for advancing some important suggestions to strengthen the Scheme, objectives and coverage.

### 4.A Courses and its Impacts on Trainees

On account of demographic background, majority of trainees were male, unmarried and either 10<sup>th</sup> pass or 12<sup>th</sup> pass. The dependency of the household was found to be more and that suggest the economic status of the beneficiaries in general. There were many reasons for beneficiaries to attend the course though most important motive turned out to be employment considerations. This was followed by gaining new knowledge and skills. It was equally interesting to observe that nearly one-fourth of respondents who were already in some kind of jobs before attending training even though a good chunk of them were supporting in nature. They worked mostly in services sector and of this the hospitality sector units like hotels or restaurants dominated. Around 90% of such cases had monthly income less than Rs. 6000/.

Notably, majority of those beneficiaries who were already engaged in some type of jobs prior to attending training have benefited gainfully either by way of increase in income and/or bettering employment opportunities. In general, these persons were also found satisfied in their post-training job.

When unemployment status of about 48% of respondents were examined, 'other reasons' like further studies, lack of interest for jobs, marriage etc. emerged as major causes for them not being in job. It was followed by their motive of obtaining certification from prestigious institute or their lack of interest for taking up jobs. Non-encouraging nature of jobs in offer also lead many respondents to opt out of pursuing the job post-training, perhaps an indication on the higher expectation from training.

Examination further revealed that a little over one-third did not seek employment post training due to 'other reasons' (mainly further studies) or not encouraging nature of jobs in offer. Nevertheless, employment prospects post training can be taken as very encouraging and about 52% of respondents were reportedly employed/self-employed. Of this, nearly three-fourth of post-training employment was regular in nature. It was equally worth to observe that more than two-third were employed in the hospitality sector. Further, employment after training has been found providing better income opportunities and it was reflected in monthly earnings of respondents. Instantaneous being, about 80% of beneficiaries post-training had earnings above Rs. 3000/-, and specifically around 28% had earning above Rs. 6000/- per month. Other benefits such as complementary meal, paid leaves, CPF and ESI provisions were also available to many.

On placement support from training institution, beneficiaries in general rated it as not very encouraging. Only a little over one-fourth of employed were placed through institutional initiatives, necessitating more proactive actions on part of training institutions. Specific to the usefulness of the course, it has been found serving the Scheme objectives with most beneficiaries responding in affirmation especially on account of income, employment or new knowledge and skills, exposure etc. Pertinently, an overwhelming majority was in agreement on the course providing them overall benefits. Besides employment, they were strongly endorsing intangible benefits like enhancing confidence and self-esteem, improvement in social status etc. Perhaps, the overall benefits of the Scheme

must have motivated them not only agreeing to recommend these courses to others but also interested further trainings, if provided, under the Scheme.

To conclude, trainings have been found benefiting the participants and it provided fresh employment opportunity to a large number of trainees besides helping many to bettering their job and earning prospects. Unambiguously, economic benefits were accrued to all those who were inclined on jobs. Many a trainees have attended the course in expectation of tangible benefits and those have also been fulfilled to a large extent.

#### **4.B Perspective of the Employer**

Examination of some employers was meant to draw their feedback on the working of the scheme as well as employability of the trainees. The discussions lead to conclude that provision of proper information about the Scheme and courses to the prospective employers is a major imperative. Therefore, promoters of the courses could consider the steps like identifying suitable means and establishments and to communicate with them directly. The assistance of industry-specific professional bodies, chamber of commerce and industries etc. should also be utilized in this endeavour. It was encouraging to observe the positive attitudes of the industry in general towards employability of the persons trained under the scheme. But, it is equally worth to acknowledge that the attrition rate of these recruits is perhaps higher, and therefore, it would be appreciative to evolve some concrete mechanisms including better emoluments to encourage the persons to stay on in the sector.

While the skill sets in general are reportedly adequate, employers suggest for according more thrust in creating service mentality, personality development and communication skills. Some of the employers also felt the need for increasing the course duration. Finally, they also acknowledged the scope of developing few more courses in the diverse hospitality domain and suggested some areas accordingly.

#### **4.C Training Institutions and the Conduct of H-s-R-T Courses**

Feedback from training institutes complemented to strengthen various findings detailed in previous sections. For, considering the nature of target group; besides the print media, other sources such as local govt. bodies, civil society

groups etc. could be used for course announcement as well as to disseminate the information on the Scheme and its benefits. This would have the advantage of widening the reach and coverage as well as to increase the number of applicants, which is gradually becoming a constraint. Similarly, some institutes have infrastructure bottlenecks particularly class room and lab/kitchen and also additional faculty for H-s-R-T courses. Non-payment of honourarium to the internal faculty for additional work related to H-s-R-T courses also discourages them from actively contributing to strengthen the courses. And these concerns needless warrant attention for strengthening the Scheme and its objectives.

Another aspect meriting attention is the case of drop-outs, which can be found invariably in every batch but the institute is hardly in a position to address this since they were not even informed of dropping-out by the trainees. However, institutes have evolved mechanism to accommodate such candidates in a subsequent batch and many drop-outs do come back and complete the procedure for certification. On success rate, trainees in general pass out of the course and cases of failure are either nil or very negligible. And there is provision for re-appearing but only very few are reportedly availing such provisions. As regards to participation of females, it is in the range of 10-20% across institutions and those situated in the main cities and towns have more such aspirants though many of them do not seek jobs after training.

On the important aspect of placement, institutes reportedly have mechanisms to assist the trainees, for which, it not only invites the prospective employers to the campus for interaction but they also make arrangements for interviewing the candidates at employers' place. The trainees mostly find employment in hospitality sector or related segments. Perhaps it is necessary to take cognizance of the trainees' rating of the placement initiatives available with training institutes, which according to many are not encouraging. Given this, concerted efforts would be needed to popularise the courses among prospective employers and that is considered as an important step for better placements. Along with this, more thrust on soft skills especially English communication and also provision of a designated official separately for placement of these trainees have been put forward by some institutes.

Training institutes do face impediments when it comes to promotion of H-s-R-T courses. Here again, lack of awareness of the courses and poor quality of the

aspirants was reported, which the employers have concurred upon. Besides, there are constraints of class-room, kitchen and faculty at some institutes and these bottlenecks also need attention. Finally, feedback from many institutes on also suggest that the duration of existing courses is not sufficient and propose for its increase, especially to address the critical concerns like communication and personality development as it would require more time. Further, there is scope for designing more hospitality-specific courses and the suggestions are found mostly in tune with the ones from the employers.

## **Recommendations**

On the basis of the data analysis and the conclusions drawn thereof, some specific recommendations have been proposed with an aim of further strengthening the Scheme and its effectiveness:

### **1. On Improving the Employment Opportunity of H-s-R-T Trainees**

- i. In the present Curriculum of F&B Service and Food Production courses, efforts may be taken to provide adequate emphasis on practical knowledge as well as on the topics related to industry orientation, job-specific knowledge and soft skill development.
- ii. The duration of F&B Service and Food Production courses may be increased to 10 weeks and 12 weeks respectively.
- iii. Further training may be considered to those who have already undergone the training under the Scheme so as to enhance their employment opportunities.
- iv. Training infrastructure like classroom, kitchen etc. may be provided to those institutes deficient in these core facilities.
- v. To popularize the Scheme, service of the local government bodies, civil society groups, professional/industrial bodies etc. may be utilized.

### **2. On Effective Placement of H-s-R-T Trainees**

- i. Besides above mentioned steps and popularization of the Scheme, training institutes may take steps for interaction between prospective employers and the trainees on regular intervals.



- ii. All training institutes must designate a faculty/official as in charge to handle placement of H-s-R-T Trainees.
- iii. Some nominal provisioning of fund may be made in the H-s-R-T Scheme Guidelines for placement activities. It can be subject to regular monitoring and further disbursement linked to its effectiveness.

### 3. Hospitality Domains Proposed for Course Development

In addition to 04 courses being offered at present, the new areas like Bar Operations, Front Office Operations, Indian Sweets & Savoury, Butler Services, Banquet & Kitchen Service and Gardening (for duration, Table-3.25 may be referred) have been proposed for course development under the Scheme.

### 4. On Specifying Educational Qualification for H-s-R-T Courses

The Scheme for hospitality sector is presently customized for “8<sup>th</sup> Pass” but majority of persons seeking admission to the courses presently are higher qualified including graduates. Hence, it is considered not feasible to suitably undertake capacity development of such a diverse group in a single batch as it would have direct bearing on attaining the Scheme objectives. A uniform structure and pedagogy cannot be tenable for a diverse group with varying education attainments, thereby, impacting training effectiveness and outcome particularly motivation, drop-out rate and placement. In view of this, it is considered imperative to stipulate education limits for the courses under evaluation and accordingly:

- i. It is proposed to fix eligibility for present set of hospitality courses as **“between 8<sup>th</sup> Pass and 11<sup>th</sup> Completed”**.
- ii. Separate skill development courses for aspirants possessing **“12<sup>th</sup> Pass and above”** qualifications.
- iii. In order to reduce the drop-out cases, institutions located in semi-urban areas/medium and small towns may be accorded priority for H-s-R-T trainings since it can provide better access (physical and monitory) to the target groups who are located mostly in these areas.

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**Annexure- 1.1: Incremental Human Resource Requirement Based on Functions till 2022**

Sector	Requirement ('000)	Sector	Requirement ('000)
<b>Hotel- Front office</b>		<b>Hotel- F&amp;B Kitchen</b>	
Managers	1.2	Chefs	20.5
Supervisors	1.4	Cooks	199.6
Front Office Assistants	2.7	Kitchen Assistants	173.1
<b>Hotel- F&amp;B Services</b>		<b>Hotel- House-keeping</b>	
Managers	23.8	Managers	12.9
Captains	37.0	Supervisors	51.2
Stewards	125.8	Room attendants	429.4
Waiters	396.4	House-men	140.6
<b>Conventional Restaurants: F&amp;B Kitchen</b>		<b>Conventional Restaurants: F&amp;B Service</b>	
Chefs	12.0	Managers	6.0
Cooks	62.0	Captains	17.0
Assistants	55.0	Butlers/Stewards/Waiters	120.0

*Source: NSDC Report (2011)*

### Annexure 2.1: Persons Trained under H-s-R-T Scheme and Sample Size

S. No	Institution	Trained in 2009-10	Trained in 2010-11	Total Trainees	Sample Size
1	IHM Hyderabad	191	420	611	61
2	IHM Kolkata	130	197	327	33
3	IHM Chennai	257	566	823	82
4	IHM Srinagar	395	530	925	93
5	IHM Lucknow	224	205	429	43
6	IHM Guwahati	233	252	485	49
7	IHM Mumbai	217	222	439	44
8	IHM Bhopal	139	129	268	27
9	IHM Pusa, Delhi	235	217	452	45
10	IHM Trivandrum	131	190	321	32
11	IHM Bhubaneswar	220	250	470	47
12	IHM Chandigarh	208	226	434	43
13	IHM Goa	182	166	348	35
14	IHM Gurdaspur	224	206	430	43
15	IHM Gwalior	207	274	481	48
16	IHM Hajipur	146	78	224	22
17	IHM Jaipur	180	102	282	28
18	IHM Shillong	99	137	236	24
19	IHM Shimla	221	232	453	45
20	IHM Bengaluru	247	228	475	47
21	IHM Gandhinagar	131	154	285	28
22	SIHM Kurukshetra	146	248	394	39
23	SIHM Trichy	413	397	810	81
24	SIHM Chandigarh	103	137	240	24
25	SIHM Dehradun	41	135	176	18
26	SIHM Faridabad	148	101	249	25
27	SIHM Gangtok	-	100	100	10
28	SIHM Jodhpur	-	90	90	0
29	SIHM Lajpat nagar	0	0	0	0
30	SIHM Sillvassa	0	0	0	0
31	SIHM Hamirpur	0	0	0	0
32	SIHM Bhatinda	0	52	52	0
33	SIHM Tirupati	0	98	98	10
34	SIHM Balangir	54	201	255	25
35	FCI Puducherry	0	0	0	0
36	FCI Nagaon	0	10	10	0
37	FCI Tura	0	0	0	0
38	FCI Jammu	-	-	-	-

S. No	Institution	Trained in 2009-10	Trained in 2010-11	Total Trainees	Sample Size
39	FCI Ajmer	65	106	171	17
40	FCI Udaipur	0	52	52	0
41	FCI Darjeeling	0	0	0	0
42	FCI Aligarh	110	110	220	22
43	NITHM Hyderabad	35	35	70	0
44	Private Hotels	-	-	-	20
	State Govt.	-	-	-	21
<b>Total</b>		<b>5332</b>	<b>6853</b>	<b>12185</b>	<b>1231</b>

Source: HRD Division, Min. of Tourism

#### Annexure 2.2: Hotels Undertook H-s-R-T Trainings in 2010-2011

Sl. No.	Name Of Hotel	Waiters		Cooks		Total*
		Batch- I	Batch- II	Batch- I	Batch- II	
1	Crown Plaza Surya	04	-	09	05	18
2	The Ashok	04	-	05		09
3	The Park	-	04	05	05	14
4	The Lalit	04	11	08	10	33
5	ITC Maurya	06	-	-	08	14
6	The Imperial	-	-	-	15	15
<b>Total</b>						<b>103</b>

Source: HRD Division, Min. of Tourism

#### Annexure 2.3: H-s-R-T Trainings through the State Govts. Initiative

Sl. No.	Name of the State Govt./UT	Trained in 2010-11	Target 2011-12
1	U.P	242	400
2	Orissa	446	1000
3	Kerala	Nil	No proposal recvd.
4	M.P	51	100
5	A.P	Nil	NA
6	Punjab	187	300
7	Maharashtra	Nil	1440
8	J&K	-	1500
9	W. Bengal	-	480
<b>Total</b>		<b>926</b>	<b>5370</b>

\* Source: HRD Division, Min. of Tourism

### Annexure 3.1: Age, Gender, Marital Status and Education Background

Variables		Number and per cent
Age (years)	18-20	407 (33.1)
	21-23	480 (39.0)
	24-26	265 (21.5)
	Above 26	79 (6.4)
	<b>Total</b>	<b>1231</b>
Gender	Male	840 (68.3)
	Female	391 (31.7)
	<b>Total</b>	<b>1231</b>
Marital Status	Married	152 (12.3)
	Unmarried	1079 (87.7)
	<b>Total</b>	<b>1231</b>
Education	8 <sup>th</sup> Pass	176 (14.4)
	10 <sup>th</sup> Pass	291 (23.6)
	12 <sup>th</sup> Pass	605 (49.1)
	Graduates/professional	159 (12.9)
	<b>Total</b>	<b>1231</b>

### Annexure- 3.2: Household Income of Beneficiaries

Variables		Number and per cent
Monthly income of Household	Up to 3000	73 (5.9)
	3001-6000	252 (20.5)
	6001-9000	217 (17.6)
	9001-12000	232 (18.8)
	12001-15000	151 (12.3)
	15001-18000	49 (4.0)
	Above 18000	257 (20.9)

### Annexure- 3.3: Course Undergone and Source of Information

Variables		Number (per cent)
Training programme underwent	Food & Beverage Service	509 (41.3)
	Food Production	732 (58.7)
	<b>Total</b>	<b>1231</b>
Source of information	Print	403 (32.7)
	TV/Radio	15 (1.2)
	Internet	40 (3.2)
	Friends / Relative	413 (33.5)
	Govt. Departments	337 (27.4)
	Others	23 (1.9)
	<b>Total</b>	<b>1231</b>

#### Annexure- 3.4: Employment Status of trainees before HSR training

Variable		Number and per cent
Employed status before training	Employed	295 (24.0)
	Unemployed	261 (21.2)
	Studying	675 (54.8)
	<b>Total</b>	<b>1231</b>
Permanency of job	Regular	110 (37.3)
	Seasonal	74 (25.1)
	Part Time	103 (34.9)
	Others	07 (2.7)
	<b>Total</b>	<b>295</b>

#### Annexure- 3.5: Sector of Employment Prior to Training

Sector of employment	Agriculture	32 (10.8)
	Manufacturing	22 (7.4)
	Services	199 (67.5)
	Others	42 (14.2)
	<b>Total</b>	<b>295</b>
Service sector of employment	Hospitality	101 (50.7)
	Banking & Insurance	11 (5.5)
	Retail	61 (30.6)
	Others	26 (13.1)
	<b>Total</b>	<b>199</b>
Hospitality sector of employment	Hotels	21 (20.7)
	Supplementary Accommodation	16 (15.8)
	Restaurants	42 (41.6)
	Dhabas/Canteen	13 (12.9)
	Others	09 (8.9)
	<b>Total</b>	<b>101</b>

#### Annexure - 3.6: Income of Beneficiaries Before Training

Monthly income before training in Indian rupees	Up to 3000	126 (42.7)
	3001-6000	142 (48.1)
	6001-9000	12 (4.1)
	9001-12000	09 (3.1)
	Above 12000	06 (2.0)
	<b>Total</b>	<b>295</b>

### Annexure -3.7: Employment Status of Beneficiaries after Training

Variable		Number and per cent
Present employment status	Employed	592 (48.1)
	Self Employed	55 (4.5)
	Unemployed	584 (47.4)
	<b>Total</b>	<b>1231</b>
Job permanency after training	Regular	477 (73.7)
	Seasonal	63 (9.7)
	Part Time	73 (11.3)
	Daily Wages	23 (3.6)
	Other	11 (1.7)
	<b>Total</b>	<b>647</b>

### Annexure- 3.8: Monthly Income of Beneficiaries After Training

Monthly income after training	Income range (In Rs.)	Number & per cent
	Up to 3000	119 (18.4)
	3001-6000	345 (53.3)
	6001-9000	115 (17.8)
	9001-12000	44 (6.8)
	Above 12000	24 (3.7)
	<b>Total</b>	<b>647</b>

### Annexure- 3.9: Effect of Training on Income, Employment and Job Satisfaction

Variable		Number and per cent
Increased income after training	Yes	199 (67.4)
	No	96 (32.54)
	<b>Total</b>	<b>295</b>
H-s-R-T training provided better employment opportunity	Yes	216 (73.2)
	No	79 (26.7)
	<b>Total</b>	<b>295</b>
Job satisfaction after training	Yes	481 (74.3)
	No	166 (25.7)
	<b>Total</b>	<b>647</b>

### Annexure- 3.10: Institutional Support for Placement and Its Rating by Trainees

Variable		Number and per cent
Provision of advance information on placement service to trainees	Yes	711 (57.8)
	No	520 (42.2)
	<b>Total</b>	<b>1231</b>
Rating of placement support	Very Good	225 (18.3)
	Good	269 (21.9)
	Fair	371 (30.1)
	Poor	246 (19.9)
	Very Poor	95 (7.7)
	No response	25 (2.0)
	<b>Total</b>	<b>1231</b>
Overall benefit of the course to trainees	Benefitted	1081 (87.8)
	Not benefitted	150 (12.2)
	<b>Total</b>	<b>1231</b>

## **Annexure: I : Hunar Se Rozgar Tak Scheme**

(A training initiative to create employable skills)

1. The Ministry of Tourism launched a special initiative called Hunar Se Rozgar Tak (HSRT) in 2009-10, for creation of employable skills amongst youth belonging to economically weaker strata of the society. The programme is fully funded by the MoT.
2. The basic objective was to reduce, through this initiative, the skill gap that afflicted the Hospitality and Tourism Sector. Another objective was to put in place a dispensation to ensure that the economic benefit of a growing tourism reached the poor.
3. Initially, the initiative covered only two trades, namely Food Production and Food & Beverage Services. Trades namely Housekeeping and Bakery were added later.
4. Apart from the mentioned hospitality related trades, the HSRT now offers training related to driving skills. This is in response to the huge demand of trained and tourist friendly drivers for the tourism transport sector.
5. Extending its scope and sweep, the HSRT also offers training programmes to:
  - Revive the languishing skill of heritage conservation and stone masonry; and
  - To impart skills to benefit a Golf Caddy.
6. The features common to the training programmes under the HSRT are:
  - ❖ The trainees should be in the age group of 18-28 years ( prior to 11/11/2010, this was 18 to 25 years );
  - ❖ Each training programme is of short duration – from 4 weeks to 8 weeks;
  - ❖ No fees chargeable to the trainee;
  - ❖ Each trainee entitled to incentives comprising free lunch, a set of uniforms and stipend;
  - ❖ Training cost met by MoT; and The implementing institutes entitled to a payment of 5/10% of the respective programme costs to cover their administrative expenses.



## **Annexure- II : Training Programmes offered under Hunar Se Rozgar Tak Initiative**

### **RELATING TO HOSPITALITY TRADES**

***Conducted by the Institutes of Hotel Management and Food Craft  
Institutes sponsored by the Ministry of Tourism and the  
India Tourism Development Corporation***

As part of the *suo motu initiatives* of the MoT under the Scheme of “Capacity Building for Service Providers”, it was decided to provide assistance to MoT sponsored Institutes to conduct short duration Skill Development Programmes. The initiative targeted persons with not much means and in need to acquire skills facilitative of employment. The implementation of the programme was subject to certain Guidelines. The initiative has since been reviewed and certain modifications / amendments incorporated in the regulatory dispensation which now stands as under.

#### **GUIDELINES**

##### **i) Target Group**

To target those who are minimum eighth pass and in the age group of 18 to 28 years. (The upper age limit has been raised to 28 years with effect from 11th November, 2010).

##### **ii) Courses Offered**

The following four courses will be offered:

- A) A six-week full time course in Food & Beverage Service.
- B) An eight-week full time course in Food Production.
- C) A six-week full time course in Housekeeping Utility.
- D) An eight-week full time course in Bakery and Patisserie.

Each course will also have a built-in emphasis on improving the trainees in behaviour and attitudes in order to enhance their market acceptability. (The courses in Housekeeping Utility and Bakery and Patisserie have been introduced with effect from 17<sup>th</sup> August, 2011).

##### **iii) Conduct of the Programme**

The Programme will be implemented through the Institutes of Hotel Management, Food Craft Institutes sponsored by the MoT and the India Tourism Development Corporation.

##### **iv) Intake and Selection**

A class will have a minimum of 25 trainees and a maximum of 30. However, the programme will have an inclusive nature. In case the number of eligible candidates exceeds the requirement of a batch, and there is a requirement of additional batches,

the Implementing Agency will concurrently or in phases run more batches depending on its institutional capacity. In case of phasing, the scheduling of candidates between batches will be on first-cum-first-admitted basis. The Implementing Agency will maintain a register of applications which will also indicate the date of receipt of each.

**v) Minimum Target**

Each Implementing Agency will conduct the Programme in such a way that the targets set by the MoT are not only achieved but also exceeded to the extent possible.

**vi) Course Contents**

The training contents and modules will be the same for all the Implementing Agencies and will be made available to them by the National Council of Hotel Management & Catering Technology (NCHMCT).

**vii) Publicity**

The Implementing Agencies will publicize the programme by inserting advertisement in the newspapers and also putting it on its respective websites. They will also publicize the programme to the Trade Associations, State Tourism Corporations and Vyapaar Mandals through interaction / workshops etc. Talks on TV / Radio channels may also be arranged.

**viii) Faculty**

In order to maintain the quality of regular courses as well as “Hunar Se Rozgar” initiative, the faculty arrangements for undertaking the 6 to 8 weeks courses would be as under:

- a) The IHMs will have the option of implementing these short duration courses either by using their regular faculty or by hiring additional faculty on contractual basis.
- b) In case the Central IHMs decide to appoint additional contractual teachers for the short duration courses, their additional strength will be reckoned strictly on the basis of the SIU norms on faculty : student ratio (i.e. 1 teacher for every 25 students). Having ascertained the requirement, up to one additional faculty can be deployed after following the due process and taking approval of the Chairperson. If more than one additional faculty is required, then the Central IHMs will take prior approval of the MoT.
- c) If the IHMs implement the courses through the existing faculty, it will be ensured that the involvement of existing teaching and non-teaching faculty will not compromise the quality of the regular courses or the normal work.
- d) The total honorarium/remuneration payable to the existing teaching and nonteaching staff for any work of arduous and intermittent nature, including classes conducted or assistance rendered for the conduct of “Hunar Se Rozgar” will not exceed Rs. 5,000/- per annum under any circumstances. The approval of the competent authority, as prescribed under the Fundamental Rules, will all be obtained before such sanction.

#### ix) Application Fee

There will be no application or course fees chargeable to the applicant / eventual trainee.

#### x) Stipend

A trainee with a minimum attendance of 90% will be paid lump sum stipend of Rs. 1,500/- in respect of the 6 weeks course and Rs. 2,000/- in respect of the 8 weeks course. The stipend will be paid in two equal instalments – first one in the middle of the Programme and the other at its conclusion.

#### xi) Certification

The trainees with minimum attendance of 90% will be required to appear in an end-of-the-course test and those who pass it successfully will be awarded joint certificate of the NCHMCT / Implementing Agency concerned. For the purpose of this test, there will be one internal and one external examiner – the latter will be drawn from a panel firmed up by the NCHMCT. The Principal will have the discretion for the reasons to be recorded in writing to relax the attendance norm by 10% for the purpose of stipend and appearance in test.

#### xii) Funding of the Programme

The Programme will be funded under the MoT's Scheme of Capacity Building for Service Providers under *suo motu initiatives*. Funds will be extended to the Implementing Agencies in advance based on the annual target fixed. Subsequent release of funds will be upon receipt of Utilization Certificate and consolidated accounts as sustained against the indicated norms. The rate of uniform has been revised from Rs. 1500/- to Rs. 1900/- per trainee with effect from 7<sup>th</sup> October, 2011. Consequent on this revision in the rate of uniform, the expenditure sanctioned per trainee for the four courses will stand revised as follows with effect from 7<sup>th</sup> October, 2011. Advertisements in the local papers will be reimbursed on actuals subject to lowest/ DAVP rates.

Training in Food & Beverage Services (6 weeks)		
Sr. No	Head of Expenditure	Amount (Rs.)
1	Training Fee	1500
2	Course Material	1000
3	Certification Fee	500
4	Uniform	1900
5	Tool Kit	400
6	Lunch Charges @ Rs.70 per day	2520
7	Miscellaneous Expenses	250
8	<b>SUB TOTAL</b>	<b>8070</b>
9	Add 5% Administrative Charges	404
10	Lump Sum Stipend	1500
<b>Total Expenditure Per Trainee: Rs. 9974/-</b>		

## ANNEXURE III

**Indian Institute of Tourism & Travel Management**  
**Ministry of Tourism, Govt. of India**

**Questionnaire for**  
**Beneficiary**

We are pleased to state that the Union Ministry of Tourism has commissioned a study titled *Evaluating Effectiveness of 'Hunar Se Rozgar' Scheme* to Indian Institute of Tourism and Travel Management. This study aims to examine the effectiveness of this popular scheme as a means for gainful employment/ betterment of the employment among less educated youths and to suggest appropriate mechanisms to make the Scheme more effective and widen its scope.

We would highly appreciate receiving your valuable responses to the questions contained in this document. No portion of it will be shared with any outside agency/ individual and the confidentiality of information will be maintained. Your kind cooperation is duly solicited.

Thanking you,

For the Study  
 Chief Investigator  
 NIWS, Indian Institute of Tourism & Travel Management

Survey Destination	:			Name of the Invigilator	:		
Name of Respondent	:			Interview/ survey date	:		
<b>A. Respondent Profile</b>							
1. Age (Completed year)	:			2. Sex	Male	3. Marital status	Married
					Female		Unmarried
4. Household size	Male	:		Total	5. No. of dependants	:	_____ persons
	Female	:					
6. Place of domicile	:			7. Own house	Yes	8. Monthly household income	: Rs. _____
					No		
9. Education	Class 8 <sup>th</sup> pass		Class 10 <sup>th</sup> pass		Above class 10 (Pl. specify)	Professional qualification, if any, specify pl.	

<b>B. Details of H-s-R-T Course Attendance</b>				
10. When did you complete H-s-R-T Course (months & year) ? : _____				
11. Specify H-s-R-T Course completed by you	F & B Service		Food Production	
12. How did you come to know about the course?	Media	Friends/ relatives	Govt. depts.	Others (Specify)
	Print			
	TV/ Radio			
	Internet			
13. What motivated you to undergo this training?				
	<b>Motivation</b>		<b>Rank</b>	
A	Consider it as source of gainful employment			
B	Thought the course would equip me to pursue self-employment			
C	Wanted to increase my income			
D	There was no course fees			
E	Obtain a certificate from prestigious Institute			
F	Provision of stipend and meal during training			
G	Provision of free uniform			
H	To gain new skills & knowledge			
I	To improve social status			
J	To enhance confidence and self-esteem			
K	Others (pl. specify)			
<b>C. Employment Status before Training</b>				
14. Were you employed at any point in time before taking admission to the course			Yes	/No
14.a: If not employed, what were you doing?	Studying		Unemployed	
14.b: If employed, what was its nature?	Self- employed	Casual worker	Support staff	Others
14.c: If self-employed, specify its type	Cultivator	Petty vendor	Running a shop	Others (Pl. specify)
15: What was the permanency of your job?	Regular	Seasonal	Part-time	Others (Pl. specify)
16. Sector in which you were employed	Agriculture	Manufacturing	Services	Others (specify pl.)

16.a: If services, which sector was it?	Hospitality		Banking & insurance		Retail		Others	
16.a.1: If hospitality, which segment?	Hotel	Supplementary accommodation	Restaurants		Dhaba/ canteen		Others (specify pl.)	
17. Your monthly income before attending training			: Rs. _____					
<b>D. Employment status Post training</b> (Answer only relevant section- D.1; D-2 or D-3 as case may be)								
18. Did you seek job after undergoing training under H-s-R-T scheme?			Yes			No		
19. What is your employment status after training under H-s-R-T scheme?		Employed		Self-employed			Unemployed	
19.a: If you have not been employed in line with training under H-s-R-T scheme, what are you doing at present?		Gone back to previous job		Engaged with a job not connected with training			Others (Pl. specify)	
<b>D.1: Status of those employed</b>								
20: Name the employer you are presently working with?			:					
21. What is your present designation?			:					
22. Has H-s-R-T training helped you to improve your designation & job profile			Yes			No		
23. Name the sector your are presently employment with			:					
24. Were you particular about getting a job in hospitality/ tourism sector after training?			Yes			No		
25. What is the permanency of your job after training?		Regular	Seasonal	Part-time		Daily-wage		Others (Pl. specify)
26. Distance between residence and workplace			: _____ KM					
27. Have you ever changed your job after being trained under H-s-R-T Scheme and employed?			Never			_____ times		
27.a: What was the reason for changing your job?		Better offer was available		Wanted to be closer to home		Work environment was discouraging		Others (Pl. specify)
28. Do you think that H-s-R-T training provided you enough opportunities for changing jobs and seek better prospects?			Yes			No		Cannot say

<b>D.2: Status of those in self-employment</b>						
29. If you are self-employed after H-s-R-T training, specify the sector				:		
30. According to you, does H-s-R-T training adequately equip the interested persons to start new ventures in hospitality/ tourism sector?				Yes	No	Cannot say
31. What is the source of finance for your self-employment venture?				Own source	Bank loan	Borrowed from local money lender
				Arranged from family and friends	Others (Pl. specify)	
32. Other than you, how many persons are working in your venture?			None		_____ persons	
33. What is your relation with the workers in your venture			Family/relations	Non-relations	Both	
<b>D.3: Remaining unemployed after training</b>						
34. If you are still unemployed after being training, what is the reason?			Did not want to work	Lack of interest on part of employer	Did not find anyone to help	
			Did not want to be far away for a job	No job was available in the vicinity of home	Others (Pl. specify)	
35. Are you still hopeful of finding a job based on your H-s-R-T training?			Yes		No	
<b>E. Earnings &amp; Job Satisfaction</b>						
36. State your present monthly salary (Income, if case self-employed)				: Rs. ....		
37. If you are an employee, what other benefits than salary you are getting from the employer.			None	P.F	ESI	Life insurance
			Paid leaves	Complementary meal	Complementary stay	Others (Pl. specify)
38. Has your personal income increased after being trained & employed under H-s-R-T Scheme?				Yes		No
39. Do you think that H-s-R-T training provided you an opportunity to better your job profile?				Yes		No
39.a: If yes, state the manner in which it helped you.			Stable job	Better quality of work	More acceptance in work place	Better treatment by colleagues
						Others (Pl. specify)
40. Are you satisfied with the employment after training?				Yes		No

40.a: If not satisfied with present income, what are the reasons?	<b>Reasons</b>				<b>Rank</b> (1- highest; 6-lowest)	
	a	Inadequate remuneration				
	b	Poor working condition				
	c	Job is not regular				
	d	Service benefits of the establishment are not given				
	e	Improper treatment being meted out to me by superiors				
	f	Others (pl. specify)				
41. If you did not seek employment on completion of training, specify the reason?	Job in offer was not encouraging as initially thought		Did not want to work	Was interested only in the course and certificate	Did not want to move away from home	
	Wanted to mobilise resources to start own venture		Salary in offer was very less	Others (Pl. specify)		
42. If you are seeking employment now, what type of job are you looking at?	Job based on H-s-R-T training			Any Job in offer/ available		
	Self-employment			Still undecided		
<b>F. Trainee's Perception on Placement Support</b>						
43. Does Institute have separate arrangement for placement of H-s-R-T trainees				Yes	No	
44. Has Institute provided information about arrangement for placement in advance?				Yes	No	
45. How was your job arranged after training?	By Institute	Own efforts	Through a friend/relative	Through placement agency	4. Other source (Pl. specify)	
47. How do you rate the support of the Institute for placement of H-s-R-T trainees?	Very good	Good	Fair	Poor	Very poor	
<b>G. Trainee's Perception on H-s-R-T Training</b>						
48. How do you rate the course contents?	<b>Course details</b>		<b>Very useful</b>	<b>Useful</b>	<b>Not useful</b>	<b>No comments</b>
	a	Topics/ course contents				
	b	Practical training				
	c	Learning time				
	d	Teaching and training effectiveness				
	e	Use of industry-specific audio-visuals/				



		contents				
	f	Exposure				
	g	Caring of trainees				
49. Do you think that attending H-s-R-T course indeed benefited you					Yes	No
49.a: If yes, rate the manner in which it benefited you?						
	<b>Benefits</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>No comments</b>
a	Helped in getting gainful employment					
b	Bettered employment & income					
c	Gained new skills & knowledge					
d	Enhanced confidence level and self-esteem					
e	Improved social status					
f	Changed my outlook towards life					
g	Others (pl. specify)					
50. What is your overall experience with the course?		Highly satisfactory	Satisfactory	Unsatisfactory	Highly unsatisfactory	No comments
51. Do you recommend H-s-R-T courses to others					Yes	No
52. Do you wish to undergo any further training under H-s-R-T Scheme?					Yes	No
53. Will you be able to find time for such trainings?					Yes	No
<b>F. Any other relevant information</b>						

## ANNEXURE IV

**Indian Institute of Tourism & Travel Management  
Ministry of Tourism, Govt. of India**

**Questionnaire for Institute**

We are pleased to state that the Union Ministry of Tourism has commissioned a study titled *Evaluating Effectiveness of 'Hunar Se Rozgar' Scheme* to Indian Institute of Tourism and Travel Management. This study aims to examine the effectiveness of this popular scheme as a means for gainful employment/ betterment of the employment among less educated youths and to suggest appropriate mechanisms to make the Scheme more effective and widen its scope.

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Thanking you,

For the Study  
Chief Investigator  
NIWS, Indian Institute of Tourism & Travel Management

Survey Destination	:	Name of the Invigilator	:	
Name of Respondent	:	Designation & Contact of Respondent	:	
Interview/ survey date	:			
<b>A. Institute Profile</b>				
1. Name of Institution	:	2. Year of establishing	:	
3. Location	:	4. Year of commencing H-s-R-T courses	:	
5. Departments & faculty strength	Departments		Faculty Size	
			Regular	Contract
	a			
	b			

	c					
	d					
	e					
	f					
6. Courses offered & student strength ( <i>Excluding H-s-R-T courses</i> )	<b>Courses</b>		<b>Students strength</b>			
			1 <sup>st</sup> Year	2 <sup>nd</sup> Year		
			3 <sup>rd</sup> Year	Total		
	a	Undergraduate				
	b	Post-graduate				
	c	Diploma/ Certificate courses other than H-s-R-T				
<b>B. Response Pattern for H-s-R-T Courses</b>						
7. Courses conducted under H-s-R-T scheme from inception up to 31-03-2011	<b>H-s-R-T Courses</b>		<b>Total batches</b> (up to 31-03-2011)	<b>Total trainees</b>		
				Male	Female	
	a	F & B				
	b	Food Production				
	c	Others, if any				
	<b>Total</b>					
8. Name the newspapers & magazines usually selected for announcement of H-s-R-T courses.	English		:			
	Vernacular		:			
9. What other mediums are used for carrying out H-s-R-T course announcement?	T.V	Radio	Internet	Govt. departments	Industry/ professional bodies	Other means (Pl. specify)
10. What has been the trend in number of applications since launch of H-s-R-T courses?	Consistently increasing		Consistently decreasing	Numbers fluctuate	Difficult to say	
11. Does your Institute receive adequate applications to fill seats of all H-s-R-T courses?				Yes	No	
12. Do applicants show preference for any particular course?				Yes	No	

12.a: If yes, name the course?		<b>Food production</b>	<b>F&amp;B service</b>
13. According to you, what motivate the aspirants to take admission in H-s-R-T courses?	<b>Motivation</b>		<b>Rank</b> (1 highest & 10 lowest)
	a	Consider it as source for gainful employment	
	b	Think of it to equip them for self-employment	
	c	Expected it to improve income	
	d	There was no course fees	
	e	Obtaining certificate from a prestigious Institute	
	f	Provision of stipend and meal during training	
	g	Free uniform was offered	
	h	To gain new skills & knowledge	
	i	To improve social status	
	j	To enhance confidence and self-esteem	
	k	Others (pl. specify)	
<b>C. Conduct of H-s-R-T Courses</b>			
14. Which part of the year that H-s-R-T trainings are usually conducted by your Institute	During vacations	When academic activities are relatively less	Any time of the year
15. What arrangements does your Institute have for faculty to organise H-s-R-T training activities?	Source internal faculty only	Both internal and external faculty	Only external faculty
	Both internal & contractual faculty	Only contractual faculty	Other arrangements, if any (Pl. specify)
16. What arrangement does Institute have for space to conduct H-s-R-T training?	Utilise classroom & lab of the Institute	Utilise Institute's classroom & hire outside lab	Utilise Institute's lab & hire outside classroom
	Hire outside lab & classroom	Schedule course during long vacation	Other arrangements, if any (Pl. specify)
17. Are there trainees dropping-out from the courses?	Yes		No

18. Drop-out rate is higher in which course?	Food Production		F&B Service		
19. Which group has more drop-outs	Male		Female		Difficult say
20. What is the probable reason(s) for dropping-out? <b>Rank : (1 highest &amp; 10 lowest)</b>	a. Lack of interest	b. Inability to cope with course	c. Apprehension about job prospects	d. Family reasons	e. Others, if any (Pl. specify)
21. How is evaluation of H-s-R-T courses carried out?	Evaluation mode			Weightage (out of 100)	
	a	Written test			
	b	Oral test			
	c	Practical examination			
	d	Others, if any (Pl. specify)			
22. State failure rate in a course	_____ %				
23. Are there provisions to permit re-appearing of the failed trainees?			Yes	No	
23.a: If yes, whether the trainees avail of such provision?			Yes	No	
23.b: If no mechanisms are in place for re-appearing, what would you suggest?	:				
<b>D. Female Participation in H-s-R-T Courses</b>					
24. What is average intake of females in a particular batch?	: _____ %				
25. What is the trend in number of female candidates taking admission in H-s-R-T courses	Increasing		Decreasing		Fluctuating
26. Name the course that female applicants show preference?			None	F&B service	Food production
27. Do female trainees seek job on completion of training?			Yes	No	
28. Are employers keen on recruiting female trainees?			Yes	No	
<b>E. Placement Initiatives</b>					
28. Does your Institute make arrangements for placing H-s-R-T trainees?			Yes	No	
29. What is the monthly salary in offer for H-s-R-T course pass-out?	: From Rs. _____ to Rs. _____				
30. Whether employers show preference for trainees of any particular course in offer?			None	F&B service	Food

						production					
31. How Institute reaches out to prospective employers for placing H-s-R-T trainees?	<b>Means</b>						<b>Put √</b>				
	a	Brochure/ placement letter									
	b	Internet									
	c	Inviting employers to institute									
	d	Facilitating interaction between employers & trainees									
	e	Liaisoning with industry/ professional bodies									
	f	All of the above									
	g	Other means, if any (Pl. specify)									
32. Whether Institute upload the details of successful H-s-R-T trainees on its website?				Yes		No					
33. How many employers, on an average, visit your Institute for placement of H-s-R-T trainees?				: _____ nos.							
34. How do you rate the response of potential employers for recruitment of H-s-R-T trainees? <b>Put √</b>		Very encouraging		Encouraging		Not encouraging		Totally discouraging		No comments	
35. What are major constraints of the Institute for placement of H-s-R-T trainees?	<b>Constraints</b>								<b>Rank</b> (1 highest & 8 lowest)		
	a	Lack of awareness of H-s-R-T training among employers									
	b	Absence of designated official for placement work									
	c	Lack of fund for placement work									
	d	Ineffective liaisoning with Industry									
	e	Poor quality of trainees									
	f	Employers can get cheaper labour for same job									
	g	Syllabus mismatch with industry needs									
36. What measures do you suggest for effective placement of H-s-R-T trainees?	<b>Measures</b>								<b>Rank</b> (1 highest & 8 lowest)		
	a	A designated official for placement work									
	b	Provision of fund/ financial support for placement									

		work				
	c	Popularisation of the scheme				
	d	More thrust on soft skill development				
	e	Others (Pl. specify)				
37. Name the segment where H-s-R-T trainees usually get placements (Rank in the order of importance; 1 highest & 6 lowest)	a.	b. Small	c.	d. Local	e.	f. Banking/
	Classified hotels	hotels	Branded restaurant	eateries/ Dhabas	Transport & allied	insurance etc.
38. Whether all trainees seek employment after H-s-R-T training?				Yes		No
38.a: If not, state the reasons do they cite not seeking employment? (Rank : 1 for highest & 5 for lowest)	a. Job in offer was not encouraging as initially thought		b. Not interested	c. Wanted to start own venture	d. Job was not available locally	e. Others (Pl. specify)
<b>F. Promotion of H-s-R-T Courses</b>						
39. What are the main constraints of your Institute in conducting the courses under H-s-R-T Scheme?	<b>Constraints</b>				<b>Rank</b> (1 for highest & 6 for lowest)	
	a	Inadequate faculty size				
	b	Lack of space				
	c	Lack of lab/ kitchen				
	d	Lack of other infrastructure				
	e	Poor quality of course aspirants				
	f	Other reasons (Pl. specify)				
40. How can the courses under this Scheme be further popularised?	<b>Actions</b>				<b>Rank</b> (1 for highest & 6 for lowest)	
	a	Focused campaigns to increase awareness about benefits the Scheme and courses				
	b	Setting up of necessary infrastructure for training at Institute				
	c	Provision of necessary faculty				

	d	Interaction with establishments and professional bodies.						
	e	Involvement of local administration						
	f	Other reasons (Pl. specify)						
41. Do you think that existing 06-week duration course is adequate for proper skill development of trainees and employment subsequently?			Yes		No			
42. If not, what should be the ideal course duration?			08 weeks		10 weeks		12 weeks	
43. Beside F&B and House Keeping courses being offered at present, what other courses can be considered under the H-s-R-T scheme to widen the scope of capacity building initiatives?	Course suggested					Min. Duration		
	A							
	B							
	C							
<b>Any other relevant information</b>								



**Indian Institute of Tourism & Travel Management****Ministry of Tourism, Govt. of India****Questionnaire For Employers**

We are pleased to state that the Union Ministry of Tourism has commissioned a study titled ***Evaluating Effectiveness of 'Hunar Se Rozgar' Scheme*** to Indian Institute of Tourism and Travel Management. This study aims to examine the effectiveness of this popular scheme as a means for gainful employment/ betterment of the employment among less educated youths and to suggest appropriate mechanisms to make the Scheme more effective and widen its scope.

We would highly appreciate receiving your valuable responses to the questions contained in this document. No portion of it will be shared with any outside agency/ individual and the confidentiality of information will be maintained. Your kind cooperation is duly solicited.

Thanking you,

For the Study  
Chief Investigator  
NIWS, Indian Institute of Tourism & Travel Management  
Goa, Oct. 2011  
Ph: 0832-2436400

Survey Destination: .....  
Name of the Invigilator.....

**A. Establishment Profile:****A.1 General Information**

1. Name of Institution			
2. Location/ Place			
3. Year of establishing			
4. Sector of establishment	Tourism	Hospitality	Transport
	Other services sector	Sector other than services	
5. Establishment s' investment base (in Rs.)	Up to 5 lacs	5-10 lacs	10-20 lacs
	20-50 lacs	50-100 lacs	Above 100 lacs

**A.2 Number & status of Employees working in the establishment:**

Regular	Seasonal	Daily-wage	Contracted from agency	Total

**A.3 Type of establishment**

1. Proprietorship	2. Joint-family	3. Partnership	4. Private Ltd. Co.
5. Co-operative	6. Public Ltd. Co.	7. Others (specify pl.)	

## B. Feedback on Trainees & Course Content

B.5 What types of jobs are usually offered to H-s-R-T trainees?

Course	Mostly regular	Mostly contractual	Mostly seasonal	Mostly daily-wage	Others (Pl. specify)
F & B					
House keeping					
Others (Pl. specify)					

B.1 How do you rate employability of H-s-R-T trainees?

V. good	Good	Satisfactory	Not good	No comments
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B.2 If you consider them not satisfactory for employment even after the training, what further needs to be done?

Action	Rank (1- highest & 6 lowest)
1. Knowledge & skill up-gradation	
2. Improve communication	
3. Strengthen etiquettes & manners	
4. More practical knowledge	
5. Create service mentality	
6. Others (Pl. specify)	

B.3 How did you select H-s-R-T trainees?

Institute facilitated	Advertisement	Walk-in of trainees	Other modes (specify pl.)
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B.4 Did the Institute approach you in advance for placement of H-s-R-T trainee? **Yes/ No**

B.5 Has any H-s-R-T trainee employed by your establishment left in between? **Yes/ No**

B.6 What reasons did they cite for leaving the job?

1. Inadequate salary	2. Better job offer	3. Long working hours	4. Distance from home
5. Family reasons	6. Lack of paid leaves	7. Others (specify pl.)	

B.7 How do you rate the H-s-R-T course contents *vis-à-vis* employability of the trainees?

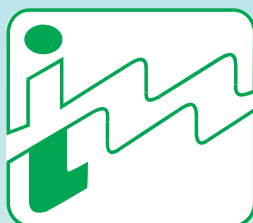
Attributes	Food & Beverage		House Keeping	
	Adequate	Inadequate	Adequate	Inadequate
1. Job-Specific knowledge				
2. Job-specific skills				
3. Practical knowledge				
4. Personality development				
5. Course duration				
6. Others (Pl. specify)				

B.8 Besides F&B and House Keeping courses presently being offered under H-s-R-T Scheme, you do think that some other courses can also be included for skill development under the Scheme?

**Yes/ No**

B.8.a If yes, what are those areas?

C Any other relevant information:



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