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**IN-DEPTH INTERVIEWS ON SELECTED ISSUES OF  
PARTICIPANT TRAINING IN NEPAL**

*(Report Submitted to USAID Mission to Nepal)*



**HIMALAYAN STUDIES CENTRE**  
*15/1 Earth House, Thamel, Kathmandu*

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## STUDY TEAM

Prof. Ganesh Raj Singh : Project Director

Prof. Surendra Bahadur Shrestha

Prof. Ayan Bahadur Shrestha

Dr. Bhuchandra P.R. Baidya

## PREFACE

The present study is an extension of the earlier study entitled 'Organizational Case Studies on the Impact of USAID-Sponsored Participant Training on Development in Nepal' conducted by this Centre and sponsored by the USAID Mission to Nepal. The purpose here is to analyse the information, ideas and opinion of the insightful persons and personalities of Nepal including senior policy makers, government officials, educationists, experts and intellectuals, private sector entrepreneurs, and donor agency staff about certain key aspects of Participant Training in the country. The findings of the study have their own weight as most respondents are top level elites of the country.

In course of conducting this study, we have received invaluable supports and cooperation from many offices and officials. We are grateful to all of them.

First of all, we express our extreme gratitude to the USAID Mission to Nepal which not only sponsored and supported the study but also favoured us with all sort of helps and consideration we approached for. We extend our heartfelt gratitude to Mr. David Wilson, Ms. Jean Meadowcroft, and Mr. Lawrence Pradhan for granting interviews. Likewise, we appreciate the cooperation extended by Messrs. Allen Eisenberg, Khem Gurung and Nigma Yolmo at different points of the study.

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Finally, I have deep sense of gratitude to members of the study team for their hard work and concrete efforts.

Kathmandu

(Ganesh Raj Singh)  
Executive Director

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## CHAPTER I

### PURPOSE AND METHOD OF THE STUDY

#### Introduction

Nepal-US relations is now four decades old. American partnership in Nepal's development has a recorded history of 37 years. Since the signing of the Point Four Agreement on Technical Cooperation in 1951, the US Government has been extending growing volumes of financial and technical assistance to Nepal.

One significant dimension of US support to Nepal is the training of a larger number of Nepalese nationals in different areas of academics and development through the Participant Training Programme (PTP). Beginning in 1952, the PTP has provided a larger number of Nepalese people with opportunities to develop and upgrade their knowledge and skills. Official records show that, by the end of 1984, some 3884 persons had undergone this training programme in different institutions of USA or other countries. Some more persons have been trained thereafter and some are undergoing training at the moment. The returned trainees of the PTP (PTs) have served or are serving many development organizations or offices of Nepal at the government, corporate or, in few cases, even private sector. They have done so in different important capacities, some of them at top level positions as ministers, planners, policy and decision makers, administrators, politicians and statesmen.

By several counts, there is ample scope for making an impact study of the PTP in Nepal. Three pursuits of impact evaluation have been completed in recent years. They include a sample survey of PTs, organizational case studies of four development organizations, and a contextual overview. The present study, which aims to gather insightful information and ideas about certain key issues of the PTP through indepth interviews of the persons and personalities having intimate knowledge about this scheme and its impact, is the fourth in the series.

#### Purpose of the Study

The purpose of the study was to conduct indepth interviews of senior policy makers, government officials, educationists/development experts/intellectuals, lead

entrepreneurs of the private sector, and donor agency staff. The main objective of such interviews was to discuss a set of key issues with a view to assessing the current status, identifying the major problems, and developing suggestions and recommendations for future consideration. The issues selected for discussion during interviews were as follows:

1. Utilization of Knowledge and Skills

- extent of utilization and identification of used components of training experiences.
- major barriers to utilization of training.
- harmful effects of training
- suggestions for improvement in utilization.

2. Third Country versus US Training

- Relative advantages of training in the USA
- Relative advantages of training in the Third Countries including the neighbouring countries
- Priority areas and training modes for the US and Third Country training.

3. Participant Training and Women

- Reasons for low participation of women in training
- Suggestions to promote women participation
- Priority areas for training women.

4. Participant Training and Private Sector

- Priority areas for US support to training in private sector
- Desired mechanism for selection of trainees

### 3.

- Preferable modes of training
- Policies relating to post-training placement and follow-up

### 5. Sectoral Impact of Training

- Impact on Agriculture, Education, and Health and Family Planning Sectors with reference to appropriateness/linkage with sectoral needs, nature of impact, and major contributions to organizational growth.

### 6. Macro-level Impact of Training

- On setting of development priorities
- On development of technical manpower and dissemination of modern technology
- on reforming and strengthening development administration

### Methods of the Study

The present study is basically an opinion survey of insightful and knowledgeable persons about the PTP. The methodological aspects, therefore, dealt with four key steps - the selection of persons for interview, development of tools, conduct and recording of interviews, and processing and analysis of findings. The procedures adopted are described below.

#### 1. Selection of Persons for Interviews

The quality of information and ideas gathered through interviews depends upon the status, background and insights of the persons selected for the purpose. For a study like the present one, the interviewees should necessarily be the ones who have served or are serving key positions as politicians, planners, policy and decision makers, administrators, and educationists in different walks of national life. This was, indeed, the thrust of the 'Statement of Work' developed by the USAID office for pursuing the present study.

A tentative list of carefully selected persons was developed, which was later finalized in consultation with the PFC/CDIE expert from Washington D.C. who visited Kathmandu at the initial stage of the study. The said list, which was finally approved by the USAID office, contained a pool of 135 persons representing different roles and positions ranging from apex bodies (cabinet, National Panchayat or National Planning Commission) to some field level offices. The target was to interview at least 80 persons from the pool. Provisions were, however, made to replace or add few new names (as per the letter of instruction issued by the PFC/CDIE expert) but not distorting the overall status and representation given in the original list.

On the whole, 84 persons were interviewed including 15 females. They included 32 senior policy makers, 23 government officials, 19 educationists/experts/intellectuals, 6 private sector entrepreneurs, and 4 donor agency personnel (for details, see Annex - A).

## 2. Development of Tools

In view of the intent and nature of the study, it appeared that open interviews would more suit the purpose. An interview guide was developed accordingly, which sought to collect information about the personal data of the respondent and his/her views about the selected issues of the PTP stated above (For details, see Annex - B). In some cases, some additional points were also discussed and the findings have been incorporated wherever suitable in the report.

## 3. Conduct and Recording of Interviews

In all the cases, panel interviews were conducted i.e. more than one interviewer interviewed the respondent at the same time. This was done to ensure that interviews were more accurately recorded on the one hand and cross-checking of notes for reliability would be facilitated on the other. On top of that, this practice also helped the interviewers to complement each other while discussing with the respondents. Needless to say, interview notes were developed into systematic records immediately after the conduct of interviews.

#### 4. Processing and Analysis of Findings

Finally, the interview records were processed and classified to develop the main report of the study. Individual interview notes were used as the basis of developing profiles and interview records.

#### End outcomes of the Study

As stated above, the objective of the study was to gather information, insights and ideas about the PTP both collectively and individually. The end products were therefore three in number:

1. Precise but comprehensive report of the study containing compact summary of the individual interviews, reflections and observations of the researchers, and recommendations for consideration in future.
2. Profiles of 25 outstanding PTs mainly on the basis of information collected through interviews.
3. Interview records of other 59 respondents in individual summary form.

#### Definitions of Key Terms

For all practical purposes of the study, the persons interviewed were classified and grouped using following provisional definitions:

1. Returned Participants (RTs): A Nepalese national who has undergone PTP.
2. Outstanding PTs : The PTs who have distinguished themselves in different fields. In the present study, they included Senior Policy makers (defined below), professors or other professionals making significant contribution in their respective fields.

3. Senior Policy Makers  
(SPM):

The persons who have served or are serving such key positions as Minister, National Panchayat Member, Panchayat Policy and Evaluation Committee Member, Former Go to Village National Campaign Central Committee Member, National Planning Commission Member, National Development Council Member, Vice-Chancellor of University, Vice-chairman of National Commission on Population, Public Service Commission Member, Secretaries of HMG Ministries, National Education Committee Secretary, etc.

4. Government Officials  
(GO):

HMG employees of officer level i.e. Section Officer to Joint Secretary level.

5. Educationists/Intellectuals (EI): Professors,

Researchers, Professionals, Senior Teachers, Journalists, etc.

6. Private Sector  
Entrepreneurs (PSE):

Industrialists, Managers, Business Organization leaders, etc.

7. Donor Agency Staff (DAS): Nepalese or foreign nationals serving the Donor Agency offices in Kathmandu.

## CHAPTER II

### MAJOR FINDINGS AND DISCUSSION

This chapter deals with the information, ideas and opinions which emerged in course of discussion with the persons interviewed on issues selected for the study. It begins with a brief description of the general status of the respondents with reference to such particulars as sex, age, academic qualification, placement, training background and roles. This is followed by presentation of and discussion on the respondents' views relating to the six issues of the Participant Training Programme (PTP).

#### Status of the Respondents

On the whole, 84 persons including 15 females were interviewed. Most of them were senior persons with long and diverse job experiences. 40 respondents (48 percent of the total) belonged to the age group of 50 to 59 years, followed by another group of 31 respondents (37 percent of the total) aged between 40 and 49 years. Nine respondents were of 60 years or above and only three respondents were less than 40 years old. All of them had long professional experiences in varying capacities and positions.

Majority of the respondents (48 out of 84) had Masters level degrees. A large number of respondents (23) had Ph.D. level degrees. Among the rest, eight persons had Bachelors level degrees and, in the case of five respondents, the academic qualification was below this level.

Most of the respondents (72 i.e. 86 percent of the total) were serving different organizations in varying but important capacities. 12 persons interviewed were retired officials after long and diverse job experiences. Many of those who were in job at the time of interview were holding key positions in different points and places of Nepal's national life. For instance, they included two Hon'ble Members of National Panchayat (both having long past experiences as Ministers), two Hon'ble Members of Panchayat Policy and Evaluation Committee (one of them again an ex-Minister), one Vice-Chairman and two members of National Planning Commission, two members of National Development Council (one of them being an ex-Vice Chairman of National Planning Commission), one Vice-Chairman of National

Commission on Population, one Chairman and one member of Public Service Commission, one Vice-Chancellor of Tribhuvan University, one Executive Director of Nepal Administrative Staff College, five Secretaries of different line ministries, and many more high level officials associated with different ministries, departments or organizations of His Majesty's Government of Nepal. They also included many professors, professionals, researchers, journalists and prominent private sector leaders of the industrial and mercantile community. Four of them were serving the donor agency offices in Kathmandu, three persons associated with the USAID Office and one with the World Bank Office. Among those respondents who were not in job, two were ex-Ministers, two ex-members of National Panchayat, two ex-Vice Chancellors of Tribhuvan University, four ex-Secretaries of ministries of HMG, one ex-Member Secretary of Social Service National Coordination Council, and one ex-chief of FP/MCH. One of them, is presently working as the UN Resident Representative in Sri Lanka.

Two-thirds of the respondents (56 persons) had received training at different points of their professional career, and most of them (53 persons) were also PTs. Among the PTs, 51 persons had been trained in the USA.

For clarity and convenience of analysis, the respondents are classified into five broad groups namely Senior Policy Makers( SPM), Government Officials (GO), Educationists and Intellectuals (EI), Private Sector Entrepreneurs (PSE), and Donor Agency Staff (DAS). The classification is done on the basis of the definitions provisionally developed for the present purpose as stated at the end of the preceding chapter. The distribution of the respondents in terms of the said groupings is presented in Table II-1.

Table II-1:Classification of Respondents

<u>Group</u> (1)	<u>Number</u> (2)	<u>% of the Total</u> (3)	<u>No. of PTs</u> (4)	<u>4 as % of 2</u> (5)
Senior Policy Makers (SPM)	32 (4)	38	20 (3)	62
Government Officials (GO)	23 (9)	27	23 (9)	100
Educationists and Intellectuals (EI)	19 (1)	23	10 (1)	53
Private Sector Entrepreneurs (PSE)	6 (-)	7	-	-
Donor Agency Staff (DAS)	<u>4 (1)</u>	<u>5</u>	<u>-</u>	-
Total -	84 (15)	100	53 (13)	

Note: Figures inside brackets show number of females.

As the table shows, the largest single group of respondents included SPM which constituted 38 percent of the total (32 out of 84 persons). This is followed by GO representing 27 percent of the total respondents (23 persons), and EI with 19 respondents (23 percent of the total). Respondents belonging to PSE and DAS groups numbered six and four respectively. Majority of the female respondents were GOs (9 persons out of 13).

Many of the respondents were PTs. In the case of GOs, all were PTs. They constituted 62 percent and 53 percent of SPM and EI respondents respectively. None of the PSE respondents were PTs. This is only but natural considering the predominant focus of the PTP on governmental sector over the years.

Respondents' Views on Issues of PTF1. Utilization of Knowledge and Skills

The PTF was basically geared to enhance the knowledge and skills of the trainees who were supposed to work in the organizations/offices they were placed upon return. It was the general presumption that the knowledge and skills learnt or upgraded in course of training would be utilized and this would promote the effectiveness and efficiency of the PTs in shouldering their roles and responsibilities ultimately leading to improvements in the performance of the institutions they work with. The study therefore laid its focus on issues relating to utilization of training after return.

Five important points were discussed with the respondents in this context. They were the extent of utilization, aspects of utilization, major barriers to utilization, harmful effects of training and finally, suggestions for improvement in future. The summary of findings is given below.

Extent of Utilization

The responses of the interviewees are presented in Table II-2. As the table shows, half of the respondents felt that the extent of utilization was high whereas one-third of them viewed it as moderate. Some 11 respondents rated the extent of utilization to be low while two respondents did not see any utilization at all.

Most of the respondents who felt high degree of utilization were PTs. But, curiously enough, one of the two respondents who did not see any utilization of training was also a PT. Many SPMs (13), many more GOs (18), some EIs (8) and all the four DASs had the impression that training was highly utilized. None of the GOs and DASs felt that training was poorly utilized. On the whole, most SPMs, GOs, and EIs and all DASs had the impression that the extent of utilization of training was high or moderate. On the contrary, most of the PSEs had a poorer opinion about it, perhaps due to lack of experiences with the working of PTs directly under their supervision.

Table II-2Extent of Utilization of Training

<u>Frequency of Response/ Ratings</u>	<u>SPM</u>	<u>GO</u>	<u>EI</u>	<u>PSE</u>	<u>DAS</u>	<u>Total</u>
High Utilization	13(10)	18(18)	8(7)	-	4(-)	43(35)
Moderate Utilization	12 (8)	5 (5)	9(1)	2(-)	-	28(14)
Low Utilization	6 (1)	-	2 (2)	3(-)	-	11 (3)
No Utilization	<u>1 (1)</u>	<u>-</u>	<u>-</u>	<u>1(-)</u>	<u>-</u>	<u>2 (1)</u>
Total -	32(20)	23(23)	19(10)	6(-)	4(-)	84(53)

Notes: a) Figures inside brackets show number of PTs.

- b) High Utilization Rate: 75% or above  
 Moderate Utilization Rate: 50 to 74%  
 Low Utilization Rate: Below 50%

Aspects of Utilization

In course of discussion, the respondents identified some major aspects of training experiences which were found to be utilized. The summary of responses is given in Table II-3. As the table shows, the PTP has marked a record success in broadening the insights and outlook of the PTs on the one hand and equipping them with new ideas, concepts and theories and/or new methods, practices and techniques on the other. Such an enhancing of knowledge, skills or exposure is reported to have made a profound impact crystallized in the form of increased capacity to plan, programme or initiate projects or to handle different innovations and experiments. Moreover, this has directly or indirectly promoted the PTs' capacity to implement programmes assigned to them.

Table II-3Aspects of Utilization of Training

<u>Frequency of Response/ Aspects of Utilization</u>	<u>SPM</u>	<u>GO</u>	<u>E1</u>	<u>PSE</u>	<u>DAS</u>	<u>Total</u>
New Insights and Outlook	12	13	8	1	2	36
New Methods, Techniques and Practices	10	14	7	-	2	33
New Ideas, Concepts and Theories	9	13	6	-	3	31
Planning, Programming and Project Initiation	10	12	7	-	1	30
Innovations and Experiments	5	3	7	-	-	15
Direct Observation/ Practical Experiences	5	2	2	-	2	11
Research Methods and Skills	1	2	6	-	-	9
Programme Implementation	1	3	4	-	-	8
Leadership Skills	1	3	3	-	-	7
Material Development Skills	-	2	2	-	-	4
Problem Solving and Decision Making	-	1	3	-	-	4
Technical Skills	-	2	1	-	-	3
Behavioural Skills	-	1	2	-	-	3

To begin with, education sector seems to have recorded significant cases of utilization of training. In the words of an ex-Vice Chancellor of Tribhuvan

University, who is himself a PT and one of the founders of teacher training in Nepal, "Every PT has made some impact through utilization of his or her training." Another respondent, who has served the education sector for more than 25 years and is presently a Secretary to one Ministry of HMG, clarified the point when she said, "PTP has indeed pioneered the process of modernizing the education system of Nepal". In her words, "PTP gave a concrete shape to teacher training in the country, and the introduction of many new concepts including the social studies is a contribution of PTP." According to another respondent, "Trying out learner based teaching methods was the impact of PTP in Nepal." One PT played a crucial role in developing the first girl's college in the Kingdom while another PT who founded and headed another girl's college later served as Minister of Education during the critical years of the National Education System Plan. Much of the credit of initiating the 'Diploma in Public Administration in Tribhuvan University' again goes to a PT.

In agriculture as well, the respondents cited several examples of utilization of training by PTs. To mention a few of them, many important programmes and projects including the 'Village Development Project', 'Seed Development Project', 'Food Purchase Project', etc. were pioneered by PTs. Health and family planning sector is no less rich in cases of utilization. In course of interview, a leading family planning medical personality of Nepal said, "I have fully utilized my training under the PTP".

Many respondents felt that their exposure to practical experiences and technical skills and equipment helped them to raise their working capacity. One ex-Secretary pointed out, "PTP was the first training experience in my life, and I first saw computer in the USA when I was undergoing training there." Some respondents viewed that they also learnt leadership and behavioural skills from the training.

By many counts, PTP seems to have significantly enhanced the knowledge, skills and exposure of the trainees. Not unnaturally, as viewed by a leading intellectual personality of Nepal, who is also an ex-Rector of the University, "Many PTs are visibly more well-equipped than many non-PTs." Perhaps, because of

varied experiences of learning and working, "PTP has made even a mediocre man good in many senses", said an ex-Minister of the country. There seems to be sufficient ground for a USAID personnel, who asserted in course of discussion that PTs had used their training very well.

#### Barriers to Utilization

What has been said above does not mean that training was fully utilized in all cases. "There are many cases of under-utilization", as an ex-Vice Chairman of National Planning Commission had the impression about the PTP. One significant point of discussion was obviously the identification of barriers to utilization of training. The major responses are summarized in Table II-4.

Table II-4Barriers to Utilization of Training

<u>Frequency of Response/ Barriers to Utilization</u>	<u>SPM</u>	<u>GO</u>	<u>EI</u>	<u>PSE</u>	<u>DAS</u>	<u>Total</u>
Unconducive Organizational Environment	12	7	10	2	1	32
Irrelevant Placement after Training	9	9	8	-	2	28
Lack of Equipment, Facilities and Supports	6	7	6	-	1	20
Difference in Socio-Cultural Setting	10	5	2	2	-	19
Uncongenial Rules and Regulations	6	-	-	2	-	8
Wrong Selection of Trainees	5	-	3	-	-	8
Lack of Policy to use Training	3	-	5	-	-	8
Irrelevant Content of Training	3	1	1	-	1	6
Cheap Training/Lack of Quality Control	1	-	1	-	1	3
Training Confined to Officer Level Persons	1	-	1	-	-	2
FTP Confined to Government Sector	-	-	-	2	-	2

Many factors were found to be posing barriers to utilization of training. The first and foremost one was the organizational environment where the FPs were placed to work. Many respondents felt that the work styles and environment of many organizations in Nepal

were not conducive to fuller utilization of training. Many things PTs learnt were new in character and Nepalese tradition was not much receptive to them. In such a situation, PTs started losing their inspiration soon after return. An eminent medical professional remarked, "Most PTs are civil servants, already cultured in old tradition and style, and the newness of learning from PTP is difficult for them to digest." An ex-Secretary said, "Organizational environment is more important. A PT can influence only when environment is conducive and leadership is exposed." Likewise, a national planner finds that the fault of under-utilization did not lie with the trainee nor the training agency but with the environment of the organization." In this way, job situation being much different from training situation constrained the fuller utilization of training.

Irrelevant placement of trainees after return due to frequent transfer of personnel from one organization to another was a critical issue raised by many respondents. One respondent cited an example of a PT, who was trained in family planning, but being placed in a T.B. Control Project mainly due to his conflict with the Project Chief. Likewise, a senior official was transferred to Ministry of Law and Justice immediately after he was trained in education. A senior professor said, "I was in USA for training in university administration. But I could not utilize it in Nepal because I was assigned other jobs all through." Similarly, one respondent reported that after being trained in the field of rural development he was transferred to Home Ministry to look after a different job. Another respondent, trained in primary education, is now working in the Directorate of Technical and Vocational Education. In such a situation, which is very much common in Nepal, it would not be naive to argue as a respondent did, "In Nepal, training has very little relation with job or profession." But, a senior official of the Ministry of Education and Culture finds him in a fortunate situation. He said, "I have never been transferred from this Ministry and this helps me to utilize my PTP training."

Lack of facilities, equipment and supports is another barrier viewed by many respondents. Many PTs, being trained in developed institutions with plenty of modern facilities and equipment as they were, naturally

found it difficult to use skills and knowledge in the home country where most things were at a rudimentary stage. One senior official said, "When I was under training I used to play with computers but after return I could not find even a workable calculator." In more cases, US-trained PTs reported such problems. Likewise, many respondents had the feeling that socio-cultural differences between the donor and recipient society and uncongenial and inflexible rules and regulations of the organizations also often posed barriers to utilization of training. It was also felt that the recipient country did not have a sound policy to promote use of training which was symbolized by frequent transfer of PTs to irrelevant jobs and positions.

One important point raised by some respondents related to selection of trainees. Training was often viewed as a reward for long service or loyalty to the boss. On the other hand, trainees were, more often than not, attracted by the chance to visit a foreign country more than an opportunity to learn. In many a cases, training opportunity was taken as a benefit to be distributed to the officials turn by turn or an effective way of rewarding the loyal subordinates. One senior GO said, "A person is sent for many kinds of training if his boss is in his favour." All these factors affected the nomination of candidates often resulting in the selection of wrong persons. In this context, an educationist made a witty remark, "A cat can never be a lion. But, the PTP, perhaps because it was perceived as a free tasteful lunch, was sometimes awarded to cats at the cost of lions."

Some respondents also showed their concern with irrelevance in the content of training. In the absence of tailor-made courses developed for the particular needs of the recipient country, PTs often were trained in irrelevant content areas. A senior GO cited an example of a PT who was trained in garbology who obviously became a misfit upon return and ultimately left the country itself. Another respondent talked about a PT who was trained in beef processing. Lack of quality control and high flexibility in academic rules of the American institutions had sometimes worsened the problem. Sometimes, the 'cafeteria system' of American education is reported to have made it easy for PTs to choose or even change subjects of training in their own

interest and for their own comfort. The cases of failures were quite scarce. A SPM made a sad remark, "Americans are more considerate. People do not fail the courses even without reasonable understanding of the content. This often makes training cheap and less contributive." A professor had the impression that sometimes the FTP appeared to be a 'diplomatic courtesy'.

Many barriers were thus identified; most of them had to do with the recipient country or organizations. An educationist viewed that the recipient organization is responsible for non-utilization or under utilization of training. On the other side, a respondent blamed the PTs for most cases of low utilization. "I have used more of the knowledge and skills and many more like me are there", was his remark. What is fundamental was, in the words of a SPM, "A PT should look like a lady, act like a man and work like a dog."

#### Harmful Effects of Training

One sensitive point of discussion was the harmful effects of training on the trainees and the organizations. Seventeen respondents did not find any such effect as they believed, "training as such is never harmful." Many others, however, identified some harmful effects. The responses are summarized in Table II-5.

Table II-5Harmful Effects of Training

<u>Frequency of Response/ Harmful Effects</u>	<u>SPM</u>	<u>GO</u>	<u>EI</u>	<u>PSE</u>	<u>DAS</u>	<u>Total</u>
Frustration of PTs	10	4	4	-	1	19
High ambitions	5	1	2	1	-	9
Tendency to immitate	5	-	2	!	-	8
Maladjustment/ cultural alienation	4	2	2	-	-	8
PT-class creation	2	4	1	-	-	7
Superiority complex of PTs	2	2	2	1	-	7
Brain drain	3	3	1	-	-	7
Negative attitude toward home country	-	-	1	-	-	1

As the table shows, PTP has recorded some effects, indirectly or directly harmful to the recipient society or organizations. To begin with, the point raised by the largest number of respondents related to the frustration of PTs. This was more prevalent among the PTs trained in the USA. PTs, as they come across new ideas, facilities, work styles, environment and exposure, during training go back to home country with very many inspirations, ambitions and expectations. But, as viewed by an ex-Minister, "They seldom find venue for expression." The persistent rules, regulations and work styles of the organizations they served did not allow them to go beyond a certain modest limit. Soon the inspirations were diluted and the PTs began to sense a "mismatch between training and tradition". As they fail to exert impact on performance of the organization they work, the rising tide of frustrations becomes a natural phenomenon. A GO finds training more professional but the job much non-professional. An organization is as good as its

staff are enthusiastic. The dumping of frustrated cadre often create dysfunctional effects. The case was reported to be more true with long-term PTs trained in the USA.

Ambition like inflation is a positive phenomenon so long as it does not cross the limit. But, when it goes too high from the surface of the reality, many problems begin to emerge. This has happened with some PTs, who gradually developed a sense of negativism. In the words of a SPM, "Sometimes PTs, particularly the ones trained in the USA, are very much demanding and the recipient country is not in a position to meet them." Slowly but steadily, the tendency of migration begins to develop which ultimately results in the brain drain of PTs. One significant example was that of a potential educator who ultimately went to the USA and settled there till death.

Tendency to immitate and transplant foreign practices is another serious point. Many PTs had the opinion that what they saw in the USA was the only truth in the world. "They try to see in Nepal an America in miniature", said an ex-member of National Panchayat. They do not leave any stone unturned to popularize the practice of playing a Nepali tune with an American pipe. As an educationist said, "PTs were good examples of British barking of a Nepali dog." The organizational climate cannot digest any radical change. Cultures die very hard. Soon, as some respondents pointed out, "The problem of maladjustment comes up". "This is all the more worsened by the superiority complex of PTs, particularly the Ph.D. level PTs, who think that they have touched the ceiling", said an educationist. Finally, the PTP, in the words of a prominent intellectual, "has created a new professional middle class of American babies irresponsible to the social demands of the country." But another intellectual took it as a positive phenomenon in the sense that it would promote forward looking attitude. The case is reported to be different with short-term PTs or third-country trained ones. A SPM, who is a national planner, was very much critical of the practice of sending people to USA for skill training. To him, "skill training component of the PTP is not much useful for Nepal."

Suggestions for Improvement

With a view to generating inputs for developing a set of recommendations at the end of the study the respondents were also requested to highlight the corrective measures. The responses are shown in Table II-6.

Table II-6Suggestions for Improvement

<u>Frequency of Response/ Suggestion</u>	<u>SPM</u>	<u>GO</u>	<u>EI</u>	<u>FSE</u>	<u>DAS</u>	<u>Total</u>
Develop need-based tailor-made courses	14	11	11	3	-	39
Proper selection of candidates	8	4	5	2	1	20
Proper selection of training institutions	4	2	3	-	-	9
Right placement after training	2	3	3	-	-	8
Long-range training plan and policy	6	1	1	-	-	8
Follow up and refresher training	1	3	2	-	-	6
Quality control during training	1	1	1	-	1	4
In-country training	3	-	-	1	-	4
Training for low level staff as well	1	-	-	-	-	1
PT-Alumni formation	-	-	-	1	-	1

## 2. US versus Third Country Training

PTs are now being trained in institutions of the USA or third countries. Initially, institutions in the USA were the places of training, but, in course of time, the focus has gradually been shifted to institutions of the third countries. One significant aspect of discussion with respondents was therefore the comparative assessment of training in the USA vis-a-vis training in the third countries. The major points discussed under this heading were relative advantages of training in the USA and the third countries, and priority areas of training in the said countries. The responses are summarized in Tables II-7 and II-8.

Table II-7

### Relative Advantages of Training in USA

<u>Frequency of Response/ Advantages of US Training</u>	<u>SPM</u>	<u>GO</u>	<u>EI</u>	<u>PSE</u>	<u>DAS</u>	<u>Total</u>
High quality of training	11	8	9	-	-	28
Better psychology of PTs	4	7	1	-	-	12
Advanced learning opportunities	3	4	2	-	-	9
Modern technology	2	3	-	-	-	5
Better social recognition	1	4	-	-	-	5
More confidence of PTs	2	-	1	-	-	3
Broader exposure	2	-	1	-	-	3
More relevance of training	-	2	-	-	-	2

Table II-8Relative Advantages of Training in Third Countries

<u>Frequency of Response/ Advantages of Third Country Training</u>	<u>SPM</u>	<u>GO</u>	<u>EI</u>	<u>PSE</u>	<u>DAS</u>	<u>Total</u>
More relevance of training	15	8	4	2	2	31
Cost effective	12	9	5	-	2	28
More practical and useful	10	5	-	-	-	15
High quality	1	1	-	-	1	3
Better psychology of PTs	1	-	-	-	-	1

As shown in Table II-7, many respondents had high opinion about the quality of training in the USA. A senior professor views that, though costlier in comparison to training in the third countries, PTP should be conducted in the institutions of the USA. Apart from quality, PTs trained in the USA were reported to have more exposure to advanced knowledge and modern technology. Not unnaturally, they commanded better social recognition and psychological gains. US-trained PTs were also rated as those with more confidence. To some respondents, training in the USA appeared no less relevant as compared to third countries. An ex-Vice Chancellor briefly remarked that most US-trained PTs were happier than others. In this context, the comment of a leading medical professional was much comprehensive. He said, "US PTs mark high psychologically. They have high thinking and confidence. Some American universities have programmes adapted to needs of the third world countries as well." An ex-Secretary viewed that training in the USA could never be undermined. In his words, "Most training programmes of the third countries were borrowed from the USA. Nepal should therefore look at the USA for competing with other third world countries." More or less similar was the view of a professor as well.

The strongest argument put forward in favour of training in the third countries was the relevance of training. A good number of respondents (31) found training in the third countries more relevant as compared to training in the USA. Because of similarities in geographical and socio-economic conditions, training in the third countries, particularly the neighbouring ones, were rated as more relevant, practical and useful. A leading personality of the education sector said, "Capacity to cope with home country upon return is more important than theoretical insight of training." Three respondents including one SPM, one GO and one DAS also found high quality in third country training when institutions were properly selected. A SPM further saw better psychological gain of a third country trained PT while an educationist bluntly said that third countries had third grade training programmes.

Fifteen respondents including five SPM, three GO, five EI and two PSE refused to make a choice between training in the USA and third countries. To them, "Quality and relevance depend upon the nature of courses, status of institutions and the strength of PTs, not the country as such." Nevertheless, "The PTs of third countries are less demanding and more adaptable" as an educationist said. Similar was the view of a DAS who opined, "Matching the training programme with the background and needs of the trainee is more difficult in the USA." A senior professional did not see much sense in making a choice and said, "Let us take the best of the both". An ex-Education Minister suggested that a better alternative would be to train raw persons first in the third countries and the matured ones in the USA.

So far as the priority areas for training in the USA and third countries is concerned, it was almost the general consensus that the USA could be a better place for advanced, high level and specialized courses and internship training. Subjects suggested for training in the USA included science and technology, management, computer and nuclear science, research methodology, development administration, environmental sciences and social sciences, to mention the major ones. Likewise, third countries were viewed better for basic courses, traditional subjects, middle level courses, and practical training. Areas suggested by many

respondents included development oriented training in agriculture, forestry, rural development, infrastructure building, medicine, population, education, planning, management and administration. To many of the respondents, training in para professional areas could be better in the third countries. A member of the National Planning Commission held the view that training in the USA should be only in those areas which are not available or not yet matured in the third countries. A Vice Chancellor, a GO and a professor also endorsed this point of view.

### 3. PTP and Women

Low participation of women in the PTP is an important point of concern. The study therefore made an attempt to identify the causes of low participation of women and explore ways to improve it. It also tried to identify some priority areas for training women.

#### Reasons for Low Participation of Women

The respondents viewed different reasons for the low participation of women in the PTP. Major reasons stated are presented in Table II-9.

Table II-9

Reasons for Low Participation of Women

<u>Frequency of Response/ Reasons</u>	<u>SPM</u>	<u>GO</u>	<u>EI</u>	<u>PSE</u>	<u>DAS</u>	<u>Total</u>
Low proportion of women in education	19	15	8	5	1	48
Low level of women employment	17	7	8	5	1	38
Social values and norms	17	8	8	3	1	37
Family responsibilities	7	6	2	1	1	17
Low availability of candidates	4	3	1	-	2	10
Low priority to women	2	4	2	-	-	8
Low competence of women	3	2	-	-	1	6
PTP subjects more suitable to men	3	-	1	-	-	4

Participation in training mainly depends upon the status of education and employment. The PT Programme was addressed mainly to employed persons with certain minimum academic qualification. As women lagged far behind the men in both these aspects, their low participation in PTP was only but natural. Women were conspicuously low at higher level positions which were mostly touched by the PTP. For instance, the Acting General Manager of Nepal Bank Ltd. pointed out in course of discussion that out of 8000 employees of his office only 400 were women and only one of them was at a high level position. Almost so was the case with many other offices.

Social values and norms in Nepal often pose formidable barriers to women's participation in training. Sexism here is in favour of man. "There are thousand and one reasons to explain why women are

backward in education, employment, and exposure - all negatively affecting their participation in training", said an educationist. The situation is all the more worsened by heavy family responsibilities women have to shoulder. In the words of a respondent who had to convince his wife to withdraw when she was selected for PTP, "A woman is either a wife or a daughter both with heavy family responsibilities and restrictions." All these factors lead to low availability of women candidates for training. As explained by a DAS, "Finding women candidates is a tough job even when 25 percent seats are reserved for them." On the contrary, some respondents had the guess that women were given low priority in the process of nomination.

'Low competence of women' was also identified as a cause of poor participation. According to some respondents, most subject areas of PTP were specialized courses often with masculine orientation in the context of Nepal. An educationist said, "Women in Nepal tend to study comfortable subjects whereas most programmes of PTP are specialized in nature. As such it is difficult to get qualified women candidates for training." On top of all these, there was always a lurking fear of mal-repercussions when a woman was far away from home for a long period of time.

#### Suggestions for Improvement

The interviewees were also asked to solicit ways for improving women participation in training. The responses are shown in Table II-10.

Table II-10Suggestions for Improving Women Participation

<u>Frequency of Response/ Suggestions</u>	<u>SFM</u>	<u>GO</u>	<u>EI</u>	<u>PSE</u>	<u>DAS</u>	<u>Total</u>
Special quota system for women	8	5	7	-	1	21
Preferential treatment for women	7	2	4	1	-	14
Promote female employment	4	5	3	2	-	14
Promote female education	5	3	3	1	-	12
Social awareness	4	2	1	1	-	8
Design special courses for women	3	5	-	-	-	8
Concentrate PTP for women in neighbouring countries	1	-	1	-	-	2
Restricted competition (among women only)	-	1	-	-	-	1

As the table shows, many respondents were in favour of allocating special quota or making preferential treatment for training women. Some of them liked to see especially designed courses for women. As viewed by a GO, who was a woman, "Designing of middle level professional courses with feminine orientation would promote women participation because men would not compete for such courses on the one hand and these courses do not demand for higher education background on the other." Two respondents also hoped that concentration of the PTP in neighbouring countries could encourage women to participate in training. It is interesting to note here that two respondents were not in favour of making any special provision for women and one of them was a woman PT.

### Priority Areas for Women

Many respondents suggested different subject areas for training women. More frequently suggested areas included education, medicine and para-medical courses, health and family planning, middle level professional courses in simple trades and cottage industries, management, home science, secretarial science, and arts and architecture. On the contrary, seventeen respondents including few women held the opinion that women were equally fit for any job and training subjects." "Training depends upon the aptitude of the candidate. Any area is equally good", argued the chief of a training organization.

### FTP and the Private Sector

In a mixed economy like Nepal, private sector has to play very many roles in development. Many private enterprises and NGOs are now emerging to participate in national development activities. But, the PTP has thus far been focussed on the public sector only.

The role of FTP in the private sector was one point of discussion with many respondents. Almost all of them agreed that private sector employees also should be provided with training opportunities under the PTP. The agencies suggested for consideration included NGOs, production industries such as manufacturing, cottage industries and handicrafts, and service industries including finance and banking, hotel industry and tourism, construction and housing, and consultancy firms. As reported by many respondents, the number of trained manpower was quite scarce in private enterprises. For instance, Nepal Bank Ltd., the largest private enterprise with 220 branches and 8000 staff had very few professionally trained employees. Two PSE respondents showed their dissatisfaction with the situation that "PTs were very much oriented to public sector employment, often unwilling to join private sector job even in a better pay scale." One PSE respondent was very much hopeful that the utilization of training by PTs would have been much better in the private sector.

Some priority areas for training in the private sector were suggested. They included courses in craftsmanship, planning, management, entrepreneurship

development, tourism, hotel industry, jute and cotton textiles, finance and banking, marketing, construction and housing, cooperatives, and dairy development, to mention the major ones. Few respondents also saw scope of training in the field of education, technology and family planning in the private sector.

Selection of candidates for training appears to be an important issue. Many respondents were in favour of open competition under the handling of an independent selection committee duly represented by HMG, concerned enterprises and the donor agency. Nevertheless, some respondents liked to make few provisions for direct nomination particularly in the case of SPM and senior officials of this sector. According to some of them National Planning Commission and Nepal Chamber of Industry and Commerce could be consulted for developing a workable selection mechanism.

Many respondents were in favour of short-term skill training courses to be conducted mostly in selected institutions of third countries such as Japan, India, Pakistan, Sri Lanka, Bangladesh, Thailand, Philippines, Malaysia, Singapore, South Korea and Israel. Almost all PSE respondents spoke in favour of short-term training in third countries. Some respondents, however, saw scope for training in advanced courses in the USA as well. In this context, a leading national planner had a unique opinion. To him, short-term training had only 'recreation' or 'tour' value. "All short-term training should be cancelled and provisions should be made for long-term training of carefully selected competent persons", he said.

The post-training placement and follow up of PTs in the private sector was seen as a vital factor by many respondents. Some of them suggested that "bond system" calling for compulsory service of the PTs for a period of five years in the concerned organization after return would ensure retention of PTs. Many others viewed that a national body with due representation of HMG, employing agencies, and the donor institution could solve both the problem of selection and placement. One educationist also saw the role of PT-alumni in this context.

## 5. Impact of PTP on Selected Sectors of Development

Looking at the official records of the USAID Office, it is evident that the PTP had placed heavy emphasis on Agriculture, Health, and Family Planning, and Education Sectors. These three sectors constituted more than three-fourths of the PTs trained during the period 1952-84. So, these three sectors were selected for impact-assessment in course of discussion with the respondents. Many respondents based their view points on their own personal experiences and feelings in the sectors they had served while some others narrated their general impressions about all the three sectors. The responses were classified under three major headings in each sector namely, the extent of impact, appropriateness of training in terms of linkage between training and organizational needs, and finally, the major contributions made in the field of organizational growth and development.

### Extent of Impact

It was the general consensus that the PTP had made significant impact on the three sectors taken into consideration for discussion with the respondents. Many of them were of the opinion that the process of modernization in education, health and agriculture sectors of Nepal had much to do with the PTP. "Over the years, all the three sectors have come out with many plans, programmes, policies, interventions, innovations and experiments, which would not have been possible in the absence of a cadre of trained personnel including PTs", observed many respondents. Highlighting the impact of PTP on education sector, an ex-Minister of Education said, "The first concrete step in the field of educational development in Nepal after 1951 was the establishment of a Teacher Training Centre (College of Education) and this was the tangible output of the PTP." Likewise, in the words of an ex-Vice Chancellor of Tribhuvan University, "The growing supplies of PTs since mid-1950s facilitated the introduction of many new concepts, methods, practices and innovations in education sector and the process reached its climax in the shape of the New Education System Plan implemented in 1971". A leading professor and established researcher of the country went one step further when he said, "During the period 1950-80, the process of educational development in Nepal was led

by PTs." But, another professor, who commands a high position in the Nepalese intelligentsia, reacted, "The impact of PTP is always there. But, the adoption of ultra new ideas and their hasty and wanton implementation often under the influence of PTs have sometimes created a state of confusion." It is noteworthy that not even a single respondent had poor impression about the impact of PTP on education sector. Most of them rated it as high or moderate. Nevertheless, as viewed by an educationist who is now a DAS, the impact would be much higher had the selection of areas for training not been lop-sided. In his words, "Nepal still lacks educational planners with sound technical knowledge and expertise making adequate room for foreign consultants and advisors even after 35 years of PTP implementation."

The respondents had equally encouraging opinion about the impact of PTP on health, population and family planning sector. According to a senior medical professional, PTP had made significant impact on the health sector. He presented FP/MCH as a brilliant example of the impact of PTP and also mentioned EPI, nutrition, child health, nursing, immunization, goitre control, parasite control, and above all, malaria eradication as areas where PTs had recorded tangible impact. Commenting on the concentration of PTP in FP/MCH, he said, "Some staff of this office are now over-trained." Likewise, a Vice-Chairman of National Commission on Population had a sense of pride in saying that "Nepal has developed a sound professional capacity in making demographic studies and analysis on its own, and PTP had much to do with such improvement. Once more, the overall impression of respondents about the impact of PTP was high or moderate. None of the respondents felt it to be poor or negative.

PTP has also recorded significant impact on agriculture. "The quality of agriculture sector technicians has significantly improved after their graduate and post-graduate level training under this scheme", said a SPM respondent. Agriculture sector indeed, records the largest number of highly trained manpower including some 75 Ph.Ds in the country, and this owes much to heavy concentration of PTP in this field. Many programmes and projects have come up over the years; many institutions have been developed. But, an ex-Secretary wonders when he sees, "stagnation in

the productivity behaviour of Nepalese agriculture in spite of considerable improvement in supply of inputs, technical services, manpower, subsidies and infrastructure facilities." "Nepal is predominantly an agricultural country but this sector has always puzzled the donors" said an educationist. Anyway, as opined by some respondents, "The snag does not lie in the PTP." Instead, it has created a technical basis for the improvement of this sector in the days ahead."

#### Appropriateness of Training

The respondents had mixed opinion about the linkage between training and organizational needs of the country. On the positive side, they had the feeling that when PTP was initiated Nepal was making attempts to grow almost from the scratch. Trained manpower was lacking in every sector and PTP appeared to be equally important in all sectors. Moreover, the gravity areas of PTP as shown by official records also matched with the overall needs of the country. Many PTs had made some impact upon return. The growing professional exposure and strength of organizations is the proof of the pudding. "Nepal now does not lack ideas", a SPM pointed out. On the other side, some respondents were of the opinion that the selection of training areas were not fully dovetailed with programmes of national development. "Subjects were selected without long-term thinking and proper need assessment", said an educationist who also viewed the impact of PTP like "Spreading little butter on two many pieces of bread."

#### Contributions to Organizational Development

Many respondents felt that PTP had made tangible contribution to development of manpower to staff different institutions or organizations may it be in education, health or agriculture sector. As pointed out by an ex-Vice Chancellor, many PTs have occupied outstanding positions in all these fields. "All the three sectors now have excellent cadres of trained manpower and many of them were PTs", was the observation of many respondents.

Contributions of PTs in raising working capacity and self confidence of the organizations were also rated to be considerable. Many organizations expanded

over the years and the process was facilitated by growing supply of trained personnel including the PTs. Contribution to leadership development and creation of workable environment were also not small. In this way, as viewed by many respondents, "PTP has made significant contributions to different aspects of institution building and organizational growth such as manpower development, improvement in working capacity, organizational expansion, confidence and leadership." Even in cases where PTs were not placed in crucial positions, "They played convincing auxiliary roles" in the words of a leading intellectual of the country. Above all, the existence of PTs has considerably improved the professional self-sustenance of many programmes and organization in education, health and agriculture sectors. To a senior GO, PTP appeared to be very much helpful in promoting leadership, manpower and organizational growth. But some respondents were critical of the contribution of the PTP toward improvement in organizational environment and leadership. "The background, status and the personal charisma of an individual counted much than the training one has received", said a SPM respondent.

#### 6. Macro Level Impacts of PTP

The final issue of discussion with the respondents related to macro-level impacts of the PTP. Under this heading, the role of training in three major factors namely setting of development priorities, development of technical manpower and dissemination of modern technology, and strengthening of development administration was highlighted. The views of the respondents in each of them are discussed below.

##### PTP and Setting of Development Priorities

Many respondents believed that politicians were the king-pins of the process of setting goals and priorities of development. To them, the role of bureaucrats, professionals or technocrats appeared to be small, smaller than that of even pressure groups. Few respondents also felt the role of donors to be prominent in some cases. But, it was almost the general consensus that political decisions played the key role. So far as the role of PTs is concerned, most respondents were of the opinion that training or professional expertise did not play any significant

role in political decisions. But, "training has an auxiliary role", as viewed by some respondents. A national planner said, "A trained person has better perspective in setting the goals and priorities." Another planner had an optimistic view that trained persons could influence the politicians. Likewise, an educationist had the opinion, "Training helps to identify needs and priorities". A senior GO gave a pragmatic response that the role of PTs depended more upon their status and placement than their knowledge and expertise. "The role was visualized when PTs were placed in key positions", was his opinion. Similar was the view of a Vice Chancellor of University who said, "If more knowledgeable and skilled persons were at the top positions, the impact of training on setting goals and priorities would have been different." A leading intellectual, while discussing on the process of goal setting, priority fixing and decision making in Nepal, said, "There are three tiers in the Nepalese style of functioning at the macro level, with politicians at the top, low level officials at the bottom and technocrats and bureaucrats at the middle. Training, including the PTP, cannot affect the top and the bottom. It has, indeed, some influence in the middle."

#### Technical Manpower Development and Technology Dissemination

Most respondents felt a tangible impact of PTP on development of technical manpower in different fields. "This is perhaps the most visible impact of the PTP", said an educationist. "All sectors in Nepal now have some trained technical manpower and many of them are PTs", as viewed by a large number of respondents. But, the dissemination of modern technology was found to be negligibly positive. Of several reasons stated for this state of affairs, the two major ones were sophisticated environment during training and lack of even basic equipment in the organizations PTs served after return. In such a situation, as an ex-Secretary observed, "It is sometimes sensed that PTs were more influenced by the environment than they influenced it."

#### PTP and Development Administration

Training was identified as one among several factors influencing the quality of development administration in Nepal. The respondents traced out a

large number of problems in Nepalese administration such as lack of job description, poor accountability of the officials, clumsy rules and regulations, bureaucratic delays, centralization of authority and decision making power, poor service conditions and incentive structure, paucity of resources, adhocism in policies, frequent political interferences, and lack of determination, will and commitment. All the factors have very little to do with professional training including the PTP. Few respondents however argued that lack of trained and skilled manpower, professionalism, and scientific way of doing things had also constrained the process of reforming and strengthening development administration in Nepal, which might seek some answer in the training programme like the PTP. "Nepalese society, very much status conscious as it is, could feel a different impact if top level persons are trained or trained persons are placed at top positions", viewed some GO respondents.

On the whole, many respondents felt that training could be more or less helpful in modernizing the administrative system of the country. On the other hand, some respondents had the opinion that the impact of training could be visualized only if other key considerations were improved. None of them had the feeling the training was a futile exercise. Instead, any training had positive impact directly or indirectly in the opinion of a senior official who found his training in 'Parliamentary Practice in India' indirectly useful even after the Parliament was dissolved in Nepal.

CHAPTER III

REFLECTIONS, CONCLUSIONS AND RECOMMENDATIONS

The discussion made in the preceding chapter makes a strong feel about the impact of PTP in Nepal. In many a cases, the knowledge and skills gained by PTs have been well utilized. There are, however, some cases of underutilization due to many barriers which have been identified. Most of these barriers are not unavoidable provided that a genuine, concerted effort is done by the donor and the recipient government. It is encouraging to note that most of the reported harmful or dysfunctional effects of training have ways to correct or at least nullify. PTP continues to be a fruitful exercise.

Training in the institutions of the USA and Third countries have their own relative advantages and limitations. Training programmes in the USA are reported to mark high in terms of quality, exposure to recent developments in theory and practice, modernity in approach, methods and techniques, and better social recognition and psychological gains of PTs. On the other hand, training in Third Countries have more relevance, practical use and cost effectiveness but not at the cost of significant loss of quality when institutions are properly selected. Recent shifts of USAID's emphasis in favour of third country training seems to have sound justification. Nevertheless, scope for training in the USA is still very much existent.

Low participation of women in PTP is a genuine concern especially when women PTs were found not less contributive as compared to their male counterparts provided the comparable opportunities to use their training. Provisions for special quotas or reservations for training recently introduced by the USAID may improve the situation. Many more could still be done; certain special courses may be designed for women or training points may be explored in neighbouring countries.

Private sector is found very much eager to welcome PTP. There is sufficient ground to presume that in a country like Nepal the coverage of private sector by a training programme like PTP may produce convincing results. Private sector agencies which could be considered for training include small scale and manufacturing industries, service industries, finance and banking institutions, social service NGOs and professional clubs and consultancy firms. Selection of candidates and their post-training placement

seem to be vital issues calling for joint effort by the donor and the recipient government.

Impact of PTP on agriculture, health and family planning and education sectors is visible in more than one way. PTP has, indeed, extended tangible supports to modernization of these sectors. The contributions of PTs seem considerable in the field of manpower development, organizational expansion and promotion of professional strength and confidence. Likewise, contributions to leadership and organizational environment are reported to be positive though not always significant.

Setting of developmental goals and priorities is primarily a political process, with decisive say of politicians and apex-level decision makers. Role of PTs is not found significant. But, whenever other circumstances were favourable, PTs have influenced the politicians as well. In spite of tremendous contribution in the development of technical manpower PTs were not found much successful in dissemination of modern technology. Main reasons for this are reported to be two in number, among several others, such as wide gap between trainer's technology and the trainees' home situation, and lack of even basic equipment or poor maintenance on the recipient organizations. Development administration in Nepal has a short history of not more than three decades. Many things are yet at a nascent stage let alone the matter of maturity or institutionalization. Problems are too many and much diverse often eluding the solutions and puzzling the donors. Training obviously has a partial but positive answer.

To conclude, PTP has recorded positive impact on Nepal, may it be viewed in terms of career development of the PTs, contributions to organizational or sectoral growth or the broad spectrum of national development. Many recorded contributions of PTP are felt, few direct, some indirect and many incidental. Nevertheless, certain reservations are still there creating scope for improvement in future.

A study like the present one has much prescriptive value. The status, background and experiences of the respondents further substantiate it. A set of recommendations are, therefore, stated below, which is the tangible output of the ideas, insights and opinion of the respondents on the one hand and views, judgements and reflections of the study team on the other. For maintaining clarity, precision and practicality, only those recommendations which are of direct concern to the USAID are listed below.

1. For promoting utilization of training in future it is recommended that:

- a thorough exercise to assess the training needs of the recipient country be made and perspective plan for PTP be developed accordingly,
- tailor-made courses be designed so as to dove-tail the training programmes with the specific and broader sectoral and national needs of the country,
- institutional mechanism and objective criteria be developed to ensure selection of proper candidates for training who can exert real and convincing impact upon return.
- 'bond system' be developed and put into forceful practice so as to ensure relevant placement of PTs upon return at least for a specified period of time,
- provisions be made for follow up studies of PTs and refresher courses be developed and implemented at regular intervals, and
- quality control measures be adopted by training institutions so as to make training demanding and qualitative.

2. For proper placement of trainees in USA and third countries, it is proposed that

- training in the institutions of the USA be focussed on (a) training in special advanced courses for young competent trainees, (b) internship training for high level officials, and (c) short-term training or observation study for senior policy makers, decision makers, top level officials and intellectuals and high level professionals, and
- training in third countries be developed for (a) advanced courses in traditional subjects, (b) middle level manpower training and (c) short-term training for field based or practical experiences.

3. For promoting women participation in training it is suggested that
  - the present quota system for women in 'Development Training' be continued for years to come,
  - some middle level special courses with feminine orientation be designed, and
  - PTP programme for women be largely focussed on institutions of neighbouring countries.
4. For extending training to private sector it is proposed that
  - manufacturing and small scale industries, service industries with emphasis on hotel industry and tourism, finance and banking institutions, social service NGOs and consultancy firms be taken into consideration as potential agencies,
  - special short-term courses be designed for this purpose, and
  - Third country institutions be taken as major training points but with provisions for training top level persons in the USA.
5. For ensuring increased impact of training, it is recommended that
  - a national manpower status and need assessment survey be made in collaboration with National Planning Commission or a sound local consultancy firm,
  - a long-term training plan be developed with focus on sectoral and national needs,
  - In-country training be developed for training low level manpower, regional training for middle level manpower, and training of top level officials and policy makers in developed countries,
  - Some orientation and observations tours be organized for politicians and key decision makers.

6. Finally, it is strongly recommended that in-depth impact studies of PTP be made on gravity sectors or organizations with high concentration of PTs. Such a study will lay sound basis for critical evaluation of the impact of PTP and also bring about authentic ground for review of PTP policies and priorities.

LIST OF PERSONS INTERVIEWED

<u>Category</u>	<u>Names</u>
A. <u>Senior Policy Makers</u>	1. Mr. Akrur Narsingh Rana
	2. Ms. Angur Baba Joshi
	3. Dr. Badri Prasad Shrestha
	4. Mr. Bed Bahadur Khadka
	5. Dr. Bhekh Bahadur Thapa
	6. Dr. Bijaya Bahadur Pradhan
	7. Dr. Chandra Bahadur Shrestha
	8. Mr. Chandra Bir Gurung
	9. Ms. Chandra Kala Kiran
	10. Mr. Damodar Prasad Gautam
	11. Mr. Dirgha Raj Koirala
	12. Mr. Gehendra Bahadur Rajbhandari
	13. Mr. Goraksha Bahadur Nhuchhe Pradhan
	14. Dr. Harka Gurung
	15. Mr. Iswari Lal Shrestha
	16. Ms. Kamal Rana
	17. Prof. Krishna Raj Aryal
	18. Mr. Mahesh Kumar Upadhyaya
	19. Mr. Mangal Krishna Shrestha
	20. Dr. Mohan Man Sainju
	21. Mr. Nutan Dev Khanal
	22. Mr. Pradyumna Lal Rajbhandari

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Category

Names

23. Mr. Rabindra Nath Sharma
24. Mr. Radha Raman Upadhyaya
25. Dr. Ram Prasad Rajbahak
26. Prof. Shankar Raj Pathak
27. Dr. Suresh Raj Sharma
28. Mr. Surya Bahadur Shakya
29. Mr. Tara Dev Bhattarai
30. Dr. Trailokya Nath Uprety
31. Ms. Uma Pandey
32. Prof. Yadu Nath Khanal

B. Government  
Officials

33. Ms. Chandani Joshi
34. Ms. Chapala Pandey
35. Mr. Hem Hamal
36. Mr. Iswari Lal Shrestha
37. Ms. Kamallesh, Lata Rajbhandari
38. Dr. Kedar Nath Sharma
39. Mr. Keshav Nepal
40. Mr. Keshav Raj Prasai
41. Mr. Madan Man Amatya
42. Ms. Mira Kansakar
43. Ms. Pancha Kumari Manandhar
44. Dr. (Ms.) Prabha Basnyat
45. Mr. Prithu Narsingh Rana

CategoryNames

46. Dr. Puspa Lal Joshi
47. Mr. Raghu Nath Bade Shrestha
48. Mr. Ratna Bahadur Tamrakar
49. Ms. Rebecca Ragain
50. Dr. (Ms.) Sashi Maya Shrestha
51. Mr. Shiva Prasad Acharya
52. Mr. Shyam Prasad Adhikari
53. Dr. Tara Bahadur Khatri
54. Dr. Thakur Nath Pant
55. Ms. Tula Rana

C. Educationists/  
Intellectuals

56. Mr. Anirudra Shrestha
57. Prof. Basudev Chandra Malla
58. Mr. Bharat Kumar Pradhan
59. Dr. Chuda Nath Aryal
60. Dr. Durga Prasad Bhandari
61. Mr. Gopal Das Shrestha
62. Dr. Kamal Prakash Malla
63. Mr. Kumar Khadga Bikram
64. Dr. Lok Raj Baral
65. Dr. Madan Prasad Upadhyaya
66. Mr. Madhukar Shumshere J.B. Rana
67. Dr. Panna Lal Pradhan
68. Dr. Prachanda Prasad Pradhan

CategoryNames

- 69. Dr. Rajendra Kumar Rongong
- 70. Dr. (Ms.) Rita Thapa
- 71. Dr. Shankar Prasad Pradhan
- 72. Dr. Tika Man Baidya
- 73. Prof. Upendra Bahadur Pradhananga
- 74. Dr. Yogendra Prasad Pradhananga

D. Private Sector  
Entrepreneurs

- 75. Mr. Bharat Lal Shrestha
- 76. Mr. Biswamber Man Pradhan
- 77. Mr. Hulas Chand Golchha
- 78. Mr. Juddha Bahadur Shrestha
- 79. Mr. Mahesh Lal Pradhan
- 80. Mr. Rupa Jyoti

E. Donor Agency  
Staff

- 81. Mr. David Wilson
- 82. Ms. Jean Meadowcraft
- 83. Mr. Kedar Bhakta Mathema
- 84. Mr. Lawrence Pradhan

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INTERVIEW GUIDE

Part one: Personal Data

I. Name:

II. Sex :

III. Date of Birth:

IV. Address:

Office:

Tel. No.

Residence:

Tel. No.

V. Designation:

VI. Academic Qualification:

VII. Training Experiences

<u>Title</u>	Subject	Sponsoring	<u>Area</u>
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Part Two: Issues of Discussion

1. Utilization of Training

1. Degree of Utilization: High Moderate Low None

2. More Useful Training: Long-term Short-term

3. Utilized aspects of Training:

3.1

3.2

3.3

3.4

3.5

3.6

3.7

4. Causes of Low Utilization of Training

4.1

4.2

4.3

4.4

4.5

4.6

4.7

5. Harmful Effects of Training

5.1

5.2

5.3

5.4

5.5

6. Suggestions for Improvement

6.1

6.2

6.3

6.4

6.5

7. Identification of Individuals who have made Impact

7.1

7.2

7.3

II. Third Country Vs. US Training

1. Relative Advantages of US Training

1.1

1.2

1.3

1.4

1.5

2. Relative Advantages of Third Country Training (with reference to neighbouring countries)

2.1

2.2

2.3

2.4

2.5

3. Priority Areas for US Training

3.1

3.2

3.3

3.4

3.5

4. Priority Areas for Third Country Training

4.1

4.2

4.3

4.4

4.5

III. Participant Training and Women

1. Reasons for Low Participation of Women

1.1

1.2

1.3

1.4

1.5

2. Suggestions for Increasing Women Participation

2.1

2.2

2.3

2.4

2.5

3. Priority Areas of Training for Women

3.1

3.2

3.3

3.4

3.5

IV. Participant Training and Private Sector

1. Priorities Areas (Agencies)

1.1

1.2

1.3

1.4

1.5

2. Priority Areas (Subjects)

2.1

2.2

2.3

2.4

2.5

3. Selection Mechanism

4. Mode of Training

5. Post-Training Placement and Follow-up

6. Country Preference

6.1

6.2

6.3

6.4

6.5

V. Impact of Training on Agriculture, Education and Health and Family Planning Sectors

1. Extent of Impact :            High    Moderate    Low    None

2. Link with Sectoral Needs:            High    Moderate    Low    None

3. Contributions to organizational growth:

3.1 Agriculture

3.2 Education

3.3 Health and Family Planning

VI. Macro Level Impact of Training

1. On Setting Development Priorities
  
2. On Technical Manpower Development and Dissemination of Technology
  
3. On Strengthening and Reforming Development Administration
  - 3.1 Problems of Administration
  
  - 3.2 Role of Training

VII. Additional Comments/on classified Infoundation

PROFILES OF OUTSTANDING PTS

1. Mr. Akrur Narsingh Rana

Mr. Akrur Narsingh Rana was born in 1936. On the completion of studies in agriculture, he took his B.Sc. degree from Delhi University, India in 1956. He joined the Government service under the Ministry of Agriculture in the same year. The Participant Training Programme awarded him the opportunity to go to the USA for the pursuit of higher studies in agriculture. The programme enabled him to receive M.Sc. degree in agriculture from Cornell University, USA in 1959.

He was successful in gradually climbing the ladder of administrative hierarchy through promotion. His experience in service was not limited to deskworks in the Ministry and the Department. His association with various agricultural development projects provided him with the opportunities to experience and imbibe the basic values of rural life in Nepal. He is assertive in his view that agriculture is undisputably the dominant component in the national economy of Nepal which is demonstrated by the dependency of 93% of the population on it.

His posting in Agricultural Development Bank and Agriculture Inputs Corporation as General Manager was not merely a shift from one type of job to another but an occasion for him to see how agricultural productivity could be augmented through the extension of activities of such agencies. He had also a spell of experience in Birgunj Sugar Factory as Chairman-cum-General Manager. Working as the General Manager there gave him a realization about the importance of the synthesis between agriculture and industry in the development of the nation.

Participation in a number of international conferences and wide ranging experience of varying job gave him an easy access to an FAO assignment to work as a Consultant in South Yeman from 1979-81 and reverted to his professional job in the Ministry of Agriculture to be promoted as Secretary.

Mr. Rana is firm in his opinion that the knowledge and skills acquired in the Participant Training are put to use, provided the posting of the trained is made in an appropriate area. The absence of strong and coherent Government policy in this regard partially accounts for the low use- or non-utilization of the gains of training. The denial of opportunities at home leads to brain drain and encourages the people to look beyond the frontier of their offices for personal benefit. He also feels that the training pays dividends only when it is inextricably related to national requirements. Once the need is identified people could be sent for training either in the USA or in the third countries depending upon the suitability of courses and availability of resources. However, speaking by and large for the advanced and certain specific courses, the USA is preferable; the similarity of situation offers priority to the Third World countries in the area of socio-economic studies.

Women lag behind in respect of training for the simple reason that they are few in Government services. The age-old social and traditional practices have conspired women to be educationally backward. A policy aiming at greater opportunities for education and recruitment in the Government service and also a realization on the part of women about the need of sticking to a professional career help overcome the present maladies. If the past is any indicator women can compete with men if not outsmart in the area of medical and social services.

Agriculture which has absorbed the bulk of the Nepalese population is almost exclusively in the hands of the private sector. Training benefits should be stretched to the agriculturists with an eye on the Basic Needs Programme. Mr. Rana does not feel the need of any extra arrangement for selecting the candidates for training purposes. The existing rules and regulations, if enforced impartially and rigorously, could yield more positive benefits.

The duration of training has something to do with the national need and the nature of discipline. Hence the training programme should be flexible enough to be stretched from orientation to in-depth study leading to degrees. The positive contributions of training have remained unused because of the dearth of a

comprehensive policy and an effective mechanism for the placement, follow-up, monitoring and control of the trained manpower. The lack of a coherent policy in this respect has resulted into erraticism as regards the impact of training on organizational needs. In some cases, the training input has rejuvenated the organization while in other cases it has evaporated invisibly. An interplay of several factors, some are internal and others are extraneous, has compelled the trained people to languish with a bundle of groan and grumble. In the cases when the trained people hold the managerial post, or they are fortunate enough to work under the capable, magnanimous and inspiring leadership they have simply demonstrated their creativity.

Training as such is devoid of negativism. It is always meant for positive achievements. However, it cannot be denied that in some people opportunistic attitude has crept in. The training assets added to their personal stuff simply enhance their ego and take them to self-aggrandisement. But speaking in more comprehensive terms, training has made the people capable of thinking in terms of broader perspective and objectivity. It is perhaps this factor which is predominant in the ordering of development priorities. It will be in the fitness of national need if intermediate technology is made a common choice in view of the overwhelming domination of the rural life in Nepal.

The greatest pinch in the process of national development comes from the lack of need identification. Any plan not reflective of the real requirements of the people has practically no relevance for them. The task of development in view of the limited resources is really challenging. It calls for a subtle acumen to manage the scarce resources to meet our multiple demands. Mr. Rana is convinced that the laxity in our development efforts is partially due to our non-seriousness about the harnessing of the potentialities. The situation is worsened by the scramble of the politicians for their greater say in the entire gamut of development exercise. He discerns a ray of hope in training in the sense that it broadens the outlook, arouses general awakening and injects in the people a strong sense of looking at problems in the light of objectivity and proper perspective.

2. Mrs. Angurbaba Joshi

Mrs. Angurbaba Joshi (57) is a lead women in Nepal with sound academic, social service and political background. She joined Padma Kanya College in 1954 as a lecturer. Later in 1962, she became its Principal. She was instrumental in laying down the present physical, administrative and academic infrastructure of the College. She served Nepal Women's Organization, Kathmandu District Branch as its Chairman for 9 years. She was also a member of Central Executive Committee, Nepal Children's Organization, for four years. She served the National Panchayat as its nominated member for four years, 1975-78. Currently, she is the Chairman of Taragon Development Board.

Mrs. Joshi has a brilliant academic career. She did her M.A. in political science from BHU in 1954 and B.L. from Patna University in 1956. She obtained her B.Litt. from the Oxford University in 1961 and Bar at Law from Middle Temple, the same year. She visited USA twice. Once in 1964, to attend the seminar of the Principals from India and Nepal. It was an observation and study tour of three months mainly visiting educational institutions. Second time in 1969/70 for a month visiting across the country which included study visits to educational institutions and social organizations such as old people homes, homes for the mentally retarded and jails etc. According to Mrs. Joshi, the training experiences were very much helpful in her academic, administrative, social and political life.

Mrs. Joshi thinks that the knowledge and skills acquired under Participant Training Programme (PTP) are, by and large, useful to a large extent. It has broadened her mental horizon. She was very much impressed by western objectivity, dedication, efficiency and a sense of responsibility. In some cases, there is low or unutilization of knowledge and skills, because all trainees are not equally competent. Some trainees lack seriousness of purpose. Some might have been given training in which they have no interest at all. Training has also some bad effect. If the trainees, selected and sent out, are not matured, they might develop some kind of emotional imbalance and the problem of adjustment and adaptability. Some of the trainees return Nepal with

the hope of making her a 'Miniature America' which is not at all the purpose of training.

Regarding third country vs US training, Mrs. Joshi holds the opinion that the preliminary training should be in the third countries which provides opportunities to share similar experiences with similar socio-economic background. After this preliminary training, a trainee should be given a chance for training in USA. Apart from other things, it gives him a psychological boosting and satisfaction. US training is good in almost all areas. While selecting third countries for training, Mrs. Joshi suggests that SAARC countries must be given first preference and priority.

According to Mrs. Joshi, participation of women in training is low because girls' proportion to the different levels of education as compared with boys is very low. The remedy lies in widening the very basis of participation i.e., more emphasis on girls' education should be given. For some years to come, preferential treatment should be given to the fair competitors at different entry points, such as, admissions in educational institutions, job opportunities, and training etc. It is all the more necessary, because 'there can't be equality amongst unequals.' Women should be trained in the development of leadership qualities and they should also be involved in decision making process at different levels.

With a view to make the selection procedure more rational and impartial, she suggests open competition with wide publicity. The selection board must have wide representation consisting of the people of integrity. Nomination should not be completely wiped out, because in some cases it is a must. She is in favour of sending fresh candidates for long term training while experienced trainees for short term one. In the PTP, the post training placement, follow-up, and monitoring are virtually non-existent. Therefore, she favours that the concerned organization, department or ministry should take the responsibility for the above purpose. It might need some kind of political manoeuvring or diplomatic tactics.

Training plays a major role in institutional building. To a large extent, institutional building

depends on a strong and determined political will. Once an institution is created, it must be continuously developed and strengthened. For this, patience is needed. Short-term approach to institutional development, as is the practice at present, should be avoided.

Develop or decay is the national voice today. Development needs not an isolated but integrated approach. The basic needs approach in the Seventh Plan is a correct approach. It is a target in bull's eye. But it should aim not only at meeting the physical needs. Inner-self development of an individual is equally important, which is beyond money value. One should not be developed at the cost of the other. Therefore, the contents of the training should be geared to adopt the balanced approach to physical as well as humanistic development of the trainees.

Regarding technology, Mrs. Joshi pleads that national policy on technology should be clear. As Basic Needs Programme is the national programme, technology should be geared to meet and fulfil this programme. Nepal should lay emphasis on mass technology which might go a long way to meet the basic needs of the needy. But linkage between high technology and mass technology should be properly maintained so that shift from one to the other may be easier. Training, in no case, Mrs. Joshi concludes, should ignore this aspect of technology.

### 3. Mr. Chandra Bir Gurung

Mr. Chandra Bir Gurung (68) is now a retired senior civil servant and a frontline social worker. Before his retirement, he was the Member-Secretary of the Social Service National Coordination Council (SSNCC). He served the Council for two terms and was instrumental in laying down the necessary infrastructure of the Council. His training experiences are vast and varied. He was the Principal of former Panchayat Training Centre, Rampur, for 12 years. He also served the 'Go to Village National Campaign' as its Member-Secretary for 3 years. In the government job, he rose from the post of a Research Officer in the Central Agricultural Experiment Station,

Kathmandu, to that of the Director of Agriculture in the Ministry of Agriculture. Under PTP, he had short courses in different institutes in USA for one year. His area of specialization was agricultural extension and research. Mr. Gurung has his M.Sc. degree in agriculture far back in 1945 from India.

Mr. Gurung thinks that trainees fail to utilize their knowledge and skills to the extent to which they should, because they are not given free hand for the use of their knowledge and skills. PTs, more often than not, are not allowed to play the role of leadership in their respective fields. Very often, they are not placed in the jobs for which they are trained. A round peg in a square hole is not an uncommon feature in the administration. Trainees are frequently transferred in unrelated jobs. Sometimes trained persons are even summarily dismissed. A person who tries to show his talent is taken otherwise.

To Mr. Gurung, the third country training is more useful, meaningful and relevant because of the similar socio-economic and culture background. In USA, a trainee is often lost. Therefore, only higher scientific, technical and specialized training should be given in USA. For training in the different aspects of agriculture, third countries should be preferred.

Women's participation in PTP is low because they lack encouragement. Vocal sympathy is not enough. Strong social taboos and cultural values are against them. They get less opportunities for education, training and jobs as compared with males. Just to improve the situation, their interests must be duly protected and they must be given preferential treatment. In training, rural women should also be given preference. Home economics, productive or income generating activities are some of the appropriate areas for women.

The role of private sector in national development can't be minimised. Under private sector come the voluntary social and professional organizations as well. They have a good number of dedicated cadres, but most of them are untrained. The PTP should manage to give training to the voluntary and professional social workers in an ever increasing number. Only a dedicated person should be selected for training. In a trainee,

a sense of feeling or dedication for a larger cause must be there. Back home, a trainee must create a training atmosphere in and around a training institution. While degree training should be for the selected few, more emphasis is to be laid on non-degree practical useful training. Development depends on a trained dedicated cadre. As such, Participant Training should not be a leisurely tour given as a reward. With regard to post-training placement, follow-up and monitoring, Mr. Gurung suggests that an 'in-built mechanism' must be created within the system itself.

Training has a key role in institution building. The philosophy of training under Panchayat System is to bring it down at the grass root level. And the key to institution building is the building of political institutions. This is what the panchayat training institutes spread up in the different parts of the country have been aiming at and the PTP has gone a long way to support and strengthen these training institutes to achieve their objectives.

Mr. Gurung thinks that PTP has made some impact on agriculture in terms of using the new techniques of farming, improved varieties of seeds, extensive use of fertilizers and pesticides and the rotating farming system. All these are in line with the government's policy to increase agricultural production.

Regarding problems of administration, Mr. Gurung clearly points out two living problems, (a) lack of the continuity and stability of policy and (b) weakness of the government to minimise, if not eliminate, the causes of corruption. These two problems should be amicably solved to tone up the development administration.

4. Mrs. Chandra Kala Kiran

Mrs. Chandra Kala Kiran is one of the prominent female administrators of Nepal. She is presently Secretary of Ministry of Labour and Social Welfare. Having served the nation in different capacities for more than one and half decade, she is going to retire after a year or so.

Mrs. Kiran began her career as the Head Mistress of the Montessori School at Kathmandu. She joined the College of Education (COE) in 1955 as one of the core faculty members of the College. She was one of the PTs who enrolled in the University of Oregon to study teacher education in 1956. She obtained M.Ed. degree from the University and came back to Nepal to teach principles and methods of teaching courses in the COE. She was also involved in the establishment and management of the first Laboratory School in Nepal.

Mrs. Kiran was a PT for the second time in 1971. This time she went to SIU, Carbondale. She obtained M.S. degree from SIU and went back home to begin her administrative career. She was Campus Chief and Assistant Dean in the Institute of Education in 1972-74. She served as Regional Director and Chief of Curriculum, Textbooks, and Supervision Centre in the Ministry of Education in 1974-82. She was Acting Secretary of Ministry of Tourism in 1982-83 and was promoted to the post of Secretary of the Ministry of Health (MOH) in 1983. She was with MOH till she was transferred to the National Commission on Population as its Secretary in 1987. For the last few months, Mrs. Kiran has been serving the Ministry of Labour.

Mrs. Kiran possesses two masters degrees from American universities. Besides, she has training in Montessori system of education. She is considered to be a good teacher and a strict administrator. Having led an active life as a teacher and administrator, Mrs. Kiran says "I have never been a house wife. Soon I shall be enjoying that life"

Highlights of Interview

In the interview, Kiran said that teacher education was a new concept for Nepalese educators in 1950s. Participant Training gave them opportunity to be exposed to this new concept and its different

dimensions. Knowledge of techniques of teaching and learning, she said, helped teaching very much. Participant Training familiarised the trainees with American system of education and the emerging concepts in teacher education. It helped disseminating the ideas and importance of teacher education. The knowledge of foundations of education - the socio-psychological base of teacher education, she opines broadens the conceptual horizon of the trainees and helps them to be able to see education in its long term perspective and gear teacher education accordingly. "Participant Training", she said, "has provided me an opportunity to develop knowledge and understanding of the base of education, and has broadened my outlook in the field of education."

"Participant Training", Mrs. Kiran added, "has also given me an opportunity to be exposed to new system of education." The teaching and learning environment in the USA is quite different from that of Nepal. There the learner has to be more active. American system of education emphasises on active learning. It is a learner centered rather than teacher centered system of education. Exposure to American system of education, she opined, has played a significant role in creating a new teaching-learning environment in the College of Education.

The American system of pupil evaluation, Mrs. Kiran believes, is quite different. It is quite broad based and is oriented to assess the total development of the pupil. The use of objective type of examination was not known to Nepalese educators. PTs introduced this type of evaluation system in the COE.

Friendship family was an exciting experience during Participant Training at Oregon. Mrs. Kiran continued, "It gave PTs opportunities to get exposed to American way of living, the American style of life." 'Achieving better living' was very much in vogue in the States in those days. This type of exposure helped developing a new outlook about life and living. But "PTs activities", Mrs. Kiran said, "have very much changed since 1956. In my second time participant training in 1971 at Carbondale I did not get previous type of friendship family experiences and community participation in education, nor could I find the former type of love and positive attitude towards foreign

students. I could not get much from my second time training in the USA." Mrs. Kiran said that she could have availed of the opportunity to be enrolled for Ph.D. in SIU, Carbondale. But that could have geared her career to a different direction.

Mrs. Kiran's career took a new turn soon after her return from the second time training in the USA. She began to be involved in administration more and more. She was in-charge of M.Ed. Programme, Campus Chief and Assistant Dean of Institute of Education in 1971-74. She finally left IOE in 1974 when she was appointed as the Educational Director of the Central Region of Nepal. Thus she gradually built up her career as an administrator. Mrs. Kiran feels that Participant Training has undoubtedly contributed to her career development by providing opportunity to add to her basic education qualification and also by developing a broad base and long term perspective of professional career building.

Herself a PT twice, Mrs. Kiran had many PTs as supervisors, colleagues and friends. As a chief administrator she has supervised the working of many PTs under her. She thinks that PTs have contributed much to the manpower development at the sectoral as well as national levels. Many technical and administrative staff in the Ministries of Education, Health, and Agriculture etc. are PTs. PTs have helped developing infrastructure of organizations and also transferring ideas and technology for the development of the country. But the role of PTs in creating conducive atmosphere and a system of organizational growth and development is not certain. She says that there is no linkage between training and placement. Participant Training does not match with the actual organizational needs. "Seats or scholarships for training", Mrs. Kiran added, "are often demanded according to the needs of the trainees of the influential persons. Thinking and acting do not go together." PTs could not yet help developing a system in which the influence of the top level people is minimised. Mrs. Kiran opines that there are more political decisions. Influential people with less insight have played dominant role in planning and policy formulation. It is not the training but political backing which is more important in determining one's role in the structure and functions of the organization. According to Mrs. Kiran, PTs'

role in the organizational and national development depends upon the individual not the training per se. The Nepalese development administration has suffered from "back door system". There is always "short cut" to progress. "Influential persons do not walk steps but jump", she said. A person is evaluated in terms of what or who is on his/her back, not in terms of his/her performance. Nepalese are not only poor but lower too. "For our country's development", she said, "we should

Look like a lady  
Act like a man  
Work like a dog.

"Participant Training does not have definite answer to the development problems of Nepal", she said. It could contribute to its most if proper attention were given to the selection of PTs and proper care were taken for identification of the nature and practice of training. High level technological and theoretical training should be given in the USA. But the practical training should be done in Nepal. Practice teaching is, for example, a backbone of teacher training. Such practice, she concluded, must be done in the very school where teaching is to be carried.

##### 5. Mr. Damodar Prasad Gautam

Mr. Damodar Prasad Gautam (50) is an M.A. in Economics from Tribhuvan University, Nepal. He also holds a degree of Bachelor of Law. He joined the Government service as a Section Officer in early 1960s. His journey within the apparatus of administration by way of shouldering responsibilities covers wide range. But his experience as Deputy Director in the Department of Industries for 13 years is the most conspicuous one. He had also served as Director, later on as Director General of the Department of Cottage Industries.

His transfer to the Ministry of Finance to work as Director General of the Department of Taxation provided him with the opportunity to acquire new experiences. For his meritorious performance in the sensitive area

of revenue collection he was promoted to the Ministry of Finance as Additional Secretary with the responsibility of looking after the revenue division. For the last five years and half, he has been working as Secretary in the Ministry of Commerce. He is known for his unfaltering stand when there is an affliction on principle.

He was in Syracuse University for two semesters to study Business Administration under the Participant Training Programme during 1967/68. He had also undertaken a course in Project Planning and Evaluation in Economic Development Institute, World Bank, WASHINGTON D.C. for 3 months in 1975. Official responsibilities have taken him to a number of conferences - bilateral, regional and international - in varying capacities to represent Nepal. A balanced combination of intellectual insight and administrative experience constitutes the fort of his personality.

Basing upon his own extensive experiences, Mr. Gautam is fully convinced that the output of Participant Training has been profusely used in the workings to the good of the organization concerned and to the people at large. The new ideas and skills are reflected in the process of working back in the organization for the good of one and all. It has enabled the people to demonstrate their efficiency not only within the country but also on international platform when the same is called for.

Sometimes there exists a lacuna in programming a training. Failure to co-related the national needs to the contents of training defeats the set objectives. Hence identification of the organizational or national needs must serve as a prelude to designing any training scheme. Theoretical knowledge and practical approaches must be suitably balanced in designing the course contents. Theoretical teachings devoid of practical benefits sound a cry in wilderness, and mere practical exercises stripped of modern techniques and new ideas become a flopping business.

On account of the availability of resources, technical training in the USA is preferable the one in the third countries. But orientation and observation of the working situation in the third countries may have greater relevance in view of the similarity of

socio-economic conditions. Hence for practical type of training the third countries are preferable, while the USA is a better spot for advanced courses.

Training brings about discernible changes in the attitude, perception and understanding of the people. With the gains of training, people become capable of grasping the problems in broad perspectives. Analytical capacity is increased, and self-confidence is generated. With the attainment of wider knowledge and multiple experiences people tend to exhibit the qualities of maturity.

Right selection of candidates is necessary for making any training meaningful. At the time of selection, it has to be considered that young people in their twenties and thirties be chosen for long-term courses meant for degrees and higher knowledges so that on return they could amply pay back in terms of their services. But the senior officials for more than one reason should not be spared for long-term courses. They can derive maximum benefits from observation tours. The convenience of the person should also be taken into account when the duration of training is decided.

The prevalent hotch-potch policy of placement must be replaced by a definite one. In this regard Mr. Gautam is in favour of granting greater latitude to the employing organization. Posting under external pressure or done by extraneous agency may not be compatible with the requirements of the organization. Misplacement of personnel is not merely harmful to their career development but also detrimental to the interest of the organization. The gains of training could be properly imbibed for the betterment of the organization only when the employer has a final say in respect of the posting of the individual. For the avoidance of possible biasness on the part of the organizational management, monitoring in the use of the trained manpower could be better done by the donor agency, suggests Mr. Gautam. Since the donor agency is already intimated as to what for the training is meant, it is entitled to know whether the implementation is in conformity with the commitment for the benefit of all the concerned.

6. Mr. Dirgha Raj Koirala

Mr. Dirgha Raj Koirala (69) is a retired Secretary of HMG with vast and varied job experiences. He did his M.A. in Economics in 1950 from India and M.Ed. with specialization on Educational Administration in 1960 from the State University of Ohio, USA, under the PTP. He started his career as a Head Master and also as one of the founders of the Dharan Public High School in 2000 B.S. Later, he served the HMG in different capacities, such as, Deputy Inspector of Schools, Chief Inspector of School, Director of Education, Director of National Guidance Ministry, General Manager of the Leather and Shoe Factory, Executive Chairman of Agricultural Development Bank for eight years, Secretary of the Ministry of Agriculture, Food and Irrigation, and also of the Ministry of Industries and Commerce. After retirement, he became the Consultant Advisor of the Agricultural Development Bank of Nepal for Small Farmers Development Project under the Asian Development Bank.

Mr. Koirala holds the opinion that he learnt many new skills and knowledge in USA under the PTP, but unfortunately much of them could not be used in Nepal because of 'unfavourable home conditions, particularly in the field of administration.' However, at the policy formulation level and in the development of primary education curriculum, he could use his knowledge and skills to a large extent. When asked to identify some of the individuals who have made impact, Mr. Koirala promptly responded that Dr. T.N. Uprety and his colleagues had made significant impact on the teacher training programme. According to him, bureaucratic environment, rigidity of government rules and regulations, lack of freedom and autonomy in decision making, PTs' unwillingness to use their own discretion and also their non-assertive attitudes are some of the causes for low or unutilization of the skills and knowledge. Regarding dysfunctional effects of training, he thinks that PTP has given preference and priority only to the higher level officials in disregard of the lower level field staff. PTP should be geared to the needs of the recipient government. It should help to revive, revitalise and modernise the traditional know-how of the recipient country.

To Mr. Koirala, US training is more theoretical whereas the third country training is more practical. The third countries have developed their traditional know-how to a large extent which can be of much use to Nepal as well because of similar socio-economic conditions and also of geographical proximity. However, for training in higher technical and scientific fields, research methodology, and also in selected areas of agriculture such as deep well boring and ground water use etc., USA is preferable. For training related to economic development such as agriculture and industry, even for practical technical and scientific training, India can be a chosen country for Nepal.

According to Mr. Koirala, women are proportionately less in PTP, for which they are not responsible. Neither the HMG nor the donor country is biased towards them in this respect. It is so because of their narrow base at the very entry points at almost all sectors, educational, institutional, government, corporate and private jobs. The remedy of this malady is to broaden the very base. Primary education teaching and social service should be some of the fields for women employment.

As private sector is also playing a very important role in the national development, Mr. Koirala thinks that personnel from the private sector should be so trained as to help boost the Basic Needs Programme of the country. He is not in favour of giving higher training such as Ph.Ds. to the staff of the private sector. While selecting candidates for PTP, he suggests that more attention should be paid to the field workers working at the grassroot levels as against the present practice of picking up the officials from the centre. It is all the more necessary to improve, if possible to reverse, the present situation wherein there are more PTs at the top levels giving instructions to the untrained staff at the lower levels resulting in poor communication and implementation. While discussing about placements, Mr. Koirala remarks, "I myself am an example of misplacement. I was trained in higher education in USA, but was once placed as the General Manager of the Leather and Shoe Factory." He suggests that USAID and HMG both separately and jointly should devise an effective follow up mechanism to make the best use of the knowledge and skills of the PTs.

Regarding sectoral impact, Mr. Koirala asserts that there has been significant impact on education and agriculture. PTP has shown its strong impact on curriculum development, teacher training, improved method of teaching and new techniques of evaluation. Similarly, in agriculture, it has helped to introduce and use improved and high yielding variety of seeds, different kinds of chemical fertilizers, and new techniques of farming etc.

So far as the institutional building is concerned, Mr. Koirala holds the opinion that much of development depends on insititutional basis and support, which in turn, is based on 'system development'. The Basic Needs Programme can be possible only through institutional development. A situation with continuous struggle between institutional interests and the interests of the higher individuals can give only the negative results. Development of voluntary autonomous organizations or institutions should be encouraged with nil or minimal interference from the government. Different levels of teachers organizations should have full autonomy within their professional framework. These should, in no case, be used for political purposes. Similarly, for irrigational development, water users association must be organized even on the government initiative. Training can go a long way to the development of social, economic and political insititutions.

In the opinion of Mr. Koirala, training planners can better develop and monitor macro level plans. So far as the micro-level plans are concerned, even untrained people can manage. In spite of trained hands in different sectors, the pace of development is quite slow, because, Mr. Koirala concludes, there is lack of sincerety on the part of administrators and implementators. He continues, national interests in no case should be made subverment to individual interest.

7. Mr. Gehendra Bahadur Rajbhandari

Mr. Gehendra Bahadur Rajbhandari (60) is an administrator turned politician. He did his M.A. in Political Science in 1951 from Patna University. He has also six month's intensive training in Public Health and Legislation in Berkely and other institutions in USA in 1956 under the PTP, when he was servicing in the Ministry of Health and local self government. He has a zig-zag career in his life. After leaving the government job as the Joint Secretary in 1961, he joined the Department of Political Science as a lecturer and afterwards became the Principal of Nepal Commerce College, Lalitpur. Then he jumped into politics, became the Pradhan Panch of Lalitpur Nagar Panchayat followed by elected member of National Legislature. As the Minister, he held several portfolios, such as education, health, finance, home and panchayat and general affairs. He was also the first Minister of the Council of Ministers, with portfolios of Palace Affairs, Finance and Foreign Affairs. Simultaneously, he was also the Chairman of the NPC. Before he was appointed in his present post as the member of the Panchayat Policy and Evaluation Committee which is a political wing of the panchayat sytem, he was the Royal Nepalese Ambassador to Bangladesh for about six years.

Mr. Rajbhandari thinks that during those days public health administration itself was a new subject for Nepal. In the Ministry of Health, preventive side was totally lacking. He helped to establish preventive wings, and was instrumental in enacting several health legislations such as Medical Practitioners Act, Medical Council Act etc. Thus, he thinks that the knowledge and skills, acquired in USA under the PTP have been used to the maximum possible extent. When asked to identify some of the PTs who have made impact on their respective areas, he named Messrs. Kul Shekhar Sharma, Ram Chandra Malhotra and Dr. Yang Nath Sharma.

Regarding low or unutilization of knowledge and skills, Mr. Rajbhandari points out that most of the PTs seem interested more in touring USA than in training as such. Back home, they face unfavourable home conditions. Because of the lack of technical facilities and necessary equipment, PTs fail to fully

utilise their knowledge and skills. PTP has some bad effects as well. When the PTs return their country, quite a lot of them develop amongst themselves either a sense of 'superiority complex' or an 'inflated ego' or even a sense of 'depression'. The latter is because of the deep and wide gap between the donor and the recipient countries, socially, economically and technically.

Mr. Rajbhandari suggests that the donor country should send the PTs for training not in big metropolitan cities but in rural areas of USA or of the third countries. It is true that US trained people are psychologically better oriented, but training in USA is quite costly. As such, only for training in advanced technology and science, USA is preferable. For agriculture, countries like Thailand and Philippines are better.

According to him, in the PTP, the representation of women's participation is low, because the very number of educated women is microscopically in minority. Social and cultural reasons, parental and husband's attitude are also responsible for their low participation. The present situation should be improved through different devices such as government initiative, public education and public awareness and also by making them 'economically self-reliant'. He suggests nursing, cottage industries and income generating activities as the priority areas for training women.

If candidates from private sector are to be sent for training under PTP, tourism, hotel industry, handicraft, planning and management are some of the areas suitable for them. With a view to make the selection procedure more objective and impartial, he suggests the creation of an autonomous board consisting of the three types of representatives, the socially acceptable persons, government representatives and the representatives of the donor country. Much of the utility of training is wasted because of the lack of any mechanism for proper placement, continuous follow-up, monitoring and control. As such, Mr. Rajbhandari suggests that the Ministry of General Administration should be held responsible for discharging the above duties.

Mr. Rajbhandari asserts that training fulfil the organizational needs in most cases. So it is appropriate to a large extent. Training develops leadership qualities in the trainees. It also meets the necessary trained manpower. So far as the negative consequences of training are concerned, it develops superiority complex amongst the PTs and causes brain-drain because of their marketability.

To Mr. Rajbhandari, in setting development priorities, politics is a strong factor in Nepalese context. Training helps to some extent to neutralise the political factor, but still political dictation is paramount. Of course, bureaucracy has also its share in it. As such, he advocates that even politicians should be sent abroad for short-term training in leadership development or on leadership observation tour. Regarding modern technology, he is in favour of medium or intermediate technology for the coming one or two decades, and such a technology should be used to meet the current Basic Needs Programme.

8. Mr. Goraksha Bahadur Nhuchhe Pradhan

Mr. Goraksha Bahadur Nhuchhe Pradhan retired from the Government service in May 1985 after being on the job for more than 25 years. But just a few months after his retirement, he was picked up as the Executive Director of the Nepal Administrative Staff College (NASC). He has been holding this post since December 1985. He was born on 7 June, 1929.

Starting as a lecturer in Patan College in 1955, Mr. Pradhan had a wide range of experiences in teaching and administration. He gave up teaching and joined administrative service as Under Secretary in Parliament Secretariate in 1959. He was promoted to the rank of Joint Secretary in 1966 and was placed in Central Training Department, National Panchayat Secretariate. He was later transferred to MOE, and was once more promoted in 1973. He worked as Secretary in different offices such as National Planning Commission, National Development Council, Prime Minister's Secretariate, Ministry of Tourism and Ministry of Finance.

The basic educational qualification of Mr. Pradhan is M.A. in Political Science. He obtained Diploma in Public Administration from the Institute of Social Studies, Netherlands in 1963. Besides this, he underwent many short-term trainings in different countries such as India, U.K., Israel and USA. He was a PT in 1965/66 at Connecticut University, Institute of Public Service. His area of training was In-service Training Specialist Course of 6 months duration.

Mr. Pradhan has participated in various regional and international meetings and seminars. He was the leader of the Nepalese delegation to the ECAFE Meeting at Colombo in 1974, and again led Nepalese delegation to the 2nd and 3rd General Assembly Meetings of World Tourism Organization in Spain in 1977 and 1979. He was the Chairman of the World Tourism Organization Commission for South Asia and was Secretary General to the 26th Consultative Committee of Colombo Plan in 1978. He attended the World Bank Meeting in 1980 as Alternative Governor from Nepal. Mr. Pradhan's latest participation concentrates more on representing Nepal in the meetings of the Principals of Staff Colleges.

Mr. Pradhan was decorated for his meritorious services with Gorkha Dachhina Bahu First Class, Trisakti Patta Second Clas, and CBE in Britain. Mr. Pradhan is a nice gentle fellow. He is kind but strict in discipline. He is soft spoken and skillful in management. He is about to cross 60 years. But he still looks young to his age. He had long bright past and brighter future might await him.

During one and half hour interview with Mr. Pradhan, he said that Participant Training was the first training he received. It gave him opportunity to see America and its development. He was excited to see the technological progress of the USA. He said, "I saw computer for the first time in America. It gave me quite a thrill." Computer is now of common use in Nepal. There are many PTs who have had training in computer science. Participant Training, he opined, had helped bringing this new technology to Nepal. Mr. Pradhan was on Management Analysis Training Course as a PT. He also had Civil Service Commission Course in the USA. Both of these courses, Mr. Pradhan feels, to be very useful and meaningful. He could very much utilize the knowledge and skills he gained in the training when

he was in the Central Training and Public Administration Departments. He said that the observation tour programme in the Civil Service Commission Course was very impressive. "It gave me", he said, "diversified experiences that helped develop insight in management of training courses."

Mr. Pradhan hardly finds any harmful effect of Participant Training, although many PTs failed to utilize their training in their practical life. Lack of proper organizational environment and facilities, according to him, are the main reasons of the 'no use' of training. He said, "PTs can hardly change the organizational atmosphere. Instead, PTs are changed by the organizational environment." "Organizational leadership", he continued "is an important element in institution building. There is good working environment in the organization where the leader is properly trained and exposed to better management systems." So, Mr. Pradhan suggests, organizational heads and leaders must be trained first. Leadership training can have better impact on organizational growth and development.

Training in the third world countries, he opines, is although more cost effective, the quality of training is not comparable with that of advanced countries. Most of the training programmes of the third countries are borrowed from the developed countries like the USA. Imitation can never be the same as the original. Women participation in training, he states, is low because there is low female enrolment in higher education. Quota system for increasing women participation in Participant Training is not desirable. There should be no discrimination in selection. Selection, he suggests, should be based purely on individual's capacity and aptitude. Higher level training demands capability and attitude to work. Training, he says, is no doubt essential for individual and organizational growth. But training is only one element of organizational development. Sincerity and motivation for work are other dimensions of organizational efficiency. "These things", he said, "do not come by training alone." For some persons the purpose of training is not to learn but earn." In such a situation training can not eradicate corruption, and gear administration to development. Training per se,

Mr. Pradhan opines, can not bring significant change in the organization unless the attitude of the trainees is changed.

Mr. Pradhan states that there is no significant impact of PTs on the sectoral and national development plannings and their implementation. Training, he suggests, needs reorientation and rethinking. PTs as such do not have any say in national planning and decision making process. Bossism and appeasement are the characteristics of Nepalese administration. People fear to speak the real truth. Training is not effective in such a situation.

Participant Training, Mr. Pradhan suggests, should be geared to cadre development. It should prepare sincere and fearless administrators. It should never be arranged for pleasing the trainees. He said, "There is no proper concept of training in this country." Training is conceived and used for obliging people. He adds, "Every training should have its own philosophy, approach and technique." The NASC is adopting a new approach to train the administrative staff. Action plans are prepared by trainees individually and in groups. They then discuss and decide upon how to implement action plans. Trainees are then followed up to see the impact and effectiveness of the training. The NASC has recently adopted this technique. It is, he said, expected to be more effective.

On in-country training, Mr. Pradhan suggests, that overseas training should be limited to only a selected few, such as organizational heads and leaders. It will be better if in-country and out-country trainings were integrated in sequential order. In-country training first and then out-country training will bring better benefits of training. But Mr. Pradhan remarked, "Whether training is conducted inside or outside the country, it must be focussed on the cognitive as well as attitudinal change of the trainees."

9. Mr. Hem Bahadur Hamal

Mr. Hem Bahadur Hamal is presently the General Manager of Nepal Contraceptive Retail Sales Company Private Ltd., Kathmandu. Prior to be promoted to this post, Mr. Hamal had served in different positions and

capacities. In 1982/83, he was Consultant General Manager, Westinghouse Health Systems - Nepal CRS Project and in 1975-81 he was Divisional Chief of IEC Division of Nepal Family Planning and Maternal Child Health Project. From 1968 to 1975 Mr. Hamal was Health Director of NFP/MCH Project. He was born on 7 September 1941 in Kathmandu.

Mr. Hamal is M.A. from the University of Chicago with Communication major and Diploma in Public Health from the American University of Beirut. Besides, he has several professional trainings on Marketing, Management, Information, Education and Communication and Management of Family Planning Services etc. He was a Participant in a number of regional and international conferences and seminars. He was PT thrice.

Mr. Hamal is a poet and writer. His publications include collection of poems in Nepali, books on health and family planning, and research reports. He is thus a promising young man with versatile interests and abilities. He is sociable, intelligent and adjustable. He is undoubtedly one of the few who could achieve most of what many Nepalese aspire to attain to.

In the interview with him, Mr. Hamal said that he was one of the fortunate PTs who could get opportunity to best utilise the knowledge and skills of his training. As a PT he received training in population communication and immediately after his training he was assigned to a job to develop the IEC Division of the NFP/MCH Project as its Division Chief. Training, he said, helped much to carry out this responsibility. There were many other fields where he had chances to utilise his training experiences. Exposure to a developed country like the USA, he said, had changed his thinking and behaviour pattern and this had probably helped his career development.

There were, no doubt, occasions when Mr. Hamal had difficulties to adjust to the Nepalese bureaucracy. In the beginning years, he said, he had high spirit and desire to work for the development of the country. But there were many frustrating experiences. It took some time to be adjusted to the situation and regain confidence and zeal for work again. He is now perfectly adjusted to the socio-cultural milieu of the Nepalese society, and doing appreciably well in his field of work.

Regarding training in the USA, he said that there should be regionalization of training for middle level and managerial manpower development. Only advanced science and technological training should be organized in the United States and other advanced countries. Training in the US, no doubt, has prestige and other values, and so it is more attractive. But the third country training, he opines, is more cost effective and more relevant.

Mr. Hamal adds that women participation in training is low because there is low enrolment of women in education, and also because there is some social restraints. To improve it better access of women to education should be made available. The focus of women training should be on health, education and management.

PTs like Mr. Hamal, he believed, had helped development of health sector to a large extent. It is because of his training background that he could carry out different responsibilities effectively. He helped NFP/MCH Project by organizing training for middle level manpower required for the implementation of the project. He also developed training manual and other materials to prepare a cadre of health and family planning workers. He helped establishing FP/MCH offices throughout the country and tried his level best to create conducive atmosphere for carrying out the project work smoothly and effectively. However, he says, it is difficult here to run things efficiently for long so as to have tangible impact on the life of the people. The Nepalese bureaucracy suffers from practice of shifting responsibility on other's shoulders. There is lack of delegation of authority. Decentralization exists only in theory not in practice. There is, he continued, no accountability and no practice of reward and punishment in Nepalese administrative system. Actions move very slow here. PTs can not have significant role unless the Nepalese bureaucracy changes to a considerable amount. Training needs be geared to change the system itself and raise the morale of the persons involved in development administration. Right persons should be selected for rightful training. Training by rotation is not a correct system. Training is important for development. But equally important is the development of correct system of training. Mr. Hamal concludes with a note that education is the measure of development and quality education builds the future of a nation.

10. Mr. Iswari Lal Shrestha

Mr. Iswari Lal Shrestha (58) carries a Masters' Degree in Commerce from Calcutta University, India. With the opening of Commerce Faculty in Tri-Chandra College in 1954, he joined it as a lecturer. Having played an active role in founding this faculty, he worked as Pro-in-charge since its inception. Promoted as Vice-Principal of Tri-Chandra College, he has made a distinct dent on the development of the college particularly the Faculty of Commerce. In 1958, the Participant Training Programme took him to the USA for a pursuit of higher education. After the successful completion of one year's course in Business Administration he was conferred the Degree of Master of Education by Oregon University.

In 1978, he had a change of job from the academic field to the administration when he was made Joint Secretary in the Ministry of Education. In the year 1975 he was shifted to the Ministry of Commerce and Industry. He reverted to the Ministry of Education as Acting Secretary in 1978. For a spell he was made Secretary to the Prime Minister. His previous background worked to push him to the Ministry of Industry as Secretary in 1982. Once again he was absorbed into the Cabinet Secretariat as Secretary in 1986. Since 1987, he has been working as Secretary in the Ministry of Tourism. He has widely travelled and attended a number of international conferences. While talking to him one can trace a noble blend of academic flavour and administrative experience. Gentility and sincerity sparkle on his character.

Drawing strength from his own experience, Mr. Shrestha speaks highly on the practical utility of new ideas, refined altitude, expanded outlook, scientific working procedure, innovativeness, techniques imparted by the Participant Training. He, however, is not blind to the fact that a full application of the achievements of training is hindered by certain adverse forces; of such forces the divergence of social context, lack of appreciation for superior ideas and qualities and uncongenial organizational atmosphere are predominant.

Training not merely makes the people better qualified and more competent but also more conscious of personal prestige. The overvalued sense about the self makes the people immensely ambitious. The values imported from outside have axed the cultural backbone

of the Nepalese society. Hence, the people must be made to imbibe the social and cultural values of home country before they are allowed to sail for training abroad. A subtle synthesis of modern knowledge and traditional values leads to harmonization in the advancement of social life. He has a preference for the USA for training in the area of management, advanced courses in science, technology, electronics, computer. The third countries are good for modest type of training in all the areas which have relevance with Nepal's aspirations.

Women are pulled back by a combination of social attitude, cultural inhibition and educational backwardness in the area of training. For training they are numerically weak because they are limited in number in government service. He is optimistic about the emerging role of women. Through a process of gradualism they are coming up legally, socially, and educationally. It is patience which pays dividend in this respect. They can excel in child care, medical areas, home economics, social science and the technical area where delicate handling is essential.

The private sector constitutes a significant segment of the national economy. The present policy of privatization could be meaningful if the private entrepreneurs are exposed to the opportunities of foreign training particularly in the field of management, appropriate technology, tourism, etc. The validity of training is proved only when competent persons are selected for it. To ensure impartiality and appropriateness in selection an independent expert committee consisting of the representatives of the Government as well as independent experts must be set up. The duration of training is determined by the requirements.

Since training is meant to tone up the efficiency in working, lack of placement and monitoring of the personnel on the completion of training has resulted into a situation which allows questioning about the justification of training itself. The relevance of training with the growth of the organization has to be established by evolving a strong system of placement and monitoring.

The decision on the priorities in development goals basically moulded by a twist of twin factors: need and the available resources. Political intervention is visible sometimes in this matter. Acceleration of development pace is possible through the use of appropriate technology on a massive scale. The present condition does not warrant the intrusion of high-technology though its utility in future can not be altogether ruled out. The rampant scramble for material gains, excessive corrupt practices, preponderant say of political elements primarily account for sluggishness in our development exercises. The entire scenario can not be radically changed by training but it can make a dent on it, provided it embraces all the pertinent factors including the political ones, confides Mr. Shrestha.

11. Dr. Kedar Nath Shrestha

Born in 1937 at Lalitpur, Kathmandu, Dr. Kedar Nath Shrestha is presently Joint Secretary and Chief of Curriculum, Textbooks and Supervision Development Centre (CTSDC), Ministry of Education and Culture (MOEC). He entered the Government job in 1961 as Supervision Expert in MOE. He was promoted to the post of Under Secretary in 1967, and was in-charge of the office of teacher training in MOE. In the initial period of implementation of NESP (1971-76) he was Regional Director of Education for Central Region of Nepal. As a Director, he took keen interest and great pain to make NESP a success. Dr. Shrestha was deputed to the Office of the Dean of Institute of Education (IOE), T.U. in 1976 and he held the deanship for more than two full terms of 3 years each. He came back to MOE in 1983 as the Chief of CTSDC. He holds this post till today.

Dr. Shrestha was PT twice, first in 1962-63 at Sacramento State University, California, and second time in SIU, Carbondale in 1969-71. He was in Sacramento for one full academic year and received degree in primary education. He joined SIU in 1969 and completed his Ph.D. in 1971. His field of study was education administration. Dr. Shrestha has 3 months training in educational planning at Economic Development Institute, World Bank, Washington D.C.

As an officer in MOEC and the Dean of IOE, Dr. Shrestha has supervised a number of PTs under him and has participated in several regional and international seminars and conferences on education. He is a voracious writer in education. His writings include occasional papers, articles, and research reports on different aspects of education. Dr. Shrestha is gentle and energetic. He is flexible and knows how to move with the flow of the river. He is undoubtedly one of the promising PTs.

During interview, Dr. Shrestha said that to him the knowledge and skills he acquired in Participant Training were quite useful. Many of the things he learnt in the American Universities were relevant and meaningful. He was able to apply most of those things in his writings and works. But he said, "As you know, Nepal does not have the culture of appreciating people and give credit to one's performance". Sometimes non-performers are rewarded in terms of promotion and decorations. So, it is difficult, he opines, to identify PTs who have made significant impact on the organizational growth and development. In the field of teacher education Dr. T.N. Uprety, he feels, to be the one who has contributed much to the promotion of the cause and purpose of the COE.

Regarding why some PTs failed to utilize their training, Dr. Shrestha opined that there was lack of administrative support to do something new and take risks. The Nepalese administrative system, he says, does not encourage innovative approaches. It maintains status quo. So, many PTs find difficulty in using what they have learnt during training. Some of the knowledge and skills they have acquired in their training in the USA or other advanced countries, he continues, are no doubt inapplicable in their country. Such knowledge and skills are dysfunctional or of low practical value but not harmful. Knowledge and competency per se, Dr. Shrestha argues, are seldom harmful. But some PTs develop very high expectations after training in the USA. Such people may have adjustment problems in their country. They may get frustration which may be harmful to the person and the country. In-service training, he suggests, should therefore be tailor-made. Academic oriented long-term training is useful for university teachers. But for administrators, skill oriented short-term training is

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required. They need be trained in specific fields and in special classes. From this point of view, Dr. Shrestha says, third world country training may be preferable. For, the socio-economic situation of these countries is more similar to that of Nepal. But appropriate training institutes in these countries must be identified. Dr. Shrestha opines that institutes that have facilities for specialised training should be preferred. Internship training is very useful for administrative and other skill oriented training, he says. But the area, nature and type of training should depend on the specific need of the recipient country, organization or department.

Women participation in Participant Training, according to Dr. Shrestha, is definitely low. The obvious reason of this is low availability of lady candidates for training. The few who are available can not compete with men and excel for getting selected. It is not due to the cultural discrimination that women participation in an out-country training is low. Women in general, he opines, have low intellectual calibre, at least in comparison to men.

To improve women's participation, Dr. Shrestha suggested, "Policy of positive discrimination should be adopted." The recipient countries should, as he opines, have more projects where women could be better involved. Nurse training in health and teacher training in education are better fitted to women's nature and interest. But Dr. Shrestha stated that the fields of women training should be better decided by women themselves. Man's choice could be biased and discriminative. To improve women participation immediately some seats should be reserved for them. Dr. Shrestha seems to take it for granted that women in no case compete with men in the socio-cultural situation in Nepal.

Regarding participation of private sector in training, Dr. Shrestha viewed that trainees from private sector should be encouraged in small industries, cottage industries, garment factories and management. Different selection procedure, he says, needs be adopted for private sector. They can not compete with the college teachers and Government officers in TOFEL.

Dr. Shrestha argues that attempts have certainly been made to link training with organizational needs. For example, training areas are decided on the request of the recipient countries and the content and courses of training are incorporated in the PIOP in clear-cut terms. So, PTs after their return are expected to help institutional building and work for the growth and development of organizations they belong to. But in Nepal, as he says, policy changes quite often, and institutional objectives and strategies change accordingly. In education, for instance, policies on teacher training changed off and on. The broad objective of teacher education as laid down in NESP (1971-76), Dr. Shrestha thinks, has recently been changed. As the result, the specific objectives of many institutes such as IOF, NVTC etc. have had to be changed and adjusted accordingly. All these have adverse impact of PTs on organizational growth and development.

Political factors, Dr. Shrestha opines, often determine policy formulation and setting of development priorities in Nepal. Sometimes economic factors are also taken into consideration. The PTs have very marginal role in priority setting. Training as such has insignificant role in decision making. There is, according to him, too much political interference in administration and management. Administration and development are in vicious circle here. Development is retarded because of inefficiency in management, and administration is inefficient because of slow development. Development administration has very limited meaning in Nepal. According to Dr. Shrestha very little of modern management techniques is used in administration. Decisions are more politically biased and often irrational. "Nepalese administration, he says, "is more consumption oriented than performance based".

PTs, Dr. Shrestha believes, can have better impact on sectoral and national growth and development if the top level decision makers and planners are trained. They should be exposed to modern management system. Then only he feels, we would find some visible and tangible results of Participant Training. The top level people, Dr. Shrestha suggests, should be trained by their participation in seminars and symposiums. There should be management experts as resource persons

in such seminars. These experts should be borrowed from top universities like Harvard. The administrators, according to Dr. Shrestha, will not participate in training if they feel that the resource persons are of low calibre. Training must be geared to change the thinking and attitude of the trainees. Training is, Dr. Shrestha concludes, a futile exercise until the cognition and feeling of the political leaders and top administrators are changed.

## 12. Mr. Krishna Raj Aryal

Mr. Krishna Raj Aryal was born in 1928. After having completed his study in Bachelor of Arts in Tri-Chandra College, Kathmandu, he went to Allahabad University wherefrom he received Masters' degree in Education in 1954. In 1956, on the successful completion of his studies, he was conferred the Masters' degree in Education from Oregon University, USA. During 1954-56, he had served as a lecturer in the National Teachers' Training Centre. He was a Professor in the College of Education and also was associated with Education Development Project during 1956-59 as Director of Publication, HMG. He had also taken the initiative of founding the Sri Ratna Rajya Laxmi Girls' College in 1961. Since the inception of the College in 1961 he served as its Principal till 1971. The period spanning for a decade was marked by multifarious activities for the advancement of the cause of education.

His contributions in the field of education brought him to the national level in 1971 when he was nominated to the National Panchayat by His Majesty, the King. His nomination synchronised with his inclusion in the Council of Ministers as an Assistant Minister for Education. Promoted as Minister of State in the same Ministry in 1972, he was given a full charge of the Ministry of Education with a cabinet rank in 1973. When he was renominated and reappointed as a Cabinet Minister he was shifted to the Ministry of Foreign Affairs wherein he stayed till 1979. As Minister for Foreign Affairs he had led the Nepalese delegation to the UN General Assembly Session several times and also to a number of international conferences. He entered into the arena of diplomacy when he was appointed Royal Nepalese Ambassador to France. He had also to work as Nepal's Permanent Delegate to UNESCO during 1980-84.

He was nominated as a Member of the Raj Sabha by His Majesty, the King in 1985. His entry into the National Panchayat in 1986 as a nominated member paved the way for him to play an active role in national politics. A chain of decorations sticks to his chest, which includes Gorakha Dakshinabahu 1st Class of Nepal. Cultural activities and sports remain within the domain of his interest. His publications include "Monarchy in the Making of Nepal", "Education for Development of Nepal", "Science of Education", and a number of articles. He had also edited Education Quarterly and Nabin Shikshya when he was professionally engaged in education during 1956-59.

Mr. Aryal believes that in a developing country like Nepal, Participant Training has much to deliver for the benefit of society. Long-term training which carries degree is much more useful in the sense that it provides enlarged mental horizon, expanded knowledge and new techniques. The intellectual tools and skills which are acquired in training not merely help the people sharpen their common sense, and solve the present problems but also enable them to look into and ponder over in broader perspective. To back up his statement he recollects a hoard of eminent scholars including Dr. H.B. Hood, Education Advisor in Nepal from Oregon University, Tom Balanger, Charles Berm, Sc. Professor Bhuwan Lal Pradhan who have left an inedible imprint on the organizations for which they had worked.

While he has discerned enormous utility in training, he is not fully satisfied with the practical results of the training performance. The people who undergo training abroad on their return constitute a distinct class charged with an air of sophistication. Always conscious of their superior qualities and inflated virtues, they tend to reflect mostly in terms of their own interest. The new techniques and tools imparted to them by their training are found to be misfit in the prevailing environment in their home country. A hostile native environment resists the adoption of new methods taught by their training. Sometimes training does not cover a required full length. A halfway training is conducive to the growth of dilemma and indecisions.

The absence of favourable atmosphere in the home country has caused exodus of the trained manpower.

Intellectually enriched, mentally broadened, and equipped with academic decorations the trainees are generally tempted to stay abroad for the obvious reasons of material, intellectual and other gains. He complains that the problem generated by the dearth of trained and skilled manpower is worsened by the flight of talents. Mr. Bhuwan Lal Joshi comes up in his mind to justify his statement who was in the USA till his death in late seventies. Sometimes candidates are selected without scrutinizing their career background. When the basis for selection is not career-related and assumes superficial overtoning there is little scope for the output of training to be properly used. Mr. Aryal mentioned Hikmat Bahadur Malla who was chosen for training in the discipline of printing on the flimsy ground that his family was associated with press business for long without an inkling of knowledge that his involvement in the affair was negligible.

In view of the arbitrary, biased and irrelevant decisions on the selection of the candidates need identification must precede any kind of commitment to training programme. The recipient government should make a panel of qualified candidates with an illustration of their achievements and aptitudes, the donor agency would pick up from the list.

The third countries are better for short orientation training and also for initial training. For additional training, the USA proves to be more useful. An evaluation of the performance of the trainees should be conducted periodically in the place of training and also on the job. In view of the national importance and urgency of the Basic Needs Programme of the Government a good number of people could be sent to the third countries for training purposes in the relevant areas. But for higher level studies in science, technology, social services and medicine, the USA has much to offer.

The low participation of women in training is tangibly related to the meagre number of educated and qualified women. The age-old social values and family norms restrict the movement of women beyond a certain point. Various factors have conspired to record their competence at lower level. The existing hurdles could be wiped out by a conscious and concerted social movement for upgrading women to the level of parity

with men, thereby encouraging them to be enthusiastic participants in the training programme. In view of the active role traditionally being played by women in agriculture which enjoys a predominant position in the national economy they should be imparted basic training in agriculture. This should be followed by kitchen gardening, nursing, home economies, utilization of scarce resources, maintenance and repairs, etc.

In the mixed economy of Nepal, private sector has been given its due in the government policy. The contribution of private sector could be enhanced through a training of entrepreneurs in the area of industry, commerce, general management, handicraft, information, communication, tourism, etc. Israel, Japan, India and Philippines are among the countries which could be useful for Nepal from the standpoint of training. And certain countries of Europe could be of some relevance in some specific disciplines.

An objective assessment of training in relation to education does not delineate a pleasant picture. The unsatisfactory results could be attributed to the lack of determination on the part of the government, lack of consistency and continuity in policy formulation, non-recognition of teachers in terms of material rewards and social prestige leading them to a state of dissatisfaction.

Lack of institutional loyalty and long-term perspective, and also the non-existence of objective criteria have made the ordering of development priorities arbitrary and inconsistent. The use of technology must be geared to the fulfilment of the basic needs of the Nepalese people. Middle level technology must be a national choice while reserving certain space for high technology. Training must aim at assimilating the old and new values and techniques in a balanced way.

Development administration has been afflicted by a complex of apathy towards one's responsibility, non-existence of clearly defined job description and myopic view of the politicians. Reforms in the situation could be expected, provided the training programme has a wider coverage focussed on the administrators as well as the politicians.

13. Mr. Nutan Dev Khanal

Mr. Nutan Dev Khanal (48) is an M.A. in History. He started his career as a teacher in a school at Dharan, Kosi Zone. Therefrom he was taken to Panchayat Training Centre, Jhapa, Mechi Zone as an Instructor. A mix of diligence and intelligence gradually pushed him up in his career formation.

He went to the USA under the Participant Training Programme. Three months' training in management in Ohio State University in 1980 has added to his intellectual stuff and working skill, claims Mr. Khanal. On return after the training he was posted with the responsibilities of the Principal of the Panchayat Training Centre at Janakpur. He had also worked as the Coordinator of the Sagarmatha Integrated Rural Development Project which had provided him with the opportunities to be acquainted with the reality of rural life and the problems of rural development in Nepal.

The grasp of rural problems is reflected in a number of articles authored by him. Also, his writings have touched on a wide range of issues relating to development administration and panchayat development. It is perhaps his remarkable performance in the panchayat-related postings which accounts for his appointment as Member Secretary, Panchayat Policy and Evaluation Committee, by His Majesty, the King in 1981.

Mr. Khanal holds the view that training dovetailed to benefits in practical life has been quite useful. Its utility is more visible when it is interwoven with core studies particularly in the third countries like Thailand and Philippines which reflect similar socio-economic conditions. The theoretical achievements of training particularly in the advanced countries like the USA receive resistance for their application because of yawning disparity in the socio-economic milieu. The situation is confounded by the non-availability of necessary equipments and other technical instruments.

The effectiveness of training has much to do with the selection of candidates. Organizational need and the competence of candidates must be hooked to the selection of the would-be-trainees. Wrong choice has

jeopardised the objectives of training in a number of cases. Mr. Khanal is mindful of the fact the low-pay scale blunts the zeal of professionals. The technicalities of rules and regulations stand as bottlenecks in the application of the know-how churned out by training.

There is a general realization that training makes the people more ambitious and their expectations sky-rocketed. By making the training need-based and also through a system of judicious selection, much of relevance could be squeezed out of training. The identification of training institution is also equally important. The trainees from different countries with similar socio-economic background putting together for the purpose of sharing of experiences could be of enormous advantage in real life situation. In this context he recapitulated his experiences in the National Institute of Hyderabad, India.

Rigid categorization of countries for training purposes is absolutely wrong. It is the nature of discipline and the provisions in institutions which determine the pertinence of training. However, speaking by and large he is categorical that the USA is better for advanced courses in many areas - science, technology, research methodology, management, etc. while for orientation and short-term purposes with an eye on rural development the third countries may yield more practical utility.

The low participation of women in Participant Training Programme could be attributed to their small number in government service, educational backwardness and other social and family factors. Obviously, more education is needed for women, and their entry into the government service could be encouraged. Cottage Industries, income generating and self-employment enterprises are some of the areas in which the involvement of women could be made more beneficial through training.

The wheels of national development should be lubricated by the maximum contributions of all segments of society including the private sector. The activities of private sector should be tied up to the Basic Needs Programme of the nation. The performance of the private entrepreneurs could be substantially

improved through the enhancement of their knowledge and skills in the areas where the scope for the use of local raw materials is maximum.

Training for planners, decision-makers and top administrators is required for the purpose of updating and refreshing their knowledge. Hence short-term colloquium on relevant topical issues and observation tour of selected spots may prod them to be more practical and pragmatic in their functioning.

It is apparent that the development process in Nepal has been handicapped by the non-availability of well-defined responsibilities and the role of the manager, excessive centralization, lack of coordination in planning exercises and non-existence of a line of demarcation between the authorities of politicians and administrators in decision making. Some of these maladies could be remedied through a well-designed training programme which must contain provisions for mixed group of politicians and administrators.

14. Dr. Panna Lal Pradhan

Dr. Panna Lal Pradhan was born in January 1933 at Birganj, about 200 km west of Kathmandu city. He was educated in one of the local high schools at Birganj, and after S.L.C. Dr. Pradhan went to Patna for his higher education. He did M.A. in Psychology from Patna University. In 1958, he went to the USA as a PT, and he was one of the four bright PTs who was selected for doing Ph.D. at the University of Oregon. The educational career of Dr. Pradhan was excellently good from the very beginning. He was a first class student throughout his educational career. He topped in M.A. Psychology Examination of Patna University in 1956.

Dr. Pradhan, before joining the COE, served as a Head Master in a Middle School at Birganj, and later as the Principal of Vanasthali High School in Kathmandu. He was appointed as a psychology teacher in the COE in 1957. He was with the COE until 1967. He was Professor and Head of Department of Psychology, Tribhuvan University and also the Executive Secretary of the Planning Council of T.U. in 1967. He came back to the COE as the Principal in 1972. In the same year

he was appointed the Dean of Institute of Education, T.U. He served as the Dean of IOE for one full term of 3 years. Then in 1976, Dr. Pradhan came to hold the office of the Planning Division, T.U. as its Chief and continued with this post till today.

Dr. Pradhan is well known for his intellectual capacity, objective judgement and straight forwardness. He led a very busy life during the years of the implementation of NESP (1971-76) and before. In 1960s, he was wanted every where. He said he was a member of more than 32 committees in late 1960s.

As the Principal of the COE and the Dean of IOE, Dr. Pradhan supervised many PTs under him. Besides, he had many PTs as friends and colleagues. He is a very close friend of Dr. T.N. Uprety, the first Principal of the COE and the Vice Chancellor of T.U. Dr. Pradhan is bright, honest and simple. He is not over ambitious and can remain satisfied with whatever he has, and wherever he is placed.

Dr. Pradhan says that American system of teaching-learning is different from Indian system. American universities require students to have very much self-study, and this helps PTs develop habits of self-study and hard working. This is how "my study habit was improved", he said. Besides, students in American universities are required to participate in class room discussions. Such discussions help developing clarity of ideas, and provides opportunity to identify problems and their solution. Professors there often present their papers for class room discussion, "We feel free to comment and criticise on their papers." They appreciate genuine criticisms of the students. "I know a professor who agreed to completely change his paper after being commented upon by the class." Such free and frank discussions, he opines, are important for originality and creativity. It is probably such experiences that made him express his views in clear words without reservation. People in Nepal, however, he says, do not appreciate criticism. Critics are disliked and put to troubles. "It is not a healthy gesture for national development", he said.

Dr. Pradhan feels that he has learnt many new ideas and skills as a PT, and much of this knowledge

and skill is useful and relevant. He said that some PTs could contribute much to the development of organizations such as COE. The COE was a prestigious organization in 1950s. But it began to deteriorate in 1960s. The PTs are not responsible for this organizational downfall. It was the top level decision makers who were the main cause of the COE's deterioration. He continued, the PTs in COE did contribute to the growth and development of teacher education, although the nature and amount of their contribution differed. Dr. Pradhan thinks that he could, as the Dean of IOE, contribute most to the growth and development of IOE by introducing many innovative teacher training programmes such as On-the-Spot Primary Teacher Training Programme, Remote Area Teacher Training Programme, Science Teacher Education Programme, One Year M.Ed. Programme and so on. These programmes, he argues, are most innovative and relevant to the need and ecology of the country. These programmes, he said, could meet the challenges of the NESP (1971-76) to teacher training. These programmes, he said, have helped developing basic manpower in teacher education. But the mid-term evaluation of NESP was critical on the functions and role of the IOE in the implementation of the plan, and Dr. Pradhan was ousted from the deanship in 1976. He thinks that he has to quit IOE because of the prejudicial view of some influential persons in the MOE. He was made escape goat for the failure of NESP.

Dr. Pradhan accepts that he was one of the master planners of Multiple Campus System in T.U. He, despite vehement opponents in the IOE, feels that multiple campus concept is the most viable system for higher education in Nepal. Nepal, he argues, can not afford for meeting the physical and other needs of separate and independent campuses or colleges. In multiple campuses, as he says, teachers from different institutes or faculties can get benefit from mutual contact and exchange of views. Multiple Campus System must, therefore, be practised for integrative and multi-disciplinary approach to education. Teacher education today, he said, is in lowest ebb not because of multiple campus system nor due to PTs, but due to politics in education. Politics and decision making process are not under the control of PTs, he added.

PTs, Dr. Pradhan argued, did contribute to the educational development of Nepal. The national system of education, awareness of the important role of teacher training in education, reformation in curriculum design and pupil evaluation system etc. are some of the significant contributions of PTs in education.

In regard to the need of improvement in Participant Training Programme, Dr. Pradhan suggests that there is no sense in sending every one to the USA for training. Many training programmes can be best organised in the country itself or in neighbouring countries. Training should be geared to the country specific needs. Sophisticated technological knowledge and skills of the PTs are often wasted. Participant Training needs be more objective oriented. But he argues, training has no meaning if it does not change trainees' attitudes and contribute to the improvement of the management system of the country.

15. Dr. Prabha Basnyat

Dr. Prabha Basnyat (46) is linked up with a chain of educational institutions in the pursuit of knowledge. After the successful completion of her studies in Home Science in Lady Irwin College, New Delhi in 1963 which earned her B.Sc. degree she joined the Government service in the Ministry of Agriculture. Her undying zeal for higher studies drove her to the USA in 1967. The 18-month study in Southern Illinois University gave her the degree of M.Sc. in Home Economics Education. Her perseverance paid her in terms of a Ph.D. degree in Home Economics Education in 1973 from the same University. The Participant Training Programme offered her the opportunity to undergo 4-months training in Educational Planning and Administration in the USA.

Her official responsibilities and personal initiatives have engaged her in numerous women welfare activities. It is in recognition of her dynamic role in the discharge of her responsibilities that she was made a member of the Nepalese delegation to the UN General Assembly Annual Session twice. She is a prolific writer, and has been involved in a number of

research projects. She is the first Nepalese woman to receive a doctorate degree. In the span of her 27 years' service she had also served as a senior trainer in the Nepal Administrative Staff College. Currently, she has been working as Coordinator, Women Development SAARC Division, Ministry of Labour and Social Welfare.

Dr. Prabha Basnyat is convinced that the Participant Training Programme has yielded tangible benefits in the field of education, planning, research, financial and administrative management. The freshly acquired skills and innovative ideas help to take the organizational functionings along the path of modernization. But the full use of the training achievements is retarded by the lack of logistic support, denial of proper job opportunities, incompatibility in organizational environment, scarcity of resources, non-existence of job-description and arbitrary political pressure. Training in itself is not harmful. But the lack of opportunities generates side effects begetting a sense of frustration and wilderness. Such atmosphere is found to adversely affect the growth of the organization.

In order to make training result-oriented it should be tailored to national need. All the agencies, be it bilateral or multilateral or international, should adopt a coordinated approach for the sake of harmonization. All precautionary measures should be taken to see that the resources are fully utilised. From the stand point of practical utility the training in third countries possesses more relevance. But there are certain areas in which qualities of excellence are attainable only in the USA. Training in the USA is monetarily expensive. Hence care has to be taken if the same amount of money could cover greater number of trainees without damaging the spirit of requirements and quality the third country should be given priority. The psychological superiority generated by US training is balanced by practical benefits of the third country training.

The USA offers better services in the field of science, technology, management and planning while agriculture, forestry, water resources, community development and education opt for third country. She is conscious that very few women are involved in training. But she is equally aware of the reasons. They are educational backwardness, dual responsibilities of the office and the family

affairs, social inhibitions, lukewarm attitude of the concerned authorities and inadequate family encouragement. Their involvement could be enlarged by means of preferential treatment and designing short-term courses exclusively for women. Home science, sociology and education could be the better choice for them. However, they should not be altogether deprived of opportunities in science and technology. An impartial selection mechanism is a dire necessity.

The matrix of the Nepalese economy suggests that cooperatives, agriculture, industry, planning and management are among the areas which could be bettered by providing encouragement and training opportunities to the private sector people. On the whole the training must be fitted in favour of short-term result oriented programme. Only for advanced courses in selected areas, long-term training must be preferred.

The situation created by the lack of a definite policy governing placement and monitoring of the trained manpower is deplorable. A trained person with a greater realization about his responsibilities, enlarged perspective, more confidence, analytical vision, and new techniques is in a better position to promote his organizational interest. But this can be attained only by having a definite policy of placement and monitoring.

The development priorities are being influenced by the Basic Needs. But other undesirable elements such as political considerations tend to intervene. Such forces could be neutralized to some extent by creating an outlook of objectivity through training. The reality of Nepalese situation chooses that type of technology which is easily available and comprehensible to the mass of the people.

Development demands speedy work in Nepal. But bureaucratic bungling and manoeuvring have dampened the spirit of development efforts. Several factors, of course, play their role in combination in creating a favourable climate for accelerated development. But the predominant role is played by the bureaucrats who with their callous attitude towards the public cause indulge in triflings thereby creating a network of red-tapism. A comprehensive training programme aiming at broad objectives covering from attitudinal change to the exposure to new ideas, skills and techniques may create a congenial climate in which promises and performances are well matched.

16. Dr. Prachand Pradhan

Dr. Prachand Pradhan is one of the leading intellectuals of Nepal. He is a Professor in CEDA, T.U.. Currently, he is an international consultant to the International Irrigation Management Institute stationed in Colombo, Ceylon. Dr. Pradhan started his career as a lecturer and taught in several colleges - Bhaktapur College (1960-62), Durbar Degree College (1962-64), Trichandra College (1964-69), Morang College (1964, on assignment) and T.U. Department of Political Science (1970). He served CEDA as a Consultant in 1971 and later as the Deputy Director for the period, 1972-74. He was appointed as the first Dean of the Institute of Business Administration under NESP for the period 1974-76.

During interview, Dr. Pradhan asserted that he had the opportunity to make full use of his knowledge and skills acquired under the PTP. He was instrumental in establishing Diploma in Public Administration under T.U. When he was the first Dean in IPA, he developed curriculum for it which is still in existence. As the Deputy Director of Training Incharge of providing training to the civil servants in CEDA, Dr. Pradhan says that his training experiences of USA helped him very much to discharge his duties duly. He feels that his present assignment in IIMI is also the by-product of his basic training in USA.

In the opinion of Dr. Pradhan, rightly selected competent candidates are capable of utilising their knowledge and skills in their respective fields. It is only in the case of incompetent candidates selected through backdoors or otherwise that the question of low or unutilization crops up. Therefore, selection process is very important and it must be given due consideration. He gives an example of a senior HMG official. He was picked up for training in USA under PTP when he was serving in the general administration. During his training period in USA, he was transferred from general administration to Custom Department. His training area was also changed accordingly. After return, he was appointed as the General Manager of a major jute mill in Biratnagar. Thus, Dr. Pradhan resents against the lack of 'proper career planning' because of which training sometimes becomes futile.

Dr. Pradhan is not in favour of sending candidates in third countries for third grade training. He argues that if the cost is to be borne by USA, why cost should be considered as an important factor. Quality is more important than cost. He pleads to send candidates in quality institutions of USA. He classifies training into three categories - (a) limited Ph.D. programme for university academicians and for those who can influence the decision making process, (b) Master's level programme for specialized training in some relevant areas such as remote sensing programme, water management programme and natural resource management programme, etc., and (c) training programme of 6 to 9 months for acquiring basic knowledge and skills particularly meant for middle level staff. Dr. Pradhan suggests that if the PTP follows this line, the result would be much better. He continues that there are several institutes in Nepal which have comparable type of programmes with good infrastructural, academic, professional and administrative background. He suggests to encourage, further develop and use these institutes which will give an air of self-reliance in training activities.

Dr. Pradhan says that discrimination is not a factor for low participation of women in training. The very number of women in educational institutions, government, corporate and private services is very low. As such, quota should be fixed for women in scholarships and entry points. This will improve the present situation. He suggests that subjects open to men should be open to women as well.

According to Dr. Pradhan, private sector is playing a very important role in national development. As such, personnel involved in private sector should also be given chance and opportunity to participate in overseas training programme. Priority areas for their training can be a small scale industrial management, export trade management, and specialized training in relevant fields. PTP is only a small component in the total human resource development programme. There are other training programmes such as, Colombo Plan, British Council Training Programme, Indian Training Programme, Russian, Chinese and West German Training Programmes etc. which are no less important from the point of view of trained manpower development.

Dr. Pradhan confidently says that PTP has made strong impact on two sectors, education and agriculture. In 1960s, Oregon trained PTs made tremendous impact on education particularly in teacher training programme. In 1970s, US PTs played crucial roles in the formulation, implementation and evaluation of the National Education Plan System. Similarly, lots of innovative changes were introduced in agriculture through PTs with immense impact on researches and extension services. USAID training has contributed to institution building in the sense that it has helped human capability development amongst the PTs and it has also increased their resource mobilization capacity. However, PTP does not have much influence on development planners, except some influence, at secretary level.

Regarding the kind of technology Nepal needs, Dr. Pradhan suggests that candidates should be sent to USA for training in computer science, water technology and electricity technology which have immense potentialities in Nepal. Nepal lacks water experts so much so that she is borrowing the services of Canadian water experts. To implement all these, Dr. Pradhan concludes, there is need of the change of attitude and policy at the higher levels.

17. Mr. Prithu Narsingh Rana

Mr. Prithu Narsingh Rana, born in 1933, is currently the Additional Secretary in-charge of Basic Needs Monitoring and Evaluation Committee under the National Development Council. Before this last assignment, he served the government and the country in various capacities and positions. He was the Acting Secretary of Ministry of Agriculture, 1985-87; Executive Chairman cum General Manager, AIC, 1983-85; Director General of Agriculture, 1980-83; Regional Director of Agriculture, 1977-80; Entomologist and Chief Entomologist, 1976-79. He joined the government service as the project chief of Agricultural Extension and New Settlements in Rapti Valley in 1956 and served it till 1958. Later, he became the Principal, Village Development Training Centre, Kathmandu, 1956-58.

Mr. Rana did his M.Sc. in Entomology from Indian Agricultural Research Institute, New Delhi, in 1956. During his service period, he was a PT twice. First time in 1959, he had Community Development Training in Philippines, India and Japan for one year as a non-degree programme. Second time in 1972, he joined the Kansas University for three months and had intensive training on Control and Storage of Grain Pest. Apart from these, he had three months training in Canberra, Australia on Plant Quarantine in 1966 and another three months training in Central Food Technology Research Institute in Mysore in 1962.

Mr. Rana is very proud that he was one of the founders of the Village Development Project of 1950s, the only project launched to serve the people at the grass-root levels. He recalls that he made the best use of his knowledge and skills learnt in USA under PTP while training a large number of village development workers, some of whom are holding key posts at present under HMG. Mr. Rana claims that he was instrumental in developing the 'Entomology Lab' in Khumaltar which was so necessary for agricultural development.

According to Mr. Rana, some PTs could not use their training experiences because of the factors such as insecurity of posts, frequent transfers, low pay scale and also the voluntary changing attitude of the PTs. In some cases, developed technology of USA learnt by PTs could not be used in Nepal because of the lack of facilities. Sometimes it so happens that a person is often sent abroad for several kinds of training if his boss is in his favour. Mr. Rana remarks that training ordinarily does not have harmful effects; except brain-drain from which Nepal is also suffering, but he consoles that it is an 'international phenomenon'.

The main reason of women's low participation in training is their less number in government, corporate and private jobs. To improve the situation, like several other PTs, Mr. Rana also suggests preferential treatment or if possible quota system for them. Regarding priority areas for women, Mr. Rana remarks, 'women are in jobs in every field.' However, he suggests nursing, home economics, and in agriculture, botany and entomology for them. He is in favour of non-degree skill oriented training which is

contributory to national development as against the academic oriented training which is more individualistic. To make the training more useful and meaningful, he suggests that the donor country should incorporate some specific conditions in the agreement document itself such as selection procedures, courses to be offered during training period, placement after return in the same jobs for which they are trained.

To Mr. Rana, PTP has made tremendous impact on agriculture, health and family planning in terms of programme expansions, inputs, introduction of new innovative techniques and quality services. Regarding institution building, he adds that Nepal is using, more often than not, 'trial and error methods', and he continues, 'we are engaged in hit and miss games' and there are more 'misses' than 'hits'. Frequent 'political interference and pressure' has hampered leadership development in institutions and thereby institutional development itself.

Training has shown good impact on agriculture as is mentioned above, but it is not being given as much priority as it deserves which is reflected in the allocation of budget. For agricultural development, basic support areas should be amicably developed. Regarding technology, Mr. Rana favours 'middle level appropriate technology' followed by the development of 'village technology' which was the corner stone of village development programme of 1952. Regarding development administration, Mr. Rana concludes, corruption is No. 1 problem of administration and if there is decentralization of anything, it is the 'decentralization of corruption'.

18. Dr. Rajendra Kumar Rongong

Born on 24th March 1930, Dr. Rajendra Kumar Rongong was the first B.Ed. from the College of Education (COE), Kathmandu. Presently he is Professor in Faculty of Education and Director of Curriculum Development Centre, Tribhuvan University. He has been holding the Director's Office since 1975. After completing M.Ed. from Central Institute of Education, Delhi, Dr. Rongong started his career as an instructor of Normal School in 1958. He was lecturer of the COE and a full time teacher at Lab. School in 1959. He served as Head Master of the Lab School in 1960-61 and 1968-71. He was a long-term PT in 1971-74. During this period he completed his Ph.D. from SIU, Carbondale. Soon after his return from the States he was promoted to the Reader's position in the Institute of Education. For a brief period in 1974-75 he also served as the Director of National Development Service, T.U. He was promoted to Professorship in 1980.

Often referred to as the first product of the COE, Dr. Rongong has, in fact, possessed the spirit and ethos of the good old days of the COE. Anybody discussing with him on teacher education in Nepal is invariably reminded of the golden period in the history of teacher education in Nepal. He is a product and defender of the COE. He thinks that he is assisting teacher education even when he is not directly involved in planning and implementation of teacher education programmes.

Dr. Rongong is soft and gentle. He is jolly and has a good sense of humour. He is flexible and can adjust to adverse situations. Holding the same office of directorship continuously for the last 13 years indicates his optimism and capability to maintain status quo.

Dr. Rongong thinks that his experiences and training in SIU, Carbondale as a PT had an important impact on the development of his value system and attitude formation towards teacher education. Although he was determined to be a teacher from the beginning, he got proper perspective and understanding of teaching-learning process through training. He said that he obtained the basis of teacher education from the COE, Kathmandu. He could not add much to this knowledge in Central Institute of Education, Delhi.

For, he opined that the M.Ed. courses at Delhi were not very much different from those of B.Ed. at COE, Kathmandu. The exposure to American universities, he said, is quite different. There are so many things to learn in the American universities that it is hard to decide what course to offer and which is to be given up. He said that he is a Ph.D. in education. But Ph.D. holder is a person who knows much about a little. Whatever little he had learnt as PT, he could utilise in different fields of life. He added that the knowledge and skills which he acquired as PT were used in teaching education courses, curriculum framing, and guiding research students. Participant Training, he continued, has also helped his career development. Without Ph.D., he said, he would have not been promoted to professorship.

Regarding the impact of Participant Training on organizational development, Dr. Rongong opined that the personality of the PT is an important factor in determining his/her role in the organization. There are many PTs in the Institute of Education. But every one of them could not contribute to the growth of the Institute in the same amount or degree. Pts like Dr. T.N. Uprety contributed a lot. It was under his leadership that the COE rose to its highest peak. But the image of the Education College was disturbed in the principalship of Mr. S.R. Dhoj Joshi. Dr. Uprety had many leadership qualities. He could, Dr. Rongong continued, establish good linkage with the Ministry of Education and maintain team spirit in the college. But things got worst in later years. The COE gradually withdrew its close relationship with schools and their programmes, and teacher training could not meet the growing needs of trained manpower in the school. The situation got worst when NESP (1971-76) came into operation. All the Deans of IOE, he said, were PTs. But they failed to fulfil the purpose of teacher education. Teacher education was delinked with school needs and was more and more oriented to academics. NESP attached much importance to training. Even the college and university teachers desired for training. The CDC, in fact, made a request to Dr. K.N. Bhrestha, the then Dean of IOE for organizing a training programme for college teachers. But those days are now gone. Teacher education is at two low ebb now. Low calibre PTs are partly responsible for this. Persons with good background and character should only be selected for Participant Training.

On the whole, Dr. Rongong believed, PTs have contributed much to the organizational and national development of Nepal. On an average PTs have better exposure and broader outlook. They are better capable to contribute to nation building than non-PTs. But there are some PTs who have negative attitudes. They are, he said, people of different nature. "They are hard nuts to break." "You can not change human nature", he remarked. Participant Training Programme should, therefore, focus more attention to the process and mechanism of selection of candidates. It should be geared to the needs of the organization and the country. Third world country training is good from cost effective point of view. But the quality of the third country training is not comparable with that of the developed countries like the USA. Trainees need broader exposure for developing wider perspective. Developed countries only can provide for such an exposure and perspective in education and other field. He said that he could acquire a broad vision of teacher education in the States as a PT. Dr. Rongong was resentful with the PTs who de-emphasize training in the USA. He said, "I pity upon those PTs."

19. Mr. Shyam Prasad Adhikari

Mr. Shyam Prasad Adhikari was born in December 1938. He possesses a degree of Masters of Arts in Anthropology from Michigan State University, USA. He has a command over five languages: Nepali, Hindi, English, Maithili and Bhojपुर. He has written more than half a dozen books which include, "Community Growth and Pattern of Urbanization", and "Rural Development in Nepal - Problems and Prospects". Additionally, he has published a number of articles most of which are centered on socio-economic problems. It is the official assignments as well as his personal inclinations which have made him attached to a number of social welfare organizations.

He joined the Government service as a District Officer in his early 20's. His experience combines the working in the field as well as in the ministries in the centre. His job descriptions present a picture of varying character. His services in the Government spanning for about 3 decades include as Block

Development Officer, Panchayat Development Officer; Senior Instructor, Rural Development Training Institute, Rampur; Director and Research Officer under the Ministry of Home and Panchayat; Principal, Panchayat Development Training Institute, Janakpur. Currently he has been posted as Additional Secretary, Ministry of Panchayat and Local Development.

Two-fold manifestations of training as trainer and trainee constitute an integral part of his career. Not only that he has served in varying capacity as a trainer in Nepal but also that he has undertaken a multiple of trainings in different countries which include Community Development Training, Michigan State University, and Training in International Cooperation, University of Wisconsin, USA. Experiences in administration and training in combination have been a rare asset of which he can boast.

Mr. Adhikari asserts that Participant Training has widened the outlook, perceptibility and understanding capability of the people. Many of the people who had undertaken training have profoundly used their knowledge and skill in the service of the nation. It is conspicuous and effective especially in the rural development activities. It has tremendously helped the people to understand the problems of the people. Among others Mr. Mukti Prasad Kafle and Mr. Tara Dev Bhattarai have made indelible contributions in the field of rural development, he mentions.

The non-existence of a well-established practice of absorbing the trained manpower in relevant job primarily accounts for the huge waste of talents. Illustrating his own case, Mr. Adhikari says that it was ludicrous that he was posted as Director of General Services, Home Ministry on his return from the USA after his training in a different area under the PTP. The assigned job was not even remotely related to his training. The situation is worsened by the people at higher level who are little capable of recognizing the potentialities and the capabilities of the trained manpower.

The people trained abroad are susceptible to the influence of foreign culture. Influenced by alien culture they put their sense of arrogance on display. Overvaluations of the self propped up by additional

qualifications snatch them from their duties to the nation to more lucrative job, inside or outside the nation.

Training, in order to make it meaningful, has to be based on the national need of the recipient. It is more concerned with the recipient country than with the donor agency. A comprehensive policy based upon national requirements must guide any training programme. An independent expert body consisting of the representatives of the government and also of the donor agency should decide on the selection of candidates.

The similarity in the prevailing socio-economic conditions promises more relevance in the training in the third countries. Problem related areas such as agriculture, health, education and socio-economic considerations go in favour of third countries while advanced courses, research-oriented works and technological courses find better place in the USA for training purposes. He, however, adds that training programme could be better conducted in a number of areas with the help of experts from outside, if need be, within the nation.

The very fact that women are few in government service, their educational backwardness and social inhibitions are primarily responsible for the low involvement of women in training. The solution to this problem lies in providing greater opportunities of education for women and generating general awakening in society. Training for women in house-keeping, education, medical and employment generating areas may be more fruit-yielding.

In the mixed economy of Nepal private sector has its allotted role to play in the national development. Training should embrace the people of private sector in the area of managerial skill development, industry and tourism. Only in selected areas people with proven capability should be sent for long-term courses leading to degree while the others may be reserved for job related training.

Ordinarily, people are picked up from organization for training in relevant areas. The widened perspective, new knowledge and skill, and innovative

ideas imparted by training are inserted in their organizational working, given an opportunity. But the erratic placement policy and hostile organizational environment may resist the application of such inputs. Obviously, the remedy lies in a definite and firm policy to govern the placement and monitoring of the trained manpower.

In the current situation development priorities are determined by the felt-needs or basic needs of the people, perspectives of the donor agency and political considerations. Training, of course, can help make the formulation of development plans more objective. In the Nepalese context labour-based appropriate technology must be the common choice with higher technology reserved for a few related areas.

Development efforts in Nepal have been hampered by a shortage of trained manpower, lack of coordination, and depressingly backward socio-economic conditions. The speed of development may be accelerated by the lubricant of training which helps generate capable manpower and objective and scientific outlook.

20. Mr. Tara Dev Bhattarai

Mr. Tara Dev Bhattarai, aged 69, had joined Government service in Cottage Industry Department in 2002 B.S. as Superintendent on the completion of his higher education. He had a steady rise in the ladder of administration. A few years after the dawn of democracy in Nepal in 1951, the then Government of Nepal (now named His Majesty's Government of Nepal) had launched the Village Development Programme in which the USA and India were involved as aid-donors making it a tripartite development programme. He was made Assistant Director in the Village Development Department. While in service he went to the USA to study in Michigan State University, East Lansing wherefrom he took his M.A. degree in Sociology in 1960.

With the political changeover in December 1960, local panchayats elected by the people were designed as the medium of development activities. At the centre a strong mechanism was provided to adopt all necessary measures in strengthening the local panchayats for

undertaking the development responsibilities devolved on them. His experience in the village development programme took him to the newly created Department of Panchayat Development as its Director in 2017. He was elevated to the position of Director General in the same Department in 2029. In the year 2033, he was promoted as Secretary in the Cabinet Secretariat. Under this new assignment he was required to work as Secretary to the Prime Minister. He was shifted to the Ministry of Health as Secretary in 2034. On the completion of his 60 years he retired in 2036 as required by the provision of Civil Service Act of Nepal.

His standing and services are not limited to a specific area in the Government. However, he is noted for his long standing and substantial contributions to the cause of village and panchayat development. During his long span of service covering 35 years he had undertaken an extensive tour of the Kingdom inclusive of the varying topographical divisions. A variety of official assignments including the participation in international seminars and conferences has taken him abroad in countless number. Most of his writings are focussed on different aspects of rural development. His service record and published articles tend to project him as a man with a propensity to village uplift. Perhaps this instinctive element in him is responsible for making him Advisor to "Urban Development through Local Efforts", a German-aided project. In that capacity he has been working since 1942.

In the opinion of Mr. Bhattarai, Participant Training has made the people innovative. With his outlook appreciably broadened a man on the completion of training abroad comes back to his mother organization to take initiative, to revamp and streamline his organizational activities. Equipped with newly acquired knowledge and skills he emits confidence in his undertakings. Insertion of new ideas and adoption of fresh techniques automatically confer on him a leading role. The positive results of his innovative performance inspire his colleagues and the subordinates to follow the suit. The temptation to follow the best is instinctive in man. The atmosphere in the organization may be charged with flamboyant and optimistic spirit. He quoted several names including Dr. Mohan Man Sainju, Mukti Prasad Kafle, Shyam Prasad Adhikari to back up his statement that men with training were the useful assets for the promotional cause of the organization.

He is not, however, ignorant of the fact that all the gains acquired in training are not fully used back home in the organization in which the trained work for various reasons. The denial to the use of the attainments in the training is largely due to the placement of the trained on a job which has no relevance to his training. The matter is aggravated when the boss is not capable of recognizing the output of training. In many a case the head under whom the trained have to work is not only insensitive to the potentialities of the trained but also jealous of the superior qualities of the subordinates. The mental and intellectual handicap which stands in the evaluating capability of the chief retards the growth of the individual concerned, and also deprives the organization of its advancing spirit.

Training is always meant for imparting positive qualities. But it sometimes unwittingly begets harmful effects, asserts Mr. Bhattarai. Attuned to a lavish and pompous life style during the training period one comes back quite often accompanied by the traits of alien culture. In his own home country he finds himself in an atmosphere of alienation. Equipped with better knowledge, and skill and higher degree of self-confidence he comes back with inflated expectation. He does not take much time to plunge himself into an ocean of frustration when he perceives the widening gap between his imagination and the reality around.

The suitability of training is measured in terms of its capability for meeting the requirements of the country for which training is meant. To identify the need before a decision on training is taken is a necessity. Once the need of the nation is confirmed a comprehensive survey has to be conducted in search of a most appropriate institution or institutions. A scanning of the course contents of the training institutions ensures correct selection which responds to native requirements. If possible, a kind of orientation on the courses which the would-be-trainee has to undertake in an exhaustive way abroad makes him easier to take up his assignment.

For training purposes the third countries like India, Pakistan, Sri Lanka, Thailand, Singapore, Malaysia, could be a better choice in view of similarities in the socio-economic conditions. However, in certain specific fields in which the USA has a record of excellent performance, the desirability is obvious. In respect of computed medical science, nuclear medicine, civil aviation and education the USA has greater claim while in agriculture, forestry and handicraft third countries may be given priority.

The women picked up for training purposes are limited in number for the simple reasons that their cadre is small. Under the pressure of traditional and domestic factors even the qualified women are hindered in their going abroad. For the sake of equity women should be looked upon sympathetically when the focus is on training. The general educational conditions prescribed for being eligible for training must be relaxed in the case of women. And they should be encouraged to come up for training abroad under the protection of state policy. Given an opportunity, women unquestionably excel in home management, child care, home and cottage industries.

The need of accelerated development demands the cooperation of all sectors of society including the private sector. It is not easy to draw a barrier line for the private sector. But there is no room for doubt that better results can be expected from the men in private sector through training in the area of business management, hotel management, tourism, etc.

In order to guarantee the meaningfulness of training the selection of the would-be-trainee must be based upon competence. A uniform selection mechanism can not be recommended for all the men representing different professional areas. Such mechanism should be constituted sector-wise. Government representatives, local experts and donors' representatives must embrace the composition of such mechanism.

The duration of training varies according to the nature of requirements. In certain areas long-term courses leading to degree may be preferable while in most of the cases short-term training pregnant with immediate results must be a general choice.

The absence of a strong and clear policy regarding post-training placement, follow-up, monitoring and control has led to question the validity of training itself. The National Planning Commission should be empowered to perform these functions.

Speaking by and large, selection of the would-be-trainee is to be done from among those who have relevance to the subject of training. Since the use of the gains of training begs questions a continuous evaluation has to be made about the use of training.

It is hard to point out the specific contribution of the trained to the growth of his mother organization. Some may have done so. But the visibility is not distinct.

It has been found that foreign training has adversely affected the attachment to one's nation. Immersed in foreign culture the trained may develop ambitions which can not be fitted into the national framework, resulting into frustration.

In the ordering of the priorities in development programme are reflected the donors' influence, political pressure and felt need of the people. A clearly defined and broad-based national policy and expressed political will have to make the development programmes genuinely need-oriented. In this respect the role of training is minimal, as the experience shows.

The existing environment is not receptive to high technology. A simple and mass-based technology has to be indigenously developed to conform to the prevailing social mood. The development administration in Nepal has been marred by a declining working capability, insecurity of service, misplacement, lack of job description, inaction of rules and regulation. A comprehensive training scheme covering the people of all levels of the government including the politicians can provide certain measure of relief to the present strains though training is not the sole panacea for all the maladies.

21. Dr. Tika Man Vaidya

Dr. Tika Man Vaidya (50) is one of the leading family planning specialists in Nepal. After his MBBS Degree from the Nagpu, University, he completed post-graduate degree in General Surgery in Bombay University. He served the Family Planning Association of Nepal (FPAN) for a long time as its Medical Director. When in FPAN, he went to USA under PTP and acquired MPH Degree in Health Administration with Family Planning as major from the University of North Carolina. He stayed in USA for one year. He was also a resource person in Programmed Instruction Workshop in USA. He had training in Mini Laparotomy in Manila, Micro-Surgical Training for Senior Surgeons in Recannalization in Bombay and Advanced Surgical Training in Family Planning in Colombo. He has attended a number of national and international seminars and conferences on topics such as 'Methods of Family Planning', 'Vasectomy', and 'Voluntary Sterilization' etc. Currently, he is in an international assignment serving WHO as a Consultant stationed in Bangladesh.

According to Dr. Vaidya, the extent of the utilization of knowledge and skills depends upon the nature of courses taken up during the training period. Theoretical aspects of courses are mostly unused, while courses on research methodology and practical skills, population management policy matters and field works are used to a large extent. For the poor utilization of knowledge and skills, in the opinion of Dr. Vaidya, PTs themselves are responsible to a large extent. Because some of them develop negative attitude towards their jobs and are found grumbling about their grievances. PTs with permissive attitude have been found using their knowledge and skills effectively in Nepal. As a matter of fact, USA is influencing Nepal's development policies and programmes through PTs, particularly in population and education sectors.

Placement of PTs in the jobs for which they are trained is still a problem in Nepal. Dr. Vaidya gives a very good example to substantiate his statement. Once it so happened that a PT with training in family planning was placed in the T.B. Eradication Programme soon after his training. It so happened because of his conflict with his project chief on some issue. To

Dr. Vaidya, training is more than an instrument for obtaining marks for promotion. Training undoubtedly is a means for career development, but it is also an instrument through which a trainee performs his work effectively with charged values and attitude and thereby contributes to the development of the country.

US Training is costlier than the training of third countries but its quality is also higher. US PTs mark high psychologically with better prospect and marketability. It is a matter of satisfaction that USA has developed programmes for training suited to the needs of the third world countries. Dr. Vaidya prefers USA for advanced training and the third world countries like Thailand, Philippines and India for practical training. As most PTs are civil servants with old style work habit, much can't and should not be expected from them. However, when a PT is a chief, things become much easier. Change for the better is more possible, and it is also more effective. He commands more respect from his colleagues and subordinates. If the chief is a politician, things move more quickly. Because a politician strives to achieve the objectives as quickly as possible with a sense of public accountability whereas a bureaucrat is guided more by rules and regulations.

Regarding training for women, Dr. Vaidya suggests the following areas for them - paramedical courses, middle level field workers training and for science, management.

PTP has been extended to the private sector as well. Dr. Vaidya says that it is a good gesture. Education and family planning are some of the priority areas in private sector which needs trained manpower. Clear cut criteria for the selection of candidates must be laid down. While selecting a candidate, job performance and the institutional standing to which he or she belongs should also be taken into consideration. Dr. Vaidya suggests that every candidate must require to sign a bond to serve the agency from which he or she is selected for a certain period after his or her training is over. This must be effectively and sincerely implemented.

According to Dr. Vaidya, training must have clear cut goals and objectives. Policies, strategies and programmes should be so formulated and devised as to

achieve the set goals and objectives of the training to the maximum possible extent. Some agencies have more PTs than others. As for example, the FP/MCH has best trained manpower in Nepal barring agriculture only. Some are even overtrained there. As a matter of fact in FP, there is more input of training than output. Notwithstanding, their influence in decision making and priority setting at the higher levels is negligible. But Dr. Vaidya concludes that the contributions of PTs in the fields of FP/MCH, immunization, nutrition and child health and other preventive and control programmes are substantial. Thus training has its own share in the process of institution building.

22. Dr. Trailokya Nath Uprety

Dr. Trailokya Nath Uprety is one of the pioneers of teacher education in Nepal. Born on June 25, 1923 he was educated in local schools and college at Kathmandu in the beginning. Being trained in Gandhian Basic Education System in India, he was associated with teacher education in Nepal from its very inception. He was Deputy Secretary in the Ministry of Education when Dr. H.B. Wood came to Nepal for a short visit. As Dr. Uprety was taking care of the Planning Section in MOE and was the one who had training in education, he was the first person in the MOE who came in contact with Dr. Wood. This contact eventually proved to be a historical meeting for education in Nepal. It subsequently led to the formation of National Education Planning Commission and establishment of Normal School in 1954 and the College of Education in 1956. Dr. Uprety was acting as the Principal of COE since its beginning, although he had his permanent post in MOE. He was a PT in 1959-63. During this period he completed his Ph.D. and rejoined COE as the full Principal in 1964. He was soon picked up for the post of Registrar in Tribhuvan University, and later he succeeded Respectable Rudra Raj Pandey to the post of Vice Chancellor of Tribhuvan University. After completing four years term as Vice Chancellor Dr. Uprety joined diplomatic service of HMG/N and was appointed as the Royal Nepalese Ambassador to France. He stayed at Paris for full term of three years, and then entered and remained with UNESCO service until he retired in 1984.

Dr. Uprety went to the USA in 1955 under Visitors Programme of 18 month duration. But as he was inseparably associated with COE and also because his colleagues along with Dr. Wood were in the University of Oregon under Participant Training Programme, Dr. Uprety too enrolled himself in the M.Ed. programme of the University of Oregon. He, along with his colleagues, received M.Ed. in 1956 and became the first Acting Principal of IOE. After 3 years service as the Acting Principal, Dr. Uprety went to the USA once again for his Ph.D. This time he was PT. He completed Ph.D. in 1963 at University of Oregon.

Dr. Uprety is well known for his contribution to education in general and teacher education in particular. He is an educationist and administrator. He is sharp, sociable and cooperative. He is most popular in his group and a very good friend of Dr. Wood and his family. It is in his time and under his leadership that teacher education in Nepal started taking its roots and grow.

Dr. Uprety has contributed to education in writing as well as in deeds. He is one of the torch-bearers of teacher education in Nepal. Dr. Uprety has now retired from active life. But people of Nepal still seeks his help and guidance in the critical junctures of the educational development in Nepal.

At the very outset of the interview with Dr. Uprety, he said that he was not PT in his first visit to the University of Oregon in 1955. "Many", he said, "do not know this and consider me PT for two times. In fact, I went to the States under a different programme in 1955. But I got all the facilities and benefits of a PT. I was with the PTs and moved along with them. I joined the same university and took the courses as they did. That's probably why people perceived me a PT in 1955. I was a real PT in 1959 when I joined the University of Oregon for the second time to do my Ph.D."

Participant Training together with his close contact with American educators must, Dr. Uprety feels, have had influenced his thinking and style of life to a great extent. He said that he was intending to join foreign service in 1950s. He could have easily obtained the opportunity too, but for his involvement in teacher education from its inception. The initial meeting with Dr. Wood was crucial in bringing change in the direction of his career.

Dr. Uprety felt that much of the knowledge and skills he acquired as PT or non-PT were relevant and meaningful. In fact, he said, the courses to be offered for the PTs from the COE were designed and structured according to the need of the teacher education programme in Nepal. The first batch of PTs from the COE was the nucleus staff of the COE. So they were trained and offered courses according to a preconceived design and plan. There was no question of irrelevance of training nor were there questions of frustration in the trainees. Every one already knew what they were expected to do and where they were going to be placed after the completion of the training. The question of disutilization of knowledge and skills acquired in the training, and the problem of difficulty in adjustment on the part of the returned PTs arise, Dr. Uprety said, only when the training is not geared to the needs of the organization and the country.

Participant Training, Dr. Uprety viewed, provided opportunity to be exposed to different aspects of teacher education and develop a broad view of the role of teacher training in education. The psycho-sociological foundations of education courses enabled PTs to see education in its proper perspective.

Dr. Uprety added that most of the people in Nepal were trained in India in 1950s. Participant Training Programme gave them opportunity to be exposed to other than Indian system of education. This exposure, Dr. Uprety said, helped much to give a new direction to education in Nepal. In the beginning, the people in the MOE were all against making the COE a degree granting institute. They, mostly trained in Indian system of education, could not conceive how should the COE which was not a university, be permitted to grant a degree. They even questioned the value of such a degree. They said that no university in India or outside would recognise such a degree. But Dr. Uprety was confident that he would be able to get the COE degree recognised by Indian universities. So, he could convince the MOE and others concerned about the rationale and significance of his proposal, and the COE held the first convocation in Kathmandu in 1957. Mr. N.M. Dixit, a prominent educationist of Nepal, addressed the convocation.

Immediately after the convocation, Dr. Uprety continued saying, he himself went to Delhi and met the then Principal of the Central Institute of Education and others in connection with his efforts to get the COE degree recognised. He was pleased to find that the CIE Delhi was ready to give recognition to the COE degree and Mr. Rajendra Kumar Rongong, the first COE graduate student was enrolled in M.Ed. at CIE in 1957.

During his tenure of the Office of Registrar of T.U., Dr. Uprety said, he tried his level best to incorporate COE in the T.U. organizational structure, and it was with this intention that the COE building was constructed at the T.U. site in Kirtipur. He had to work hard, he informed, for managing necessary money for the building. It was again, he said, during his Vice-Chancellorship that teacher education was categorised as a technical subject which was to be fully financed by HMG/N.

Regarding the impact of PTs on sectoral and national development, Dr. Uprety opined that establishment of the COE and the subsequent growth of teacher education in Nepal indicates the impact of Participant Training Programme on education in Nepal. It is mainly the PTs who helped develop the concept and awareness of the need of education which is geared to the socio-economic situation and aspirations of the people of Nepal. Several attempts were made to develop national system of education. NESP (1971-76) was the climax of these efforts. PTs, Dr. Uprety said, took active participation in each of these efforts.

Dr. Uprety stated that there was predominance of Indian system of education in Nepal in 1950s. PTs played a very influential role in neutralizing the Indian influence on education and introduce new system of education. PTs were responsible for introducing new ideas and most modern technologies in Nepal. Without Participant Training Programme, Dr. Uprety opined, the changes that we observe in different fields of national life today could not have been possible.

So, Dr. Uprety suggested that Participant Training should be continued with some modifications and changes. The training, he said, should be adjusted to the changing needs of the country. It must reflect the needs and aspiration of the people and the country. Participant Training Programme, he added, seems to be getting fossilized. It needs more dynamism and life.

23. Mrs. Tula Rana

Mrs. Tula Rana is presently the elected Secretary of the Central Committee, Nepal Women's Organisation (NWO), one of the six class organizations constituted under the Constitution of Nepal, 1962, with an objective to safeguard and promote the interests of the woman throughout the country. Mrs. Rana is a lead woman with job-experiences in different fields. She started her career as a senior instructor in Women's Training Centre, Kathmandu. She served the NWO as the Project Director of Women Family Planning Project for several years. Later, she became the Member-Secretary of Women's Services Coordination Committee, one of the six committees of the Social Service National Coordination Council, which is meant to bring about coordination and cooperation amongst different women welfare programmes launched by different agencies.

On Women Leadership Training sponsored by PTP, Mrs. Rana was in USA (Minnesota, Missouri), Philippines and Dhaka (Comila) for 6 months in 1965. She was in Hyderabad, India for 3 months to study extension education 1978. She was also in Queensland City, Australia, for two months to study extension of social service there in 2035 B.S. Similarly, she also visited Israel for one month to study the nature and extent of community development programme there. Academically, Mrs. Rana has graduated from Banaras Hindu University in 1956.

During interview, Mrs. Rana confined herself to the Participant Training and women section only. According to her, the number of women in PTP is poor for the simple reason that educated women and the employed women are also poor as compared with men. They have different kinds of family problems. Not infrequently, they become pregnant which defers them from going abroad for training. Second chance is rarely given.

Mrs. Rana says that Women Services Coordination Committee, one of the six committees under the Social Service National Coordination Council, has prepared 'National Plan of Action' during the International Year of Women, 1975. Several practical suggestions and recommendations have been made in this 'Plan' for the overall development of women in Nepal. As for example,

request has been made for the reservation of 10 percent seats for women in scholarships and jobs. If at all competition is to be held, it should be amongst women candidates only. There should be representation of women in different decision making positions so that the interest of women might be duly reflected and represented in government policies, plans and programmes. With a view to make women economically self-reliant, training in skill and leadership development should be given to them on priority basis. They should also have the training of JT, JTAs and agricultural extension workers as majority of them, in most of the time of the year, are engaged in agricultural activities.

24. Mrs. Uma Pandey

Mrs. Uma Pandey is presently a member of the Public Service Commission in Nepal. Before this assignment, she served the Nepal Children's Organization for a long time as its Secretary. This organisation looks after the care and welfare of children all over the country. Basically, she was a college teacher and taught in Padma Kanya College for so many years. Under PTP, she studied in the University of Oregon for one year, 1959-60, and obtained Master's Degree in Political Science and Education.

To Mrs. Pandey, the causes of low or unutilization of knowledge and skill are varied. Nepal lacks physical and even infrastructural facilities. Nepalese society is not so receptive. It is basically and traditionally an authoritarian society. What to speak of administrators, even teachers in Nepal hesitate to assert their rights given by their positions. Shifting of responsibility is a common feature. Regarding harmful or dysfunctional aspect of training, she thinks that training does not have harmful effects, at worst, it can be dysfunctional because of the various factors. Mrs. Pandey suggests that National Planning Commission must identify the practical and useful areas of training in cooperation and collaboration with the donor agency. Training should be only in those areas which are useful to Nepal from the short term, medium term and long-term of views.

Regarding training in third country vs USA, she prefers training in USA because of its quality and among the third countries, advanced countries should be selected. For training in advanced science, technology, management and private enterprise, USA is preferable. Third countries can be selected for training in agriculture, health and family planning.

According to Mrs. Pandey, less number of girls in educational institutions and government services, negative parental attitude, unfavourable social and cultural background are some of the important causes for low participation of women in PTP. Just to improve the situation, she suggests some measures, such as more emphasis on women education, practical training in income generating activities to make them economically self-reliant, and reform of outdated family laws. Teaching and nursing are the two most important fields for them. Similarly, candidates from private sector can be given training under PTP in small entrepreneurship, business management and cottage industries.

The selection committee should be independent, composed of respectable and socially creditable persons. Regarding mode of training, for higher level personnel, short term, non-degree observation and study tours should be arranged. For a middle and low level candidates, long term degree level training should be managed which is useful for their professional growth and promotion. The choice of the country depends on the calibre and quality of candidates, volume of the budget and the areas identified for training. For proper placement, follow-up and monitoring after training, she suggests a continuing dialogue and understanding between the donor country and the recipient country so that resources spent in training and the knowledge and skills acquired by the trainees might be used to the maximum possible extent. With a view to achieve the objectives of the training, she suggests a long-term planning in this respect.

The link between training areas and organisational needs is there in most cases, except in few ones, which are not unnatural in the context of Nepal. Training may have some negative consequences as well. Sometimes trainees become arrogant and develop self-respect which is very much resented by the organization they serve

and the society they live in. But, here also, much depends on the nature, behaviour, character and quality of candidates. However, to Mrs. Pandey training is so important in life because of its intrinsic values that she realises the need of high level orientation training even to top politicians and bureaucrats.

25. Prof. Yadu Nath Khanal

Prof. Yadu Nath Khanal has a long chequered and glorious life of 75 years. Born in Tanahu, a western district of Nepal he had started his education with the study of Sanskrit. On the completion of his B.Sc. study he went to Calcutta University where from he received his Masters' degree in English Literature. With this coveted degree he did not have to stay idle for long. He joined Tri-Chandra College as a lecturer of English literature in 1941. His previous background in Sanskrit accounts for opening two fronts for him as a writer: English and Nepali. As a prolific writer both in Nepali and English his reputation is very high. The Participant Training took him to the University of Oregon, USA in 1956 where he went through the courses in University Administration for six months. A reflection of lament was audible when he stated that his postings in places other than the university seized him of the opportunity to translate the benefits of training into action.

He moved from one assignment to another during the period 1956 to 1983. Entered into administration as Secretary in the Ministry of General Administration, he had a short stay in the Ministry of Transport and Public Works. His reputation emerged distinctly when he worked in the Ministry of Foreign Affairs as its Secretary. Ambassadorial postings in New Delhi, Peking and Washington provided him with opportunities to enrich his experiences in the field of diplomacy. He had also headed the Public Service Commission as its Chairman. Before he chose to go into retirement he had served the Ministry of Foreign Affairs as its Advisor.

For his precious acts of selfless service to the nation in varying capacities he has been awarded medals and decorations including the Trishakti Patta Class I. In recognition of his honest long-standing public

service the title of honorary Sardar has been conferred on him by His Majesty, the King. He has been made a member of the National Development Council and also of the Raj Sabha which is looked upon as a symbol of glory and prestige. Distanced from active public life does not drive him into oblivion. He is heeded with respect when he appears in print media through the expression of his views on the issues which concern the nation.

Prof. Khanal has expressed the view that the Participant Training Programme has been successful in great measure in making a dent on the administration as well as the public life of Nepal. After the training in the USA and abroad people come back with widened vision, enlarged outlook, expanded knowledge, and sharpened skills. Such people insert the newly acquired tools for the development of the organizations with which they are associated. He is not fanatic in his advocacy of the practical utility of training. He suggests that it is not only unwise but also futile to seek transplantation of foreign ideas into a native soil. However, the new ideas and skills acquired in the training enable the people to move their respective organizations along the path of modernization.

The utilization of values of training is limited by a host of factors. Basically, the basis of life in the USA which is predominant in imparting training under the FT Programme is highly rational. The educational opportunities and advanced socio-economic conditions have enabled the people to think independently. Obviously, the tradition-dominated, economically, socially and educationally backward Nepalese society can not be whole-hearted in its reception to new ideas. As a firm believer in the superiority of ideas he does not discern any obnoxious consequence of training as such.

He suggests that in order to make training results-oriented the selection of the candidates must be based upon impartiality, objectivity and merit. When the selection of candidates is governed by a narrowly defined loyalty-test the spirit of training is stultified and the results are disfigured. Preselection of countries before a decision on training is taken is disastrous. The subject area of training must be related to the availability of opportunities thereby leading to the choice of countries which embrace both the USA and the third countries.

Social Values and religious considerations have retarded the involvement of women in training. That women could be more effective and valuable for the refinement of social conduct is unquestionable. The distortion in social norms can be removed through a greater involvement of women in training. Consciousness has to be aroused in society for a greater role for women.

Prof. Khanal believes that impetus to the development of nation has to come not only from the government but also from the private sector. The private sector should be encouraged to take more initiative in the area of agriculture, industry and trade. Potentialities lie for this sector in the field of education also. Greater contributions can be expected to the advancement of society through the involvement of this sector in training.

Failure in the selection of competent candidates results into a disruption of training programme. There have been many cases when competence was made to yield to arbitrary choice of the candidates. The prevalence of nepotism is one of the factors which have fomented a feeling of demoralization among the qualified. In this respect even the attitude of the JSA is biased in the sense that its preference in the selection of candidates is colored by political perspectives and ideological inclination. Hence a device is necessary to ascertain the supremacy of calibre. The purpose of training is to establish and extend the domain of rationalism. The policy of training must cover that gains of training would be rigorously applied within the framework of rationalism.

There is no definite policy regarding the placement of the trained, not to talk of follow-up, monitoring and control. This, however, has not denied assignment of trained manpower to appropriate job. While narrating his own case he was sorry to say that he did not have the right to claim that his training output was hammered into use on account of his posting in a place having no relevance with his training.

The validity of training is demonstrated in an organization where autonomy, authority and accountability are interlinked. When the organizational atmosphere is murky there is little

scope for absorbing the manufacture of training. Quoting the instance of Tribhuvan University where the professionals have been overwhelmingly outnumbered by administrative staff the academics get very often stuck into bureaucratic entanglements. The non-receptive or uncongenial atmosphere in the organization generates a feeling of repulsion among the people whose qualifications are increased and competence is upgraded ultimately leading to brain drain. The name of Dr. Bhekha Bahadur Thapa was on his lips when he talked about the flight of talents from the nation.

Development priorities are fixed up by decisions at political level. It is primarily a concern of political process. The PT Programme plays merely an auxiliary role in this matter. Appropriate technology should be the choice for use in the process of national development. Deep-rooted traditionalism has been a stumbling block in the development experiment in Nepal. Sudden intrusion of extraneous factors causes dislocation in social life. In the Nepalese case the priorities and perspectives of the donors do not always respond to our development needs. Broadening of outlook may be of some help. But the measure of help rendered by PT Programme for this purpose remains beyond the range of confirmation.

INTERVIEW RECORDS OF RESPONDENTS

OTHER THAN OUTSTANDING PTE

1. Mr. Anirudra Shrestha

Mr. Anirudra Shrestha is a lecturer in agriculture education at Sanothimi Campus. Sanothimi is a Vocational Teacher Training Campus under Tribhuvan University. Originally this campus used to be known as National Vocational Training Centre. Mr. Shrestha entered the NVTC as an instructor in 1963.

Mr. Shrestha was PT twice. In 1961-63 he went to Isreal to study vocational agriculture, and in 1974-76 he studied vocational agriculture education in California. He is M.A. (Education) and M.S. (Agricultureal Education). Mr. Shrestha, after his return from the USA in 1976, was deputed to the Institute of Agriculture for some years and served as Campus Chief and Asst. Dean of Agricultural Campuses. But he felt happy with education campus better than agricultural campus. He came back to Sanothimi Campus in 1980. He is a nice good fellow.

Mr. Shrestha said that he could use his training mostly in instruction and curriculum construction. His knowledge in agricultural education was very useful for class room teaching. He feels now more confident in the class than before. He says that he is now better equipped with knowledge and skills in curriculum design and so, can contribute to framing agricultural education courses at different levels. But he is not satisfied with his present position as a lecturer at Sanothimi Campus. He says, "there are more courses than students" in this campus. He does not have to teach these days because there is no student in agriculture education.

Mr. Shrestha blames the administration for his not being able to utilize his competencies acquired during training. The National Vocational Training Centre was integrated with the IOE and was brought under the umbrella of Tribhuvan University. "That was suicidal to vocational education", he said. Nepalese do not have the sense of dignity of labour. The University

atmosphere is not at all conducive to vocational education. He continued that the Campus Chief assigned to take care of the vocational campuses were all non-vocational persons with liberal education background. This caused to produce non-vocational teachers from vocational teacher training campus. This also helped to create an atmosphere of devotionalization in schools. Vocational agriculture courses in schools are taught, he says, on black board not in the field.

Mr. Shrestha added that there is no coordination between MOEC and FOE. The words and actions of one do not comply with those of the other. Vocational education can not foster under such a situation. A new approach and strategy is needed. PTs, he pointed out, do not have answer to this.

Mr. Shrestha seemed frustrated and quite pessimistic when he said that the things were not going to improve soon. He, with all indications of pessimism suggested that only massive financial and technical assistance from foreign lands would probably improve the conditions of vocational education in the school and campuses.

## 2. Dr. Badri Prasad Shrestha

Dr. Badri Prasad Shrestha got the degree of M.A. in Economics from Bombay University and the doctorate degree from Banaras University, India. On the completion of his post degree studies he joined Tribhuvan University as a lecturer in the Department of Economics in 1962 where he stayed till 1968. He served the National Planning Commission (NFC) as a member and later as the Vice-Chairman during 1968-79. He had also a spell of political experience when he was a member of the National Panchayat as an appointee of the King during 1966-70. He had attended the Annual Session of the UN General Assembly twice as a member of the Nepalese delegation and represented the country in a number of international conferences. He was engaged in research works and lecturing in the University of Pennsylvania, Central Michigan University, Fairleigh Dickson University, USA under Visiting Asian

Professors' Project during 1964-65. He served as Royal Nepalese Ambassador to Japan 1979-85. Author of Nepalese Economics, and a huge number of articles, he is a recipient of Gorkha Dakshin Bahu Class I.

Dr. Shrestha is clear in his understanding that the knowledge and skills acquired under the Participant Training Programme have not been fully used not because of the weakness of the trained but because of the defective policy of the organization concerned or the Government. The fact that training is not geared to the specific needs, arbitrary selection of the candidates, failure on the part of the organizational chiefs to recognize the potentialities of the subordinates, and little linkage of the training programme (PT is not an exception) with the development programme account for low utilization of the gains of training.

Denial of opportunities to the professionals begets frustration. The increasing tendency to scramble for affluence coloured by alien culture irrespective of one's capacity and conditions, and the insensitivity of society has served as a slow poison of disruption of social life. Any training programme should be tailored to long-term development plan of the country. The prevailing conditions warrant priority to technical training focussed on specific requirements over training in social service sector. The philosophy of donor countries including the USA and the USSR must be directly and explicitly linked up with the genuine need of the recipient countries.

For the purpose of training third country is better in the area of statistics with emphasis on national accounts, preparation, evaluation and monitoring of development projects, applied science and technology specially in agriculture, industries and communication. Only the men with proven capability should be sent to the USA to be trained in computer, bio-technology, mechanical engineering and the like. However, he is in favour of adopting measures to arrange training programme within the country.

Given an opportunity women can be better in Home Economics, Child Care, Sanitation, Nutrition while modern management, quality control and standardization, labour management, financial and banking institution, and industrial technology are the fertile ground for

the private sector. By placing manpower planning under the NPC the present ills manufactured by lack of a policy regarding placement and monitoring could be remedied to a great extent. The sluggishness in the development efforts can be attributed to paucity of capable persons at all levels and cumbersome and clumsy rules and regulations. A good and systematic training programme could help fill up the lacuna. He, however, stresses more on the need of heart implying determination than on head indicative of skills and knowledge.

### 3. Prof. Basudeo Chandra Malla

Prof. Basudeo Chandra Malla is a renowned professor of political science. He is, at present, a visiting professor at CEDA. Prof. Malla, after completing M.A. in political science from Banaras Hindu University in 1952, served in Sanskrit College and Trichandra College from 1952 to 1968. He was Professor and Head of the Department of Political Science of Tribhuvan University till 1975, and since 1975 he has been serving as a visiting professor at CEDA.

Prof. Malla had played a very active and influential role in the academic history of Tribhuvan University. He was Dean of Faculty of Arts, and President of the Association of Human Rights for many years. He was popular with the faculty and students. Popularity with the students proved to be unfortunate with Prof. Malla. He was ousted from the university service in 1975. The teaching community was sad for the incident for a long time.

Prof. Malla says that participant training has undoubtedly made important contribution to the development of organizations and some sectors in Nepal. Pts, according to him, contributed much to the growth and development of teacher education, health and agriculture sectors. There are, he said, some outstanding PTs such as Dr. T.N. Uprety and Prof. G.R. Singh who have played important roles in different fields. Of course, he added, there were some PTs in the College of Education who developed a show off

tendency and were critical about the local environment and system. This made the COE to be isolated from other colleges to some extent. In fact, those PTs could not understand, he opined, the limitations of the under developed countries. They were over ambitious and less contributive. Prof. Malla conceived that the US training is far better than the third country training in terms of quality as well as relevance. He said that there are specialised training institutes in the USA. The trainee there can select different courses which are relevant to his/her needs. Such variety of courses are not offered in the third country trainings. So, he added that all higher level trainings should be arranged in the developed countries. Some trainees for poly-technic, para-professional, and rural development courses could, however, be sent to the third country.

There has been, Prof. Malla thinks, some linkage between training and organizational needs. PTs, he said, have helped building institution of teacher education and other components of development by providing necessary manpower and leadership. But to some extent PTs have become politically counter-productive. They helped strengthening bureaucracy and maintaining status quo. Training, he pointed out, cannot play a significant role in a system where "back play" is dominant. Nepalese administration, he added, suffers from lack of accountability, institution of merit assessment, and adequate role of administrators in decision-making. Training of private sector people, the NGOs and other multi-lateral agencies will, he suggested, probably have some tangible impact in the life of people. His final remark was "Old is gold and gold is never old." Prof. Malla is crossing sixty years.

#### 7. Dr. Bhekha Bahadur Thapa

Dr. Bhekha Bahadur Thapa is considered to be one of the top-ranking personalities in Nepal whose career has touched upon multiple dimensions of the national framework. After having done his B.A. Hons from Calcutta University, India in 1956 he went to pursue higher studies in the Claremont University, USA where

from he received his M.A. degree in Economics in 1958, and Ph.D. in 1965. In early 1961 he entered into the government service as Secretary in the Ministry of Economic Affairs at the young age of 23, a job on which he stayed till 1967. He was the Governor of the Nepal Rastra Bank (State Bank) from 1967-68. He relinquished the government service to join the International Development and Research Commission, Canada as its Vice-Chairman in 1971. In 1973 he came back to be Minister of State for Finance. Later on he was promoted as full-fledged Minister with the same portfolio. While shouldering the ministerial responsibilities for financial affairs during 1973-78, he had also to take the ministerial charge of General Administration for a spell. He served as Royal Nepalese Ambassador to the USA during 1980-85. Recipient of many decorations which include Gorkha Dakshin Bahu Class I, he has authored innumerable articles. Since 1986 he has been working as United Nations Development Programme head in Sri Lanka.

Dr. Thapa recollecting the events of the past asserts that Participant Training was very useful in the beginning. Its benefits are tangible particularly in the field of medical and technical services. It has served as a vehicle for the supply of scientific and technical knowledge to the good of the Nepalese society. When the training programme was designed in the light of national and other objectively identified needs it had yielded practical utility. When the subjective feelings of the decision-makers crept in with a greater say, in some cases, of the expatriates, distortions were manifested.

Training is the key to development. The growth of institution is always supported by trained man power. The intricacies involved in the process of development in modern times can be resolved only by expanding our intellectual capabilities. But the intellectual calibre has to be propped up by a strong political commitment and broad-based social attitude. Inconsistent political decisions and reactionary social forces blunt all development efforts. Illustrating his point Dr. Thapa refers that planning for development has been handled by a galaxy of competent technocrats and specialists starting from Bhim Bahadur Pandey to Mohan Man Sainju. But the results of all planning exercises have simply baffled the planners and disappointed the target group.

Training is good to the extent that it creates a cadre of capable people. But when it is divorced from the reality of society it begets frictions between the components of society influenced and inspired by divergent some times conflicting cultures. Any training programme to be meaningful must reflect the genuine need of the society and the gains of training should be allowed to function without unqualified interference from authorities including the political ones for the greater good for the organization and the community at large.

Mrs. Chandani Joshi

Mrs. Chandani Joshi working as the Chief of Women Development Section, is an Under-Secretary in the Ministry of Panchayat and Local Development. Forty two years old Mrs. Joshi, after having done her M.A. in English Literature in 1965, joined Padma Kanya Campus as a lecturer. In 1975 she was transferred to Training Material Production Centre and worked as the chief of the organization till 1983. She also worked as the Chief of Women Development Section and founder of Production Credit for Rural Women Programme from 1981 to 1986. In 1987 she joined the Plan International as National Assistant Director and was promoted as Field Director. In 1988 she reverted to the Women Development Section to work as the Chief. She has a special flair for Women welfare, and gets satisfaction from indulgence in activities which promise women development.

Mrs. Chandani Joshi claims that the knowledge and skills she had acquired in the area of management and women development under Participant Training Programme in Washington DC, USA could be positively inserted in planning and taking decisions. The benefits have also been perceived in the interpersonal relations and day-to day administrative works. When a horde of field workers are spared for training at a time the projects suffer. Hence the training programme has to be designed in such a way that it has not merely to have practical relevance with the project and programme but also that the field workers would move in

rotation for training without jeopardising the works. Training in some cases tends to make the people "authoritarian" and "status conscious". Training should be hooked to the actual needs of the society and the participatory role of the trainees should be encouraged in order to make it purposeful. In the areas which have more socio-economic relevance in the Nepalese context training could be preferably imparted in the third country while the areas which deny facilities for proper training in such countries should be reserved for the USA.

The low participation of women in training is attributed to social inhibition, economic constraints and educational backwardness. Improvement in this dismal situation has to be effected by adopting concrete measures to upgrade the level of consciousness touching upon the multiple aspects of social life. The contribution of training to the building of institution is dependent upon the policy and the atmosphere in the concerned institution. The perspectives of the planners and decision makers play a predominant role in determining development priorities. The paucity of intellectual vision is an impediment to development works. Taking the stock of the existing situation it could be safely argued that training could help break the existing impasse to a great extent by bringing about improvement and expansion in the mental and intellectual horizon of the concerned, hopes Mrs. Joshi.

Dr. Chandra Bahadur Shrestha

Dr. Chandra Bahadur Shrestha, 54, had taken his degree of Masters of Arts in Geography from Allahabad University, India in 1959. In 1963 he went to Edenburg University, United Kingdom for Ph.D. degree in geography which he received in 1965. He entered into the profession of teaching in Bhaktapur College in 1959. After some time he joined Tribhuvan University. The gradual promotion in his professional career made him Professor in 1980. His involvement into a number of research works has vastly added to his rich academic achievements. That he has been made a member of the National Planning Commission is a high score in a series of his successes.

Dr. Chandra Bahadur Shrestha believes that the entirely different socio-economic matrix of Nepal is not receptive to absorbing the knowledge and skills he gained by training. The tendency to impose alien ideas has caused cracks in the fabric of society. The selection of the qualified and the competent for training tailored to national needs is the remedy. Training in the third country in the problem-related areas, say, agriculture, rural development and the like is bound to yield more practical benefits because of similarity in socio-economic conditions, but in the areas where in-depth knowledge is required and the use of sophisticated equipments is demanded the USA provides better opportunities.

Dr. Shrestha thinks that the present low involvement of women in training caused by the combined role of educational backwardness, traditional orthodoxy and conservative social outlook can be remedied by arousing consciousness in society. He counts most on time factor in this regard. In social services like health and education, and self-employment generating areas women may display their faculties in full.

Misplacement of the trained man power has jeopardised the gains of training. Placement and monitoring of the trained people is the concern of the related organization. But the National Planning Commission can work as a watch dog. Development priorities are colored by political considerations, local conditions and technical factors, shifting of responsibility and negligence of duties. Training, which is good for all, can make little dent on the political people. But repeated hammering by intellectual weapon in training may improve the situation, hopes Dr. Shrestha.

Mrs. Chapala Pandey

Mrs. Chapala Pandey, 46, is an M.A. in Economics from Lucknow University, India. She went to Claremont Graduate School and University Centre, USA for one-year training in Advanced Economics in 1964. She has passed through a couple of courses by way of training

including the ones on Population and Development from Economic Development Institute of World Bank, Washington. D.C. She worked in the National Planning Commission during 1962-87 in varying capacities. Since 1987 she has been working as under-secretary in the Ministry of Labour and Social Welfare. She has been involved in multifarious activities aiming at the welfare of women. If the past is any indicator she has made social sector the area of her specialization. She has attended the Annual Session of the UN General Assembly as a member of Nepalese Delegation and also many other conferences, national as well as international. There are several articles to her credit.

Mrs. Chapala Pandey feels that the attainments of Participant Training have been put to use in the sphere of science, technology, development activities, management and medical services. But the use of training output is poor for the reason that there is the shortage of technical support and necessary facilities, managerial ability, job opportunities, congenial atmosphere, and also because of undue pressure from higher authorities. Apparently there is no emission of evil elements from training. But the yawning gap between job opportunities and enhanced capability gives birth to negative forces such as frustration, indifference, negligence, etc.

Training should conform to the needs of the nation, and accordingly the selection of the candidates should be done. In this respect the donor agencies also have to see that their contributions would go all the way to render sincere services to the recipient nation.

She indicates her preference to the USA for training in the area of scientific and technological subjects, economics, commerce and management. For medicine, agriculture, basic engineering, social and cultural field, and traditional skills the third country is good. She curses low level of literacy and education, less competitive capacity of women, existing discriminatory attitude against women and dual responsibilities demanding services at home and in office for the low participation of women in training. By formulating a policy to create general awareness, to provide more relevant subject area and to design

not-too-long training duration their involvement can be increased. Greater attention should be paid to income generating skills, cottage and small industry, medicine and cultural aspects when decisions are taken on training for women.

Shortage of resources, both technical and financial, delay in the implementation of development projects, hesitation in decision making are the major hurdles in the way to development. She is flamboyant in her optimism as regards the positive contributions of training, and unfailingly believes that training could provide an effective dose of panacea to the existing ills.

#### Dr. Chuda Nath Aryal

Dr. Chuda Nath Aryal is presently Professor and Head of the Central Department of Foundations of Education, Faculty of Education, T.U. He was born on 4 April 1931. He was just B.A. when he entered Normal School as a senior instructor. Prior to that he was a teacher in Kanya Mandir High School.

Dr. Aryal was a PT in 1967. He went to American University of Beirut for two years and received the degree of M.A. Soon after his return from Beirut he was promoted to the rank of supervisor of Normal schools. In 1973 he was Asst. Dean in IOE. He went to SIU, Cabondale for Ph.D. After completing his Ph.D. in education he was promoted to readership and professorship successively. Dr. Aryal is well learned, frank and straight forward. He is one of the few PTs who, despite opportunity for higher learning and position, shows resentment to the state of affairs of the IOE.

Dr. Aryal, during the interview, said that the opportunity to study in American University of Beirut as a PT helped much to raise his academic background and "academic tone". He said that he could contribute much to the growth and development of the COE after his participant training, e.g. he prepared curriculum write up of Primary School Teacher Training Centres in 1970, conducted of Primary Teacher, Educator Project

(1970-72), prepared draft report on Teacher Education, planned Campus Enrollment Programme in 1972 and so on. But, he added, participant training had only indirect impact on these contributions and achievements. It is not only the PTs he said, but also the non-PTs contributed to the building of the COE. Personal abilities and personality factors count much in the career development and competency of the PT to contribute to organizational growth. Participant training does help much to the career development but not much to the organizational growth.

Dr. Aryal argued that although all the heads of the COE and IOE were PTs but only some heads such as Dr. T.N. Uprety did much for the growth and development of the COE. Other heads could not even rescue the COE from its downward trend. The IOE, he opined, was the most influential institute during the NESP period. But it was ruined later. The IOE deans just watched it being doomed.

So, Dr. Aryal suggested that personality factors should be taken into consideration while selecting PTs and heads of the institute. Non-PTs could be better for institutional headship, if they have positive attitude to work. It is personal competency and dynamism that help organization growth. Some PTs such as Mr. Krishna Raj Aryal could get to the position of a foreign minister not because he was PT but because he had other abilities. Dr. Aryal concludes that there is positive impact of PT on personal growth, but its impact on organization growth is insignificant.

#### Mr. David Wilson

Mr. David Wilson, 60, the Director of American Cooperation Mission in Nepal, discerns enormous benefits in the Participant Training Programme. It has enabled the Nepalese participants to import new ideas, innovative techniques, and effective skills from the USA which are relevant to planning and organizing in Nepal. They are also exposed to the ecology in which American way of life is conducted. Cross fertilization of ideas and meeting with the people having a different cultural background enrich the intellectual stuff in the people.

Training fails to meet the desired goal when it is not related to the organizational needs and the job situation of the individual. Submitting his own example Mr. Wilson says that being a zoological engineer his services could be more effective only in the related area. The training imparted in the area of management and technical profession has yielded services useful to meet the Nepalese requirements. But the training given in too sophisticated area having no practical relevance to the Nepalese environment seems to have lost ground to substantiate its validity.

Since there are very good training institutes in South East Asian Countries training in such institutes is as good as in the USA. The institutes in the USA are more autonomous and attach more importance to individual independence and initiative which do not find encouragement in Nepal. Since women are in low brackets in terms of liberty, income, jobs, etc. it is but natural that they are not widely covered by training. Banking upon the US policy of giving favour to the weaker groups such as blacks, women, etc. in society women deserve some specific percentage of seats, say, 25% for training, he asserted. Because of the fact that they have the difficult of adjusting outside the country, they should be given basic training in the home country before they depart for training on foreign soil. Teaching is the best profession for women.

Mr. Wilson observes that Nepalese economy is excessively controlled by the government. It is very difficult to identify appropriate persons scattered in the private sector of the economy. Though agriculture is predominant in the national economy the real farmers can not be trained because of rampant illiteracy and fragmentation of holdings. In view of the US philosophical support and the latent potentialities engrained in the private sector, it has to be pushed up by adopting various measures including an allocation of 10% of training seats for this sector.

Appropriate assignment of duty is a missing point in the Nepalese administrative milieu. If there is no proper placement after training, it will be like "a square peg in a round hole." In order to facilitate the government in making appropriate appointment three volumes of Participant Directory were prepared, Mr.

Wilson reminded. The widened perception and the expanded self-confidence in the trained people are valuable assets in the working of an organization. An extensive training programme with a stress on the middle level management may help obliterate the shortage of trained manpower which is a stumbling block to the process of development in Nepal. He is aware that training is not a one-capsule solution to the existing problems, but if it could cover the political people the achievements may be tremendous.

Dr. Durga Prasad Bhandari

Dr. Durga Prasad Bhandari is a professor of Central Department of English, Tribhuvan University. Presently, he is president of Nepal University Teachers Association. He was elected to this office for two years.

Prof. Bhandari started his career as a lecturer in the College of Education in 1960. Although he has not undergone participant training, but he has many close friends, who are PTs. Prof. Bhandari obtained all his degrees on higher education in India, but he had visited the USA, Isreal and some part os Europe under short-term tour programmes. Prof. Bhandari is sharp, sensitive and critical on personal and public affairs. He says participant training is an element of American diplomacy.

He said that training has three major elements - the trainee, the trainer and the training content. All these three elements should be taken into consideration while assessing the impact of any training. There is no uniform impact of PTs, he added, on the organizational growth. Different trainees obtained different types of benefits from the training. A fool, he continued, can not be turned to an angel over night. many PTs had personal limitations to be benefitted by training.

The collective and long term impact of participant training, according to Dr. Bhandari's opinion, has been to broaden PT's mental horizon. Exposure and experience in democratic countries have to some extent,

changed PT's mentality. Many PTs, he said, have learnt dignity of labour. But some PTs develop snobishness and fussiness. They experience difficulty to adjust to their own society when they come back from the foreign lands. Females, by nature, are more prone to superficiality and snobishness, he opined. The married girls are inclined to settle in the developed countries. So, he said, participant training should be more concentrated on male candidates.

Dr. Bhandari argues that training, although adds the professional strength, does not develop imagination and initiativeness. Without imagination and creativity trained manpower does not develop insight and obtain real happiness in life. It is due to this type of training, he added, that there is problem of brain drain. Least developed countries have more brain drain problem, and the donor countries are better benefitted by training. PTs often learn the language, value system, and life style of the donor country. This gives rise to value crisis in recipient countries.

Participant training, Dr. Bhandari suggests, should avoid developing scientific superstition in the trainee. There should be balance between science and wisdom, technology and imagination. Technology may dehumanise people. Technological training must, therefore, be integrated with general education. He concluded to say that liberal arts and humanities should never be ignored. One should not be fooled by the technological progress of the developed countries.

#### Mr. Iswari Lal Shrestha

Mr. Iswari Lal Shrestha is assistant director in Technical and Vocational Education Directorate. He is B.Ed. from the College of Education in Kathmandu and entered into the job as an instructor in Mobile Normal School in 1961. He was trained in vocational education at Teacher Training College, Philippines for one year in 1972. He is with the MOCE and Tech-Voc. Education Directorate since 1982. He is senior man and going to retire after a year or so.

Mr. Shrestha feels that training is very important and helpful for job performance. He could use his training experiences in curriculum development and teaching vocational education courses. But he could not use it fully because he was placed in a wrong job. He said that he was trained in primary education but was assigned to technical and administration works. But still he seems to have no complaint against anybody. He is hesitant to express his feelings.

He said that participant programme is very good for developing trained manpower. But many PTs are made unable to utilise their knowledge and skills by misplacement. In such a situation, he said, training is "for a foreign trip rather than for development of the country". PTs, in his opinion, have failed to have tangible impact on the organizational and national development because of administrative and managerial defects. So, Mr. Shrestha suggests that proper care must be taken to place the PTs in the jobs for which they are trained and should be given responsibilities to work freely in their fields.

#### Mrs. Meadowcroft

Mrs. Meadowcroft is the present Chief of the Training Division USAID, Kathmandu. She is gentle and kind enough to be interviewed by the research team.

During an interview of about one and half hour, Mrs. Meadowcroft politely said that in her impression a lot of PTs do utilise their training positively and training has a significant impact on the organization they work in. The Institute of Forestry, she informed, is using training very well. About 50% of the faculty members of the IOF received advanced training and are now contributing to the development of the institute. But the Institute of Education, she said, presents a good example of a big disappointment of PT programme. There was distrust between beaurucracy and intellectuals, and most of the expertise developed during training could not be utilised in institute building.

The main reasons of low utilization of training, Mrs. Meadowcroft continued, are that Pts are often

assigned to a task in which they are not trained. Some people again move to a new job after career development. Much of the utilization of training, she said, also depends upon the attitude of the trainees. Some PTs like Mr. Hem Chand Shrestha are sincere and could best utilise their training in their respective jobs.

Regarding her impression about training in the third countries, Mrs. Meadowcroft said, third country training is less expensive and relevant. The quality of training is also comparably good if appropriate training institutes are well identified. Rice Research Centre in the Philippines, American University at Beirut and regional institutes in Thailand and Philippines are good for training. Nobody should feel shame to join these institutes. The USA, she added, is too hyper technical for a country like Nepal. Training in the USA, she opined, may cause frustration in PTs because there is lack of facilities to use sophisticated technologies in Nepal. The mid-term evaluation of the training project, she informed, is going to take place in September. The focus will be on training in the third countries such as Thailand and Philippines.

Mrs. Meadowcroft stated that in the past all the trainings in Nepal were arranged by USAID. But very few women could be trained under PT programme. For there are still very few women employees specially in agriculture and forestry. USAID, she informed, has now changed its training policy. Twenty five percent of seats is reserved for women candidates in the Development Training Project. But still there is difficulty in getting adequate women trainees.

Women, she opined, are fit for any area of work. The women in the rural parts of Nepal, are engaged in all kinds of work. Women in the USA, she said, used to be mostly in health and educational fields. But the situation is changing. Women in the USA are participating in all types of training. It is not the sex, she pointed out, but the need of the country that should determine the areas of training. Women, she said, are capable for any training. There is difficulty in identifying appropriate areas of training too.

The major focus of PT programme, Mrs. Meadowcroft stated, has been on the man power development. She guessed that there is enough trained manpower in education and general areas. So, she opined that training should be focussed on technical fields. She said that the AID Training Office at Kathmandu should carry many projects in connection with assessment of training effectiveness. But she informed that there is lack of money and manpower to do all these tasks. There is large cut in the aid budget. But she said that Nepal is still in the priority list of the USAID foreign aid to Asian Region.

Mrs. Kamalesh Lata Rajbhandari

Mrs. Kamalesh Lata Rajbhandari is a prominent agriculture botanist of Nepal. At present she is the Chief Agronomist in the Ministry of Agriculture. She is Member Secretary of National Seed Board and member of the Executive Committee of the International Seed Testing Association. On account of her meritorious works, she won JAYCEES Medal for Scientific Achievement.

Mrs. Rajbhandari is M.Sc. from Poona University, India. She had post-graduate training course in Seed Technology in Mississippi State University under PT programme in 1968-69. She was a participant in the 19th, 20th and 21st ISTA congress and also in the 1st and 2nd FAO/DANIDA Seminar on Seed. She participated in Regional Workshop on Seed Technology and Quality Control held in Bangkok under the auspices of FAO/Austria. Mrs. Rajbhandari has published a number of papers and articles on seed technology. She is a pioneer in seed development in Nepal and undoubtedly a promising woman agriculture scientist of Nepal.

Mrs. Rajbhandari said that she had fully utilised her training in her field of work as botanist, agronomist and seed technologist. She added that she started developing seed technology in Nepal from the scratch. She had, no doubt, to face many difficulties in the beginning. But she struggled hard to overcome the difficulties. Training experiences, she conceived, were very much utilised in struggling for seed development in Nepal.

Mrs. Rajbhandari opined that PTs should be exposed to the advanced technology to properly orient them to the future of technological development of Nepal. Third country training may look more relevant, but not good for long term development. Only middle level technicians should be sent to the third countries for practical training. Man and women, she said, should not be discriminated in training. Although there is low participation of women in training there should be no quota system. According to her the most competent person should get the best opportunity of training.

Mrs. Rajbhandari said that there is tangible impact of her training on the development of seed technology in Nepal. The seed development situation is so good in Nepal today that regional training in seed technology was organized here, and fourteen countries participated in the training. She added, that training helped her to develop leadership, organization network, and manpower. She never experienced negative effect of training.

But Mrs. Rajbhandari pointed out that Nepal is facing the problem of "fast erosion of well qualified manpower." This is, she said emphatically, not good for the development of the country. There is no mechanism to check "manpower erosion". So, she suggested that there should be proper manpower planning. A balance between training and manpower requirement is needed. Training should be selective and need specific. There should be, she added, refresher training to update the knowledge and skill of the already trained,. The technicians should get opportunity to be exposed to the latest developments in their technology and should be facilitated to use their knowledge and skill in their respective field of work.

Mr. Keshav Raj Prasai

At the age of 52, Mr. Keshav Raj Prasai is working as a Research Director at the Central Panchayat Training Institute, Jawalakhel, Lalitpur. He has spent more than twenty-four years on the job of an instructor or traianer though in varying capacity. After having received his B.A. degree he entered into service as an

instructor. After five years he was elevated as Senior Instructor, and stayed on the job for ten years. His experiences as a trainer were deepened when he was required to work as Principal of Panchayat Development Training Centre at Jhapa for more than seven years. The trainings he has undertaken include 6 months training in community Development in Tribal Orientation and Community Development Training Centre, Udaypur, India in 1966 and one year's training in Sociology in Kent University, England in 1974-75.

Reflecting on his own experiences the widened vision, new techniques and fresh ideas acquired in Participant Training have made the people creative and systematic in the working of their respective organizations. The lack of equipments, inability of the chief of the organization, paucity of fund and the absence of a concerted and cooperative approach to working have stood in the way of training output in its being put into practice. The practice of selecting persons in consideration of their personal links instead of on the strength of competence and organizational goals has allowed to wash away the merits of training. For the sake of easy adjustment and accomodation training in economic and social management, human development aspects, administration and other related areas should be encouraged in the third countries. But the superiority of the USA in science and technology is unquestionable.

The long-standing cultural restrictions, psychological inferiority and social discriminations point to the low involvement of women in training. The remedy is to be suggested through a provision of specific allocation of scholarships and special awards for them. In the field of education, medicine, general science, management, extension and planning they are capable of rendering valuable services. Training, when extended to private sector, should be related to business administration, technology, manufacturing skills, arts, crafts, etc.

Development priorities are determined by political factor, donors' interest, and national needs. Conflicts of interest stand as a bottleneck in the attempts at development. The situation is aggravated by the inadequacy of institutional operation. Training can help break the ice in this situation. The process

of development could be streamlined under the systematic working of institutions through the supply of trained manpower. To accelerate the pace of development the technology which is within an easy access to the comprehension of common people should be brought into use, suggests Mr. Prasai.

#### Kumar Khadga Bikram Shah

Kumar Khadga Bikram Shah at 46 relishes an academic life though his taste and temperament do not confine him to any particular aspect of social life. He holds double degree of B.A. and B.L. He has covered an extensive area in the pursuit of his professional interest and also personal hobbies. He spent a whole decade spanning from 1968 to 1978 on Nepal Sports Council as its member-secretary. He is the president of Nepal Mountaineering Association, a member of the Central Executive Committee of Nepal Red Cross and Chairman of Relief Committee. He was actively involved in founding the Godavari Allumini Association of which he was the first president. He had studied International Affairs as a fellow at the Centre for International Affairs, Harvard University for one year in 1979. The associations with which he has been actively associated are multiple. He has attended a number of national and international seminars and conferences in varying capacity. As Executive Director of Centre for Nepal and Asian Studies (CENAS) he gets immersed in intellectual and research activities at present.

Kumar Khadga Bikram Shah has no reservations when he says that in Nepal which is moving along the route of modernization the gains of Participant Training have been immensely useful. Through the insertion of new ideas and innovative skills infrastructure for development has been founded. To supply tonic to his view he mentioned Krishna Bam Malla who left an indelible mark on the development of Rapti Region, working as Director of Rapti Development Project. His contribution in this area does not count a little in his easy climb to the post of Cabinet Secretary, Chairman of Public Service Commission and Ambassador.

But the failure to accord due recognition to professionalism, disincentive to the skilled and the trained, the divergence between the training gains and placement, and inability to absorb the human capabilities for productive purposes have rendered the objectives of training sterile in several cases. For the avoidance of frustration which is raising its head training should be bogged down to national needs and the human resources should be appropriately employed.

Depending upon the relevance and the capability of meeting the national requirements training in the USA as well as in the third countries has its justification. But he perceives that there are some other gray areas too like Japan, U.K., W. Germany, etc. Women are few in training because social, cultural and domestic factors operate against their interest. They deserve preferential treatment so far training is concerned; the area of education, health, secretariat services, salesmanship is good for women while the suitability for private sector lies in management, hotel, dairy farming and industrial activities.

An institution which has recognized the importance of training has been benefitted from it in its growth. When the institutional atmosphere is callous to the capability of human resources training has adversely affected the workings in the institution. Development priorities are governed by geographical, managerial, political factors and the availability of resources. Gap between the rising expectations and limited resources is a major problem. Training can intervene in the interest of right and objective thinking and also for effective doing, believes Mr. Shah.

#### Dr. Lok Raj Baral

Forty-eight years old Dr. Lok Raj Baral had received his M.A. degree in Political Science from Tribhuvan University in 1964. Joining the University as a lecturer in 1965 he has enabled himself to make a spectacular rise in the academic scale of the university. Promoted as a Professor in 1977 his dedication to the pursuit of knowledge and commitment to the cause of free thinking have earned him high reputation in the circle of intellectuals and elites inside as well as outside the university. He was

awarded the degree of Ph.D. from Jawaharlal Nehru University, India for his thesis in "Political Opposition in Nepal - 1961-71". His participation in research works and conferences is wide and multiple. He visited the USA under International Visitors' Programme for one month in 1982, and taught at the University of Illinois, USA as a Fulbright Visiting Professor for one year, 1984-85. Under various programmes he has travelled West Germany, U.K., Japan and many other countries.

Dr. Baral holds the opinion that the positive contribution of Participant Training is reflected in the systematic workings and innovative ideas in the setting of an organization. The superior qualities brought by training do not always find a favourable condition for their application. The major difference between the social scenarios of the training imparting and training receiving countries is an impediment to the proper use of training gains. The high aspirations generated by training take the shape of cynicism and dependency when there is a lacking of opportunities. Training is useful only when it is based upon rationale reflective of the genuine needs of the people.

The third countries have much to offer through training in appropriate technology, agriculture, education, medicine and other subjects which have practical relevance with the Nepalese conditions while one could easily encounter the latest attainments in technology, science and several branches of social sciences in the USA. The women involvement in training has been pulled down by social values, low rate of education, and few recruits in service. Improvement in the situation could be effected by spreading social education. Given an opportunity women could be an equal of men in all areas.

Dr. Baral points out that the gains of training show their effectiveness in the workings of the trained in the period immediately following their return. But the adverse environment in the organization plays the role to cool down their zeal. The development priorities are set in the light of donors policy, immediate salability and political pressure. The problems in development administration are the off-spring of subservience of administration to politicians and rampant indecision. The solutions to these problems do not lie so much in training as in political determination, concludes Dr. Baral.

Mr. Kedar Bhakta Mathema

Mr. Kedar Bhakta Mathema is the Senior Programmer Officer in the World Bank, Kathmandu. He has been holding this office for the last few years. Prior to this he was lecturer in the College of Education and Campus Chief of IOE Kirtipur Multiple Campus.

Mr. Mathema is M.A. in English and has received one year training in EFL from Moray House, U.K. Mr. Mathema is considered to be a very good teacher of English. He was popular and respected by students when he was in the IOE. He is a very fine gentleman. He is intelligent, straight forward and objective. It is very hard to get such a sincere and efficient person as an officer or colleague.

Training, Mr. Mathema said, has definitely changed the knowledge of the PTs, and to some extent their attitude too. They have become more professional. But he is not definite about how much PTs' skill of teaching and class room management etc. has changed. Despite training, Mr. Mathema viewed, PTs' techniques of doing things remained the same. Organizational environment, in his opinion, is an important factor in determining behaviour. PTs could not bring changes in this environment. There are some PTs, Mr. Mathema continued, such as Dr. T.N. Uprety, and Dr. P.L. Pradhan who contributed to the development of teacher education in Nepal much more than others. It shows, he pointed out, that it is not training but selection of trainees which is more important in determining the impact of training.

PTs, Mr. Mathema opined, show some change in their organizational behaviour immediately after their return. But this does not last long. Their influence is lost in the total system. They could not utilise their training in their work because the training courses are not tailor made. In the beginning years PTs from the College of Education, he said, received training under patronage system. It was cheap and not performance oriented. They, specially those with Ph.D., thought themselves to have touched the ceiling. They had a show of "British barking of a Nepalese dog." They did not have attitude of improving ideas and adapt them to the local culture and reality. Under such a situation training is likely to have negative impact.

Mr. Mathema considers that training in the third country is better in terms of relevance and quality. It is often the 'C' class universities that are selected for PTs in the advanced countries like the USA. The training there is cheap and easy going. There is no quality control.

There is sexism, Mr. Mathema says, in education, Men by nature are more articulated and competent. They are better picked up for training. The women is either a wife or a daughter with heavy involvement in family affairs. Only a few exceptional women can dare compete with men in training. Potential women, he said, should get chance to be trained in all fields. There should be no sex difference in training areas.

There is lop sided training, Mr. Mathema opined, in teacher education. Many more have been trained in certain general areas, but none in specific technical fields. This is why PTs could not develop education as technical field. Lack of leadership in the development of the IOE reflects the ineffective training. PT programme had very insignificant impact on sectoral and national development of Nepal. It has puzzled the donor countries. "The doctors have failed to diagnose the patient."

To make PT programme more effective, Mr. Mathema suggested, there must be proper selection of the trainees. "A cat never be a lion", he said. Arbitrary selection and cheap degrees must be stopped. Training must be country specific and selective.

#### Mr. Mahesh Lal Pradhan

At forty-five Mr. Mahesh Lal Pradhan is the chairman of Nepalese Chambers of Commerce and Industries, a most coveted position in the community of businessmen and industrialists. Before he could complete his B.A. studies he plunged himself into commercial activities. His professional assignments have taken him to Japan, China, USSR, Philippines, U.K., West Germany, France, Switzerland and some other countries either to participate in a seminar or to observe the operation of relevant undertakings. He is

the proprietor as well as the chief executive of a clothes manufacturing factory which he had installed more than twenty years ago. For his social services he has been brought to lime-light in society.

Mr. Pradhan does not see much practical utility of the Participant Training. Because of the cumbersome rules and regulations and hostile environment even the trained people get exhausted in the process of working before they get the opportunity to put the gains of training in use. However, he believes that on account of the flexibility in the system of private sector the training gains could be better used there. The private sector would be highly benefitted by its involvement in training in business management and industrial management. Maximum benefit is derived from observation tour and participation in workshop and seminar by top-level people while training is good for enhancing the working capability of the low-level workers. But even for the low-level entrepreneurs group tours could be organized for observing how their equivalents insert their skill in their working. Observation in the countries such as Japan, Korea, Philippines and Thailand where advanced skills and innovative techniques are employed in working may be helpful in awakening the sensibilities of Nepalese entrepreneurs.

Training is dictated more by the interest of the donors than the requirements of the organization or the nation. Moreover, training, by and large, has been more a boon to the individual for the promotion of his career than a blessing to the organization for its growth.

The interest of donors and the say of bureaucracy are preponderant in deciding on development priorities. Indecision, non-seriousness of the responsible people, indiscipline and lack of positive attitudes are endemic in the development administration in Nepal. Training can make a dent on the present situation provided it is stretched to cover all the relevant actors in the national drama including those who spring from political arena.

Mr. Madan Man Amatya

Mr. Madan Man Amatya is presently holding the post of Joint Secretary in National Planning Commission Secretariat. Prior to this he served as the under-secretary in different ministries and also as the Chief District Officer to Sarlahi District. He is M.A. in Economics and has published many articles and papers in economics. He participated in many training courses including that of Economical and Social Development, and Industrial Planning and Development at the University of Pittsburg in 1963-64. Mr. Amatya is a senior and sincere administrator of Nepal.

Mr. Amatya said that he had opportunity to utilise his training when he was Chief of Planning Cell and also as the Chief District Officer. Lack of understanding on the part of the senior officers, he thinks to be the main cause of low utilization of training. He opines that training in the third world country is more suitable for Nepal. For, it is less expensive and more relevant, PTs from the USA, he says, often develop superiority complex which is harmful to the person as well as to the nation. PTs should be sent to the USA only if such training facilities are not available in the third world countries.

To improve impact of PTs on sectoral and national development, Mr. Amatya suggested that training should be geared to meet the manpower needs of the recipient country or organization. Nepal, according to him, still lacks trained manpower in engineering, medicine, forestry and so on. National development, he concludes, is not possible without manpower development planning.

Mr. Mahesh Kumar Upadhyaya

Mr. Mahesh Kumar Upadhyaya, 54, is an M.A. in Economics from Gorkhapur University, India. Joining Thakur Ram College as a lecturer in 1964 he has played a see-saw game between academics and administration in his career. He was appointed Zonal Commission in 1975, a job on which he stayed till 1979. He reverted to the academic fold in 1982 when he was appointed Dean, Institute of Humanities and Social Science, Tribhuvan University. His elevation as Vice-Chancellor of the University in 1985 has demanded of him to play a more active and leading role on the front of higher education. He had undertaken a tour of the United States for 4 weeks under the International Visitors' Programme in 1986 which provided him with the opportunity to be acquainted with the emerging dimensions of the academic world. He also attended the Annual Session of the UN General Assembly as a member of the Nepalese delegation in 1981.

Mr. Mahesh Kumar Upadhyaya asserts that in the University and other educational institutions the gains of training are visibly reflected in the workings of the persons who had been to the US under the Participant Training Programme. Their perception is distinctly wider than that of others. The adverse reaction to initiatives, divergence between the training gains and the organizational or national needs, and institutional deficiencies curtail the application of the attainments of training. When the road to promotional activities is blocked, it is resulted into frustration. The training programme should be designed in consultation between the donor and recipient countries in order to bring it into conformity with the needs and cultural ecology of the recipient. Broadly speaking training in the third country has more relevance for Nepal though in some specific disciplines the USA may yield greater advantage.

Orthodoxy in outlook, conservatism in customs and low rate of literacy are responsible for the limited involvement of women in training. By giving special incentive to women for their involvement in training the situation could be improved. Women, being capable of casting multiplier effects on social life, can play the role of a catalyst in national development.

Their involvement in the area of agriculture, forestry and social services would pay handsome dividends.

Institutions are made capable of attaining their objectives to some extent by training. Development priorities are set in the light of national needs, political factor and conflicting claims of different pressure groups. Hostility to development administration lies in inconsistency in decisions, red-tapism, adhoc measures and absence of accountability. Training could play a remedial role provided it covers all the relevant actors including the top brass in bureanucracy and ministers in political camp.

#### Mr. Mangal Krishna Shrestha

Mr. Mangal Krishna Shrestha, whose reputation is very high in the circle of civil service, retired as Secretary in the Ministry of General Administrator after more than 3 decades active service in 1987. Born 56 years back he had taken his M.A. degree in Public Administration from Nagpur University, India in 1955. The next year he joined the Government service as Gazetted Officer. He steadily climbed the steps of administrative hierarchy to become Secretary in 1980. He was in charge of the Ministry of Transport and Public works for some time. Later on he was made the Secretary in the Ministry of General Administration in which he had spent a long time of his service career. In the year 1967 he had been to the USA; spent 7 months doing research in complex organization in Southern California University. A recipient of Gorkha Dakshin Bahu Class II he has authored "Public Administration in Nepal" and several articles.

The knowledge and skills acquired in Participant Training have been used in regulating and streamlining the respective organizations in a better way, according to Mr. Mangal Krishna Shrestha. The visibility of gulf between the trained and the untrained is clear. In the tradition-ridden environment and Custom-dominated practices the advanced ideas and new skills may receive a cool treatment. The inability to adapt to the unfavourable

environment may generate a feeling of estrangement among the trained. Need identification must precede any decision on training; the would-be-trainee should be made to undergo a sort of orientation for making him adaptable to the situation in the training-imparting country. The USA is better for advanced knowledge and skill in science and technology while in the problem related areas the third countries like Malaysia, Singapore, Thailand, Philippines which are much ahead of Nepal are preferable for training.

The women are few in training simply because their number is small in service. There is no need of quota for them, but a preferential policy in their favour may improve the situation. Training may show their superiority in the field of education, health services and home science. Private sector may flourish provided it is involved in training in the area of corporate management, marketing, salesmanship, accounting, inventory and skill development. The growth of an institution is propped up by training. Development priorities are governed by interaction of politicians and bureaucrats or technocrats focussing on felt-need. The distortions brought about in the development by the twin factor of political pressure and bureaucratic manipulation may be straightened to a great extent by training the actors on both sides. Though appropriate technology should be the common use, the use of TV, radio, audiovisual are no less effective in creating awakening and imparting skills to the people.

#### Mr. Madhukar Shumshare Rana

Mr. Madhukar Shumsher Rana, in his forties, is leading an active life as President of Management Association of Nepal (MAN). A holder of diploma in Advanced Studies in Economic Development from Manchester University U.K., a degree of M.A. in Public Finance from Mc Master University, Hamilton, Ontario, Canada. Mr. Rana has undertaken a number of training which include 3 months training in policy for Public Enterprises, Harvard University, USA; one-month training in North-South Dialogue from Brooklin Institute, Washington, USA. He worked as District

Manpower Economist for Hamilton, Federal Government of Canada from 1967-69, and from 1969-71 as a lecturer in Economics at Laporvaniton University, Ontario, Canada. He was a senior research officer in Centre for Economic Development and Administration (CEDA) from 1974-78 and later Executive Director for one year, till 1979. He was tipped to work as Regional Transport Economist Project Manager for Laos and Afganistan from 1979-82 under UNCTAD. From 1983 to 84 he served as Chief Economic Advisor in the Ministry of Finance, HMG. Addicted to intellectual and research works he is presently leading the life of a free lancer.

Mr. Rana has observed the use of the gains of Participant Training in the making of policies and research works. Mr. Bharat Bahadur Pradhan and Ajit Thapa came uppermost in his mind who, in his opinion, had proven the utility of training in the promotional cause of organizations. But the absence of position classification, inappropriate placement, prevalence of patronage, and non-existence of specific obligation and commitment on the part of the trained the full use of training attainments has been hampered. The gap between personal outlook and national environment may lead to a counter productive and frustrating situation resulting into the exodus of the qualified for better jobs outside the country.

For training in specialized and advanced courses leading to degrees particularly in science and technology the USA provides better opportunities while for observation and short-term courses the third country could be preferably chosen. The poor involvement of women in training caused by low rate of literacy should be remedied by better educational opportunities for them. Education, journalism, TV and labouratories provide better scope for women in regard to training.

A separate expert body either under the National Planning Commission or working independently should be allowed to handle training programme which would treat the private sector on the footing of parity with the government. Private sector could thrive through training in the area of textiles manufacturing, hospital management, construction management, equipment maintenance, general management, and entrepreneur development.

In the opinion of Mr. Rana, training is a continuous process. Those who demonstrate the benefits of training must be booked for retraining. Leadership counts decisively in the growth of an organization. Leadership training, so far unheeded, is vital. The discipline which is transparent in the police and the army has its utility in other organizations too.

Past plans, continuity irrespective of the delivery, aid-givers interest, basic needs and the vested interest interact to shape development priorities. Social backwardness, lack of professionals, weakening of bureaucracy, inability to check political malpractice, and self-aggrandisement of the elitist have combined to jeopardise the development efforts. Since "knowledge is power", training conducted on mass-scale including the political people at higher level intent upon encouraging objective, critical and analytical attitude may show signs of relaxation and reforms.

Mrs. Mira Kansakar

Mrs. Mira Kansakar is a young lady who has been with the National Commission on Population since 1980 as a specialist. She was trained in population economics under participant programme in 1984 at East-West Centre, Hawaii. She is gentle, sociable and adjustable.

In a brief interview Mrs. Kansakar said that her training was quite relevant to her job as a specialist. The technical knowledge of the training is very helpful for carrying out the specialist job. But she seldom gets the opportunity to use the training fully in her day today work. For, she said that she is often given administrative works where she is not at all required to use her training skills and knowledge. She is afraid that soon she will forget all that have been acquired during training. But she does not blame the donor agency for it. It is the organizational management that is fully responsible for not utilising her training. She says, "she is too much involved in other than technical works." But she never lodged any complaint against this. She is quite disciplined and obedient.

Mrs. Kansakar opined that the main reason of low participation of women in training is their family responsibilities. She said, "married women are very much responsible for the peace at home. Women have to think twice to leave their home for long term training." They get so much involved in the family works that they hardly dare to actively participate in public affairs. So, she added that women should be trained in less technical subjects and should be assigned to more comfortable jobs.

Mrs. Kansakar held the view that the role of PTs in the office they work is not only determined by the nature and area of their training but also by the status they hold in the society. She says "women do not have the same status as men in our society." They should not be expected to play better role than men. But still they need be trained and be refreshed by further training to enable them to carry out their duties at home and office in a better manner.

#### Mrs. Pancha Kumari Manandhar

Mrs. Pancha Kumari Manandhar is a renowned lady in the field of population and FP/MCH activities of Nepal. She is, at present, advisor in National Commission on Population (NCP). She was FP Officer in the Ministry of Health for more than a decade.

Mrs. Manandhar did M.Ph. in 1972-74 from University of Michigan under participant programme. She had many short term trainings in FP/MCH related fields. She received seven months training on fertility regulation at John Hopkins in 1978-79. She was at Bulgaria for 3 weeks training on policies in the FP/MCH in 1978, and was at the University of Connecticut for 8 weeks training on FP Administration and Training of Trainer in 1976-77. Besides, she had training on FP Evaluation and Population Planning at Georgia and Berkeley in 1974 and 1973.

Mr. Manandhar has written a number of papers and has participated in many seminars and conferences. She served as resource person in many seminars and work shops. It is difficult to escape her name whenever some major FP/MCH activities are undertaken.

During the interview she said that participant training is very much related and relevant to her present job and before. Mrs. Manandhar added she has never detached herself from FP/MCH and population activities. She could utilise her training in her job to the maximum possible extent.

Mrs. Manandhar views that persons who undergo long term training in advanced countries often get "Cultural Shock" when they come back from training. Some get adjustment problems and leave the country. Brain drain is undoubtedly a product of long term training in the advanced countries. From this point of view third country training is better. PTs do not study such irrelevant courses as garbology in the third countries. She referred a Nepali student who was getting training in garbology in the USA.

About women PTs Mrs. Manandhar said that it is very difficult for women to compete with men because they are less educated and they get less opportunity to enter into the employment. She added that it is very hard for women to get through TOFEL even when they are selected. She suggested that women should be nominated for training courses which do not require higher level of education. Business management, decoration, assembling, soft wares etc. should be, she opined, good courses for women's training.

Mrs. Manandhar thinks that PT has very good impact on health and FP/MCH sectors. About 70% of training in these areas are relevant and utilised. Very sophisticated and very specialised training, she said, is often wasted. She added "We need preventive measures and the PT programme must respond to it".

Mrs. Manandhar said that there are many PTs who have Master level training in the Ministry of Health and FP/MCH. They have higher aspiration. But there are hindrances to their growth and promotion. Some of them are assigned to a wrong job or transferred. Recently a new system of integration has been adopted in the MOH. FP/MCH Offices, under this scheme, are now placed under district hospitals. This has, she said, dislodged many FP/MCH personnel and made their job insecure. This is not, she added, a healthy situation for promotion of FP/MCH service.

SPM (Respondent)

A PT (the name is not disclosed because consent was not received) who was in short term training in the USA in the early stage of the programme, and who has served in many important administrative positions of the Government of Nepal, said that the visit to an advanced country itself is an important exposure in the life of a trainee. It was still so in the late 1950s. Besides, he said that the training activities gave him opportunity to be familiar with new system of education and administration. It was a good opportunity, he continued, for being aware of new systems and approaches to carry educational and other activities. But much of those experiences, he added, could not be utilized in the job because he was assigned to a new office. He opined that there is no system of placement and transfer of personnel to a relevant jobs. The organizational atmosphere in this country, he conceived, is not conducive to utilise one's knowledge and skills in work.

Apparently, he said, training in the USA is better than the third country training. But where-ever the training is conducted it has no role in bringing significant change in the system. PTs, no doubt, have contributed to manpower development and growth of some organizations such as the College of Education. But there is no change in the system of administration and style of work. He concluded that training should not be considered to have a significant impact until it changes the very system of management.

Dr. Puspa Lal Joshi

Dr. Puspa Lal Joshi is presently an advisor to National Commission on Population, Nepal. He was Chief of Evaluation Division, NFP/MCH project before. He was PT in 1971 at Turkey. He did his Ph.D. in mathematic demography from California in 1979. Dr. Joshi is sincere and hard working. As a mathematician he tries to put many things in a few words. He is soft and is more interested in desk works than in social contacts and speeches.

In a brief interview, Dr. Joshi said that he could utilise his training very well in his work because his training is very much related to the nature and type of the work he is presently involved in. He is a demographer by training and is now working in the field of population projection and control. Being one of the few Nepalese who have expertise in mathematic demography, Dr. Joshi has to keep himself very busy with his office works.

Training in very specialised field of knowledge, Dr. Joshi opined, may sometimes cause frustration and brain drain. Expertise many times, he says, is accompanied by high ambition and better expectations. But in a less developed country like Nepal too much specialized and sophisticated skill is not very much on demand. As the result, such experts often face difficulty in getting appropriate job and have to leave the country. Some good doctors, engineers and agriculture experts have left the country because of adjustment problems. So, Dr. Joshi said, training in the third world country is better. The level of technology and knowledge of these countries is adequate for less developed countries. In this sense, he said, the training in the third world countries should be considered more relevant. There is no much difference in quality of training too.

Regarding the impact of PTs on sectoral and national development, Dr. Joshi said that PTs did contribute to the development of the country directly or indirectly. However, he added "power and status are required for more impact". The PTs who are in high positions, he opined, should be able to contribute to the nation better.

Dr. Joshi informed that there are so many areas where participant training can contribute. In the field of population, for example, sociological demography is most relevant for Nepal. Participant training, he suggested, must be continued. But emphasis should be given on training in the third world countries. Only specialised trainings should be given in the USA.

Mr. Radharaman Upadhya

Mr. Radharaman Upadhya is an M.A. in Nepali literature from Tribhuvan University. He joined the Government service in early 1960s as a Section Officer. He has made a steady rise in his career during the 25 years of his service. The experiences in the field administration as well as in the central secretariat have amply added to his grasp of administrative problems and the growth of maturity in him. He got the opportunity of encountering the practical problems of the people and also of field administrator when he worked as the Chief District Officer. Working in the Home Ministry gave him an insight view of the administration. He worked as Secretary in the Cabinet Secretariat. His background in the Department of Industry as Deputy Director is also, perhaps, a helping factor when the government transferred him to the Ministry of Industry as Secretary, the post which he still holds. The decorations conferred on him include the Gorkha Dakshin Bahu Class II. Under official responsibilities he has widely travelled.

Mr. Upadhya is of the view that the benefits of Participant Training are reflected in the conduct of development administration. The new knowledge, techniques and ideas have made the people capable of meeting the challenges thrown by the process of modernization. But the organizational deficiencies have failed to imbibe fully the intellectual produce of the training. An acquaintance with the situation is imperative before the contents of training are fixed up. Full relevance of training is displayed only by right selection of the candidates. Similarity in existing problems suggests that practical training in general administration, business management, labour management, productivity improvement, industrial engineering and other related areas is better in third countries while only the selected competent in the field of advanced technology, development administration, industrial relation and management, human resources development and environmental conservations should be sent to the YUSA. The low participation of women in training caused by low employment ratio, social obligations, low literacy percentage and less opportunities should be overcome by a greater emphasis on general training programme and also by apportioning exclusive opportunities for women. Women may exhibit their

superior qualities in skill development, enterprenuership development, management skill, home science and other allied subjects.

Recognizing the vitality of private sector it is suggested that this sector should be encouraged by imparting training in the field of business management, business promotion, industrial management, management and labour relation and enterprenuership development. The problems encountered by development efforts are the inadequacy of skilled or trained man power and bureaucratic red-tapism. Training must aim at the augmentation of perceptibility, managerial capability and skills which help create a congenial environment in the organization in which objectives are easily attainable. Basic needs of the people and the availability of resources are the factors which determine the priorities in development scheme. Training stimulates human resource development and also motivation among the job-holders. It also teaches the people as to where, how and which type of technology is to be used in the process of the national development. Since the main stumbling block to development is the lack of skilled and knowledgeable people, training could bring about a break through in the existing impasse.

Mr. Raghu Nath Bade Shrestha

Mr. Raghu Nath Bade Shrestha has been with the Ministry of Health as an Officer of Public Health Education since 1965 to the present. He is B.Ed. and B.A. from Tribhuvan University, and received Diploma in Public Health from American University of Beirut in 1965. He was at University of Chicago in 1979 for training in Family Planning, and at Tulane University in 1982-83 for Special Training in Nutrition.

As a Public Health Education Officer Mr. Shrestha has experiences in planning, implementation, supervision and evaluation of programmes in public health, and has been providing consultancy to a number of research projects. He is the author of a book on School Health Education which is prescribed as text book in health education at Proficiency Certificate

Level in Tribhuvan University. Mr. Shrestha is undoubtedly a senior worker in public health education in Nepal.

During a brief interview, Mr. Shrestha said that he could use most of the knowledge and skills he acquired in the trainings because he was placed in the same job for which he got training. But he mentioned some of his colleagues who were trained in public health but were transferred and placed in some where else. There is thus, he said, wastage of training but no harmful effect. The trainees have no complain against anybody. They should follow the system of the country.

Mr. Shrestha opined that training in the third world country is comparable with that of the developed countries in terms of quality and relevance. The American University of Beirut, for example, uses the same courses, method of teaching, and professors as any standard university in the USA uses. So, he says that the third country training which is definitely more cost-effective than that of the developed countries is preferable.

Mr. Shrestha said that there is some definite impact of PTs on organizational growth in Nepal. There is, for example, enough trained manpower in health and family planning. But he suggests that the administrative and management system must be improved so as to best utilise training in the development of the organization and the nation.

#### Dr. Ram Prasad Rajbahak

Dr. Ram Prasad Rajbahak, 58, had taken his Master's degree in Commerce from Allahabad University in 1955. He was awarded Ph.D. Degree by Patna University, India in 1965. He joined Tri-Chandra College as a lecturer in the Department of Commerce in 1955. He was a Visiting Professor in Southern Illinois University, USA during 1967-68 and also in Patna University in the academic year 1971-72. He has served HMG as Minister of State in the Ministry of Industry and Commerce, Ministry of Tourism and Ministry of Finance. From politics he has bounced back to academic life to be Professor. Presently, he holds the position of Dean of Management, Tribhuvan University.

Dr. Rajbahak is determined in the expression of his view that the exposure and wide vision imparted by Participant Training have been a valuable asset for the people in the working in their respective organizations. Quoting the name of Prof. Yadu Nath Khanal and the late Prof. Amrit Prasad Pradhan he said that they had made lasting contribution to the organizations they had served. The growing tendency of making wrong choice for training, irrelevant posting, absence of accountability, non-recognition of self-respect, the atmosphere in the organization, the polluted environment has shown a firm resistance to the intrusion of initiativeness and innovativeness, the off-shot of training. Negativism and frustration thrive in contaminated conditions. In order to make training meaningful and purposeful not only that it should be related to identified needs but also that there should be an exchange of perspectives between the donor and the recipient.

The esteem of the USA is high in policy-oriented advanced course and advanced technology while the rural development courses may have greater degree of relevance in the third countries. The trioka of educational backwardness, family obligations, and low employment stands solidly behind the narrow coverage of women by training. Educational encouragement and preferential treatment to women may improve the situation. Their talents can be better harnessed in the area of medicine, education and social-services.

Training in management development entrepreneurship, skill development focussed on handicraft, jewellery, designing, etc. may be a boon to the prosperity of private sector. Career-progression should be interlinked with the contribution of the trained people, which is fatally missing at present. A trained person can serve as a catalyst, which he has done in some cases. But quite often he is thrown into isolation. To avoid this awkward situation greater the number of trained people better is the chance the growth of an organization.

Development priorities are dictated by immediate factors instead of long-range perspective. Lack of professionalism, greater say of the incompetents and

absence of institutional responsibility account for torpidity in development. Dr. Rajbahak believes that a comprehensive training programme touching upon both the administrative and political spectrum with the intention of developing not only skills but also widening vision and refining attitude could be of help in breaking the thaw in development efforts.

Mr. Ratna Bahadur Tamrakar

Mr. Ratna Bahadur Tamrakar is now a Deputy Director of Technical and Vocational Education Directorate, MOEC. He started his career as a teacher in industrial trade in the National Vocational Training Centre (NVTC). He served NVTC and Sanothimi Vocation Teacher Education Campus as a teacher, Departmental Head, and Chairman from 1963 to 1983. Since 1983 he is holding the present job.

Mr. Tamrakar is M.A. in maths, and has been PT twice. He was first trained in building construction for 2.5 years at Institute of Productivity, Isreal in 1961-63. Second time he went to SIU, Carbondale for the post graduate training in Trade and Industrial Education in 1968-69. Besides, Mr. Tamrakar has 10 months vocational training at Institute of Vocational Training in Japan. Mr. Tamrakar is smart, intelligent and cooperative. He is one of the many PTs who were trained for training students but had have to work as an administrator.

Mr. Tamrakar said that training in general has broadened his view about Vocational Technical Education and has helped to develop some skills in industrial trade. He could utilise more than 70% of the skills when he was teaching industrial education courses at Sanothimi. But he has seldom chances to use these skills in administration. However, he said that he has better perspective of Vocational Teaching Education than the non-PTs in the Directorate and this helped him to fight for the right cause of vocational technical education in Nepal.

Mr. Tamrakar added that his training in the USA and Isreal could not be fully used because there were difference in the courses offered in his training and those that were taught in NVTC and Sanothimi Campus. Training in Isreal, he said, was more skill oriented. But he did not have to teach those skills in NVTCs nor in Sanothimi Campus. Vocational Teacher Training in Nepal, Mr. Tamrakar opined, is getting more theory oriented. NVTC courses, he opined, were better than the IOE courses for vocational teacher training.

PTs, in his opinion, did not help improve the status of vocational education in Nepal, because most of the PTs after they return begin to search for some other job than teaching. Vocational teaching, he says, is neither lucrative nor respectful. He cited some examples of PTs who changed their jobs and prospered better than those who remained with teaching. He says, "training is just a spring board".

So, Mr. Tamrakar suggests that PTs must be forced to work with the Institute for which they were trained at least for 5 years. Some benefits such as quick promotion and free education of children etc. should be given only to those who stick to the jobs in which they are trained. He added "oversea training has more glamour but not useful". So, incountry training should be encouraged. Due attention should also be given to the development of infrastructure of in-country training and its maintainance. Often, he remarked, in-country training goes very well till it is run as a project. But it slowly ceases to operate as soon as the project period ends and the foreign assistance terminates. "NVTC is a very good example", he said.

Dr. Suresh Raj Sharma

Dr. Suresh Raj Sharma in his late forties stands high in the community of academics. He holds a degree of M.Sc. in Chemistry from Karnatak University, India and Ph.D. from U.K. Immediately after the completion of his M.Sc. studies, he joined Tri-Chandra College as a lecturer in Chemistry in 1964. He taught at Tribhuvan University as an Associate Professor from 1974-1980. He was appointed Member-cum-Secretary of National Education Committee by the King in 1977. During the decade 1977-87 when he was in that office, he was actively involved in streamlining and shaping the course of education in Nepal. He represented Nepal on the educational front in the international arena several times. Promoted as Professor in 1980 his interest and involvement in the cause of education have kept him on ascendancy. He has written more than four dozen articles on education, science and technology. He is the architect of 'Valley Campus' a private science campus reputed for its high standard. At present he is the Chief of the newly created office meant for handling technical education and vocational training.

Dr. Sharma confirms that the gains of Participant Training have found education and agriculture as the most fertile ground for their beneficial application. The very quality of work has been perceptibly improved because of the input supplied by training. The change for better has been effected in the field of education by the contribution made by Dr. T.N. Uprety, Dr. Panna Lal Pradhan, Dr. Prem Kasaju, Dr. Shanker Prasad Pradhan, Prof. Surendra Singh and many others, all being PTs.

Some of the organizations like CERID, Nepal Industrial Development Corporation (NIDC), Nepal Rastra Bank flourished on the fodder supplied by training. Innovative measures were taken by the recipients of training for all round development of their respective organizations. But for lack of suitable environment, sustaining efforts and continuity under system operation, they tend to show the signs of decline. Training to be useful should be designed in the light of need identification and the prospects of immediate application of the acquired knowledge and gains.

Training in the third country could be better than in the USA in view of the similar needs, provided a careful attention is paid to the selection of the institutions. Engineering, medicine, agriculture, general science and introductory management have greater claim in the third country. While the USA assures of better qualities in management, computer science, environmental education, and advanced science.

The low participation of women in training could be attributed to the shortage of qualified women, domestic constraints and the tilt of the subject selection in favour of men. The situation could be improved by specifying certain areas which naturally go for women. Potentialities for them lie in health services, secretarial science, analytical science, and teachers education.

The trained people instead of amalgamating their training gains with the organizational requirements try to implant them irrespective of receptivity, resulting into dislocation. In such situation not only the organization is deprived of the utility of new ideas and skills but also the trained people are prodded to frustrations. Concentration of authority, too many tiers for decision making and lack of a system to evaluate the contributions of the individuals are some of the ills in development administration. A sustained effort at training can help bring improvement in the situation, believes Dr. Sharma.

Mr. Soorya Bahadur Shakya

Mr. Soorya Bahadur Shakya at the age of 62, living in retirement, appears off and on in public with his forthright and courageous views on critical issues confronting the nation. After having obtained M.A. degree in English literature from Behar's University, India, he embarked on a teaching job as a lecturer in Tri-Chandra College in 1950. He was appointed the Principal of Tribhuvan University College in 1962. In recognition of his dedicated service to the University since the time of its

founding in late 1950s, he was given a gradual lift in the pyramid of the university structure. His service in the University as Rector and Vice-Chancellor has been recorded with marks of distinction. He continued his association with the University as an academic doyen for some time even after the termination of his tenure as the Vice-Chancellor in 1977. He had also served as the Vice-President of Nepal College and Teachers' Association in early 1960s. He was in the USA for 4 months to study different aspects of higher education under the Participant Training Programme in 1964.

Mr. Soorya Bahadur Shakya is convinced that what is acquired in Participant Training is profoundly used in the overall development of an organization. Its effectiveness is tangible particularly in motivating the subordinates and taking positive initiatives in the promotional activities of the organization. Banking on recapitulated memories he mentioned the name of Mr. Gopal Man Shrestha, a founder of Public Commerce College and Angur Baba Joshi who gave a new creative life to Padma Kanya College, both being recipients of the Participant Training. The full use of the training has been handicapped by the non-existence of adequate autonomy for their application. The excessive centralized practice rooted in the Nepalese system of administration is a brake on the creativity imparted by training. Any training programme in order to be result oriented should coordinate between traditionalism and innovativeness. The British system of education planted in Nepal suggests that training in U.K. is more harmonious with the Nepalese needs than the one in the USA. For training in the technical area the Western countries including the USA are better while for general type of training the third country has a better claim.

The existing low participation of women in training caused by conservatism and domestic problems could be improved by fixing up quota for women and also adopting measures for changing social attitudes towards them. Education, Arts, medicines, architecture, and home economics are among the subjects in which the intellect of women could flourish in abundance. The private sector may demonstrate its potentialities in technology and

management provided it is given an opportunity to be trained. The best selection of the candidates has to be guaranteed by an independent body consisting of the representatives of the government and the experts having high degree of social credibility.

When decisions are taken by the men whose competence is questionable talent can hardly be harnessed to the benefits of an organization. People after training should be allowed to work on the relevant job for reasonably adequate length of time with enough of autonomy. Under this sort of arrangement, the contribution of training to the making of institution is substantial. Training emits adverse effects when it is not fitted into the prevailing milieu of the society. In this context, he cites the comments made by Dr. H.B. Wood, former Education Advisor, to HMG to the effect that any training completely divorced from traditional values simply invites dislocation.

Planning in Nepal, in his opinion, is a hotch-potch business. The subservience of experts to the irrational decisions of the top brass in government has created maladies in our development works. Training could help in creating an atmosphere of objectivity and broadening the base for creative thinking for all who are involved in the task of national development.

Dr. Rita Thapa

Dr. Rita Thapa, working as Regional Advisor to WHO in Manila, Philippines, reflects on her experiences in government service in Nepal. An M.B.B.S. from Lucknow University, India and MPH from John Hopkins University, USA, under Participant Training Programme, she entered into the government service in early 1960s as a medical officer in Indra Rajya Maternity Hospital. She was posted as medical officer in the Department of Health with the charge of MCH section in 1964. After having served as the chief of FP/MCH for some time, she went to Canada to be Senior Consultant to International Development and Research Centre in the area of Health and Population. Her association with the World Bank, WHO and UNDP during 1981-86 is a remarkable interlude in her career. Her substantial contribution in the health sector inside and outside the country has pushed her to a position of prominence.

Dr. Rita Thapa is unhesitant in her assertion that the knowledge and skill gained in Participant Training have been profusely used in professional practice particularly in the field services. She saw the utility of trained manpower when she watched a horde of her competent colleagues such as Dr. Krishna Bahadur Singh, Dr. Kumar Shumshere Rana, Hem Hamal, Dr. Devi Prasad Shrestha and Padma Rajbhandari who were also PTs. She reluctantly enumerated the primacy of irrationality, selfishness and jealousy among the officialdom which has strangled the boon of training resulting into pervasive frustration.

Practical training in the third country is preferable and the theoretical aspect of knowledge gets better opportunities for its advancement in the USA. The number of women in government service is few. Moreover they are predominantly outnumbered by male in the field works. Naturally, there is bound to be the supremacy of men in the selection for training. This lacuna could be filled up by providing equal opportunities including in the sharing of patrimony. Women could show their distinction particularly in the field of education and health. Private sector may show its better qualities through training in cottage industries such as soap industry, etc.

She is confirmed in her opinion that the sluggishness in development could be attributed to the weakness of decision-makers particularly at the political level. Examples of their violating rules and regulations are not lacking. The thrust of training should be focussed on this group which needs metamorphosis, Dr. Thapa emphasises.

Dr. Shashi Maya Shrestha

DR. Shashi Maya Shrestha is presently National Programme Officer of Joint Nutrition Support Programme. Prior to coming to this office she has served in different capacities such as Adviser to Woenm's Education Project, Associate Director of Education for Rural Development (Seti Project), Deputy Director of Central Regional Education Directorate and so on. She did M.S. in Home Economics Education from Iowa State University in 1965 and Ph.D. in Home Economics Education from SIU, Carbondale, in 1982. She was a UNESCO Consultant to Female Literacy Campaign in 1986.

Miss Shrestha participated in various seminars and conferences and travelled to different countries like USA, Europe, USSR, Isreal, Phillipines and so on. She was the president of Nepal Home Science Association and is associated with a number of professional and women's organizations. She has published books and articles in Nepali and English. She is undoubtedly a popular and promising lady of Nepal.

During the interview, Miss Shrestha said that she used her training knowledge and skills mostly in home science programme formulation, curriculum design, development of training packages, lab management, and class room teaching. She could hardly utilize her training in administration. She thinks that misplacement of the PTs is the major cause of under utilization of training. In some cases, she guesses, there is disappointment due to misplacement and some harmful effects have also been caused.

Miss Shrestha opines that training in USA is undoubtedly more expensive but not less relevant than that of the third world countries. For example, she stated, the University of IOWA used to tailor programmes and courses according to the need of the recipients, and experts were used for this. For quality education, she opined, PTs should be sent to the advanced countries. Home science, She says, is the best suited area for training women in the USA.

PTs, Miss Shrestha argues, did make important impact on the educational and other fields. There are many PTs in home science. they helped developing basic manpower in the different areas of home science. But impact of training depends, to a great extent, upon the selection of training courses. She says that American Universities open many specialised courses as an beef processing. Such training is of no use in Nepal and so can hardly have any impact on the life of Nepalese people.

Miss Shrestha recommends that due attention should be paid to girls' education from the primary level. There is too much drop-outs of girls in the school. This must be checked by encouraging rural parents to send their daughters to the school. Then only participation of women in training will be improved. Besides, she suggests, much attention should be given to selection of candidates. Sincere and committed persons should be given opportunity to get training. Due care should also be taken in selection of training courses and the mode of training. On the job training is likely to have more tangible impact. Nepal needs, she continued, trained manpower in many fields. Training should be geared to fulfil this need.

#### Dr. Shanker Prasad Pradhan

Dr. Shanker Prasad Pradhan aged 58 years, is presently the Dean of Faculty of Science (FOS) and Head of the Central Department of Physics. He is a Professor of physics. Dr. Pradhan began his career as a lecturer in the Tri-Chandra College in 1952. He was Acting Principal of the College in 1971. He was appointed the Dean of Institute of Science in 1975, and held this office till 1978. He, after that, served as the Chief of the Division of Research, TU, for a period of three years.

Dr. Pradhan was a PT in 1958-62. During this time he completed his PH.D. in physics in the State University of Oregon. He had a science study tour to the U.K., Iran and Thailand for a brief period of three months.

Dr. Shanker Pradhan is a fine gentleman. He is sobre, quiet and bright. He is one of the senior physicists of Nepal and a prominent member of Nepal Bridge Association.

Dr. Pradhan feels that the training experiences in the USA have helped broadening his views and understanding about science and science education. He said that he did utilise this knowledge in teaching and curriculum construction to some extent. But there is still a lot that could not be used but remained dysfunctional. The major reason of this, he says, is that there is no infrastructure for the utilisation of the expertise in physical science. "I know how to dance", he said, "but there is no stage to dance at". But, however, Dr. Pradhan feels that the Ph.D. degree he obtained as a PT helped him a lot for his career growth. So, he is not disappointed or frustrated. There is no harmful effect of the training on his life. But he knows some one (Dr. Govinda Bhakta Joshi) who had to leave the home country because of wrong training. Dr. Joshi studied food technology in USA and obtained Ph.D. in 'Beef Processing'. There was no place where his expertise could be utilised in Nepal. Consequently, he went back to the donor country and settled there.

Regarding training in the third world country, Dr. Pradhan opines that the underdeveloped countries can not match with the developed in respect of quality and relevance of training in Science and Technology. "there is no question of appropriateness of Science and Technology", he said. "Good knowledge of Science and Technology", he added, "are appropriate everywhere". "The objective of training", he continued "is professional growth, and any country which provides training for better professional growth is good".

Women's participation in training, Dr. Pradhan opines, is less because educated women are less in the pool. There is no socio-cultural barrier on women, he says, to go to the foreign countries for higher

studies or training. "Ladies", he said, "often try to get excused on cultural grounds when they are assigned on a difficult job or to an uncomfortable place". But Dr. Pradhan adds that women never care for Socio-Cultural obstacles to go to USA or other advanced countries. Even married women went to the States for training. He said that he knew a married Nepalese woman who gave up her husband and children to get settled in the USA. Dr. Pradhan stated that many Nepalese women who went out of their home country became quite famous, e.g. Sita and Bhrikuti.

Dr. Pradhan went on saying that there has been little impact of PTs on sectoral and national development, "I could have done eighty percent of the works with equal efficiency without training". Training, he says, has little role to play in leadership development and institutional growth. There is no adequate facility and environment to use higher level of training in Nepal. Attempts, he said, had been made to transfer some technologies from developed countries. For example, in education Semester System was introduced. But this system could not foster in Nepalese soil because there were no infrastructure or necessary conditions for the system to operate. So, Dr. Pradhan suggested that technology must be transferred. But "decision should be made with discretion". Each and every technology of the developed countries does not fit to the Nepalese climate. Failure to use discretion, he concludes, is to wander in a blind alley.

#### Prof. Shanker Raj Pathak

Prof. Shanaker Raj Pathak, the Vice-Chairman of National Commission on Population and the President of the Nepal Disabled Association, has served the nation in different capacities. In the beginning years of his career, he was lecturer in Patan College and led an active life in educational and social fields. He was founder member and the first Principal of Saraswati College at Thamel. In 1970s His Majesty appointed him the Zonal Commissioner of Gandaki Zone and later he was transferred to Sagarmatha Zone. For some time he was on special duty in the Royal Palace and in 1985 he was assigned to the office of Vice-chairmanship of NCP.

Prof. Pathak is M.A. in economics, and has published a book and several articles on this subject. He was in the USA for about a year under teacher exchange programme. He is an admirer of democracy and a devoted social worker. His sociability and adjustability are very much appreciated by his friends and colleagues.

Prof. Pathan thinks that training definitely affects the cognition of the trainees. Training in the USA or other advanced countries, he says, broadens the trainee's out-look and technical know-how. But there is no infrastructure and enough facilities in Nepal to utilise high technology. So, training is often wasted and causes some frustrations in the trainees. Trainees who develop high expectations are more disappointed. Tradition and culture, he says, are difficult to change. It will take quite some time to be able to use Western technology in Nepal. Much of the PTs' expertise to day is not used and could not be functional. He feels that training in the third world countries is more relevant for Nepal.

Prof. Pathak said that attempts were made to relate training to the manpower needs of the NCP. He opines that not only the heads of the office but also the lower staff need training. He said that he has sent ten non-gazetted staff of NCP for out country training. Prof. Pathak adds that much of the impact of training depends upon the responsibility given to the trained manpower. PTs, he said, did bring some positive changes in the working style of NCP. He continued that NCP today has enough number of technical manpower, and it is because of this that the National Planning Commission accepts what the NCP proposes on matters of population. This shows the impact of training on macro level planning and policy formulation.

In his opinion much of the expertise of the PTs can be utilised if the management system of the organization in which they work were improved. But the Nepalese administration suffers from redtapism and favouratism. Only section officers, he says, and lower staff are made to work. "there is", he added, "an attitude of how not to do on the part of many Nepalese bureaucrats". There are people who are in the office but do not work. They lack the sense of responsibility and belongingness.

Prof. Pathak, therefore, suggests that training should be geared to change the attitude of the trainees and make them change agents. Training, he adds, should be need specific. He concludes that there is need of long term planning of training, and in-country training should not be neglected while formulating such a plan.

Mr. Shiva Prasad Acharya

Mr. Shiva Prasad Acharya is Joint Secretary in the Ministry and Member-secretary of Panchayat Development Training Committee. Before coming to this office, he served as Integrated Rural Development Coordinator, Land Reform Officer, and Cooperative Manager. He has received training in Cooperative Management, Agricultural Marketing, and Agricultural Cooperatives in USA, India and Japan. He was a PT in 1968.

Mr. Acharya, during the interview, said that he was fortunate to be assigned to the job which was best related to his trainings. He could, therefore, use his knowledge and skill in agricultural marketing when he was involved in the pilot project of food purchase. But every PT, he adds, does not get such an opportunity. PTs often can not use their training experiences fully because of lack of financial resources and administrative support. According to him, there is conducive atmosphere for PTs to work in the office where the chief administrator is also trained. Mr. Acharya said that he could use his training experiences to the maximum possible level because he was appointed the Chief of the project.

The third world country training, Mr. Acharya, adds, is better for Nepal. But training in the advanced countries can not be ignored for the high level manpower development. Nepal is now in position to conduct in-country training for middle level manpower development in many fields. But oversea training is more attractive because it is generally conceived to be of higher status. The oversea training should focus on trainers' training, training in computer science and on developed technology and science. According to his opinion, women, for the last few years, are getting equal opportunity for training.

Mr. Acharya said, PTs had contributed to the organization and sectoral development in Nepal. He could, for example, help developing cooperative marketing and agricultural network in the country. He added that he could also contribute much to the manpower development of the country. He concluded with the suggestion that PT must be continued to fulfil manpower need in high technology and management.

Dr. Thakur Nath Pant

Dr. Thakur Nath Pant, (50), had obtained his M.A. Degree in Economics from Gorkhapur University, India in 1961. He entered into the Government service as an Assistant Agricultural Economist in 1962. He proceeded to the USA for higher studies in agricultural economics in 1966. He was successful to receive Ph.D. degree from the university of Meryland, USA, in 1969. He was promoted as Agricultural Economist in 1969. His appointment as Executive Director and General Manager of Jute Development Corporation provided him with the opportunity to have an experience in a new area. After his stay on the job from 1971-74, he was drawn back to the Ministry of Agriculture with promotion to the rank of Joint Secretary and also to work as Chief Economist. He had a shifting stay in Agricultural Projects Services Centre (APROSC) as Executive Director, in the Ministry of Finance and the Ministry of Agriculture as Joint Secretary from 1977 to date. Currently, he is stationed in the Ministry of Finance as Joint Secretary.

Dr. Thakur Nath Pant opines that the acquisition of Participant Training has not been uniformly put into practice in Nepal. The new ideas and skills obtained in training have yielded practical utility, when system and situation have permitted in an organization. Occassionally, the advanced knowledge and skills become a misfit in the entirely different melieu in the organization. Then again the tendency among the trainees to keep themselves aloof from others is visible, giving birth to a new breed of people. To improve the situation, the need of the organization should be the basis for training. Search for the best training institutions should be explored in the USA and the thrid countries as well. However,

roughly speaking, for the academics, the USA provides better opportunities in the pursuit of higher studies while in the problem areas such as agriculture, health, education, etc the third countries are better.

The main cause of the lesser number of women is their educational backwardness, and still fewer are the recruits in the government service. Since time is moving in their favour, there is no need of hurried and hasty move to increase their number. Given an opportunity, they have demonstrated their potentialities in all the areas.

Only those people who have made their mark with visible capabilities should be sent for long term training; and as many as possible should be imparted training in the areas related to their jobs. Training has enhanced the organizational strength when the environment is open. But in a number of cases the gains of training have been nullified in the presence of hostile atmosphere.

Political factors, geographical conditions, donors' perspective, and cultural and economic considerations count in pinpointing development priorities. High technology is recommended only at the centre for specific purposes and simple technology should be the general choice. Excessive political pressure, slavish mentality, lack of responsibility and indiscipline are the major obstacles to development. Remedy lies in political realization and determination. Training can provide only a little dose of relief in this respect.

#### Prof. Upendra Bahadur Pradhananga

Prof. U.B. Pradhananga holding a professorial position at the age of 47 possesses a rich record of administrative as well as academic experiences. Having completed his study of Master in Commerce from Patna University, India, he entered into government service as an officer. Holding the government job by one hand he stretched the other hand to teach in a Public Commerce College, a Privately run institute. He was designated Director of the Trade Promotion Centre. For sometime he worked as a senior officer in

the National Trading Ltd. He opted to swith over to an academic career. His appointment as the Dean of the Faculty of Managemet is a recognition of his contributions as well as potentialities in the arena of education. A prolific researcher he has been associated with a number of research projects. Under different programmes he has paid official visits to many overseas countries'.

Prof. U.B. Pradhananga believes that the intellect expanded by Participant Training serves as a strength for the promotional activities in an organization. But the lack of managerial capability and inconducive environment have combined to conspire against the full and rffective applications of the gains of training. Then again training may have broadened the perception and outlook of the people but their attitude persists to be the same in some cases. In order to make the training result-oriented, it should be structured and restructured in the light of changing social, economic and technological conditions of the recipient country.

Training in third country particularly in the SAARC countries should be given priority because of affinity in socio-economic conditions. Only the training not available in these countries should be imparted in the USA. The very fact that women are few in the service of organized employment sector accounts for their meagre involvement in training. The remedy lies in encouraging their absorption in greater number in employment. Given an oppoortunity for training, private sector may flourish in management, industry, trade and commerce, also in some technical and professional areas.

There exists little linkage between the organizational needs and training areas. Training, of course, increases manpower which is a crucial factor in the growth of an organization. Managerial incompetence, hesitancy, lack of vision among the decision-makers are the major hurdles in the development administration in Nepal. Training can not effectively intervene in this context. Prof. Pradhananga suggests that the relationship between education and training be reviewed and all the previous reports on training in Nepal be scrutinized.

Dr. Harkha Gurung

Dr. Harkha Gurung is presently a free lance Consultant loosely associated with New ERA. He is a leading intellectual of Nepal better known as geographer and development planner. He started his academic career as a lecturer in the Department of Geography, T.U. in 1966 and served it till 1968. He was a member of the National Planning commission from 1968 to 1972, and from 1972 to 1975, he was its glamorous Vice-Chariman. His career climaxed as a State Minister for the period, 1975-78, and he had held portfolios, like education, commerce, trade, works and transport and tourism.

Dr. Gurung graduated with First Class First Honours from Patna University in 1959. He did his Ph.D. from the University of Edinburgh in 1965 under the Colombo Plan. To his credit, Dr. Gurung has written several books and a number of research articles.

Dr. Gurung, though trained in U.K., has a high opinion about American system of education and training. He thinks that a candidate should be sent for training for abroad his long and sincere service in his field. Course contents of training should be tailored to the needs of the home country. To him, women must have capability to do every work. Any kind of preference to and any discrimination against women in training is conceptually wrong. Candidates from private sector should be trained in new techniques of management. Non-academic, non-degree short-term training is more useful for Nepal as against long-term academic training with wider marketability which invites brain-drain. According to him, PTP has made positive impact on education and technical side of health services.

Regarding institution building, Dr. Gurung remarks that in Nepal, institutions are created not so much out of real needs of the country as out of the will of the donor agencies. Consequently, as soon as its donor agencies withdraw their hands, the institutions either collapse or stagnate. He gives the examples of CEDA and the Ford Foundation and the National Commission on Population and the USAID.

Dr. Gurung holds the opinion that administration is a part of a larger system, i.e. society. In the Nepalese context, society is still traditional. So administrative approach is also traditional. Training brings about changes in the beliefs, values and works of the trainees and develops modern approach to life and living. But in the Nepalese administrative milieu, he concludes, trainees without traditional approach can't survive. This is the tragedy with training at present.

Dr. Mohan Man Sainju

Dr. Mohan Man Sainju (46) is at present the Vice-Chairman of the National Planning Commission. He has been holding this dignified post since 1983 till now. Dr. Sainju is basically a development planner, quite articulate and better known for his forceful and bold expressions on issues of national concern. He started his career as an officer on special duty in the Ministry of Economic Planning, and was promoted to the posts of Director and Chief Director in the Department of Land Reform. He served the Ministry of Food, Agriculture and Land Reforms as the Acting Joint Secretary and also CEDA for some time as its Chief Specialist. During 1973-76, he was the Rector of Tribhuvan University when the NESP was in its implementation stage. From 1976 to 1984, he was a member of the National Planning Commission. Thus Dr. Sainju has a chequered career rising slowly from an ordinary officer to the coveted post of the Vice-Chairman of NPC purely on the basis of his merit, service and calibre.

Dr. Sainju did his M.A. in Economic from T.U. in 1962 and also B.L. in 1963 from the same University. He obtained Ph.D. Degree from the University of North Carolina, 1972. To his credit, he has written a number of articles on different issues.

During interview, Dr. Sainju recalls the beginning of the participant programme and says that it is the child of the cold war. Soon after the cold war, it was realised in USA that of all the factors of development, human factor is the most important one. So training of the personnel of developing countries in different areas in USA was initiated as a means for the human resource development in those countries.

Regarding the utility of training, Dr. Sainju says that much depends on the capability, ability and dynamism of the candidate. So selection of right candidates is very important. As training in the newly industrializing Third Countries like India, Pakistan, Bangladesh, Ceylon and South Korea with similar problems is more relevant to the needs of the recipient countries. Not long ago, it has been decided bilaterally to send candidates under PTP only to the third countries. It is also cost effective. Dr Sainju suggests that country training should be encouraged and developed. If and when necessary, resource persons might be brought in. In such trainings, cheap and locally available materials should be used.

Regarding women, Dr. Sainju suggests some kind of preference for them either in selection or nomination but without compromising the quality. All the doors should be open for them. Management and enterprenuership development in factories like garment and handicrafts are some of the priority areas for training the private sector. With regard to placement and follow-up, Dr. Sainju suggests that 'government must do a good home work in this respect'. He continues that the Ministry of General Administration is the appropriate one to take up this responsibility. There must be regular too way communication between the donor and the recipient countries. Regarding the impact of training, he feels that training helps the development administrators to be efficient and makes development performance better. To him, a trained planner has better prespective in setting of development priorities, though influence of external factors can't be ignored. Training is closely related to the development of technical manpower. As such, Dr. Sainju suggests that infrastructural facilities should be developed for the training of technical manpower in the country itself. He emphasises on the need of the 'simplified version of technology'.

Mrs. Kamal Rana

Mrs. Kamal Rana (59) is a lead woman with long standing social and political background. Currently, she is the Right Honourable Member of Raj Sabha. She has served the country in different capacities. She was a member of the Constitution Reforms Suggestion Committee of 1980. She served the Women's Services Co-ordination Committee as its Chairman for the period 1976-80. She was also the President of Nepal Women's Organization, 1966-72. During the parliamentary period, she was the Deputy Chairman of Mahasabha (Upper House). She visited USA under International visitors Programme for 3 weeks in 1962. She was a member of the Nepalese delegation to UN thrice, in 1962, 1973 and 1976. From 1965 to 1967, She served the UN Commission on the Status of Women as its member. Academically also, she is very sound. She did her M.A. in Political Science from T.U. in 1964.

In the opinion of Mrs. Rana, PTP has provided a great opportunity for the Nepalese to have training in USA and third countries. To take the best advantage of this opportunity, right candidates should be selected by an autonomous body. She favours training in USA on quality basis. In the Third Countries, short term observation and study tours should be arranged. She prefers preferential treatment for girls at entry points in educational institutions, and in scholarships and trainings. She is in favour of opening all areas for women. She believes in the saying that what man can do, a woman can also do. For the private sector staff, training can be arranged in marketing, promotion, cottage industry, agro-based industries and tourist development.

Mrs. Rana remarks that development priorities are dictated not so much by national needs and peoples' aspirations as by vested interests. Regarding technology, she is in favour of rural technology or simple technology which can be used by the masses on the national scale. To Mrs. Rana, shifting of responsibility, lack of power delegation and also the lack of commitment to the purpose are some of the problems of administration in Nepal. While concluding, Mrs. Rana suggests that people at all levels of administration should be given some kind of training. Training should cover political people as well.

Dr. Kamal Prakash Malla

Dr. Kamal Prakash Malla is a professor in the Department of English, Faculty of Humanities, T.U. Few years back, he served the university as its Rector when the NESP was in full swing. Dr. Malla is a leading intellectual famous for his fearless writings on national problems. To his credit, he has written several articles published in national and international journals. He went to USA as a visiting scholar and taught in the Department of Linguistics, University of California, Berkeley for one academic year, 1980-81. He visited the Scandinavian Universities of Stockholm, Oslo, Uppsata, Lurd and Copenhagen for three months under the Asian Visiting Scholar Programme in 1987. He is regarded as an expert on the heritage of Kathmandu Valley. He did his M.A. from the University of Bihar, B.A. (Hons.) from the University of Leeds and Ph.D. from Edinburgh, U.K.

During interview, Dr. Malla was very frank in his expressions. To him, PTP has great exposure value. It familiarises the trainees with recent developments, new methods, techniques and skills in their respective fields. It widens their mental horizon. However, application of knowledge and skills depends on a lot of factors. The institutional framework in Nepal is not very responsive to new ideas, new values and new style of work. There is lack of coordination among different training programmes. There is no dove-tailing between PTP and other training programmes.

Regarding the negative side of PTP, Dr. Malla continues that 'PTP is just like 'spreading little butter on too many pieces of bread' or 'a little cake distributed to many'. Sometimes, it is taken as 'an intellectual shopping spree'. It has created a new professional upper middle class irresponsible to social needs and demands. It might make Nepal 'a Miniature America' by introducing 'mini-American life-style'. For all these, the recipient country is more responsible than the donor country. As a remedy, Dr. Malla suggests that HMG should develop 'a long range training programme' in cooperation with the donor country under which trainees should be sent to USA or third countries for purposes or programmes in

teams or groups as was the case during the time of Dr. H.B. Wood in the field of Education. He also suggests a 'Bilateral Priority Scheme' for training and strictly adhere to it.

Regarding training in Third country vs US, he prefers higher training in Science and Technology in USA while training in population education, FP, field works and women development programmes in Third Countries. He pleases to send women to the neighbouring countries for training in income generating activities. He advocates preferential treatment for women, particularly for those belonging to backward communities and areas. He strongly feels the need of trained women to carry on rural poor women upliftment programmes.

With regard to private sector, he realises that foreign training should be given to the staff engaged in productive private sector, social service sector and commercial private sector in order of priority. Selection should be through open competition by an independent body after public advertisement. Nomination system should be abolished. Dr. Malla suggests that there must be some provisions about placement in the agreement document itself. Dr. Malla holds the opinion that development priorities are decided by political factors. Technocrats set priorities and sub-priorities within political framework. Bureaucrats are the executors. Accountability lies primarily with politicians, secondly with technocrats and thirdly with bureaucrats. Training, as such, has neither an impact at the top nor at the bottom. It has some impact at the middle level. In political decisions, concludes Dr. Malla, training has no role. Only in technical and bureaucratic decisions, training has some marginal role.

Mr. Bed Bahadur Khadga

Mr. Bed Bahadur Khadga (57) is now a retired Senior Civil Servant, an ex-secretary of the Ministry of Agriculture (MOA). He has long and vast administrative experiences. Before he retired, he was the joint member of the National Planning Commission for about three years. He joined the government service as the resettlement officer of the Rapti Project in 1955, became plant promotion officer in 1957, was promoted to the chief, pathology division in 1961, held the post of Hill Agricultural Development Project Manager in 1974, was promoted to the posts of Director, then Joint Secretary then ultimately to that of secretary in 1979. He was secretary for three years and retired in 1982.

He had his M.Sc. Degree in Agriculture from the University of Agra in 1955. He joined the Louisiana State University under USAID Participant Training Programme for one year (1960-61) and obtained M.Sc. Degree on Botany. Next time also he was in the same University in the USA for one year (1971-72) to study plant pathology. Thus, administratively and academically, Mr. Khadga has a very sound background.

During interview, Mr. Khadga expresses his satisfaction that he could use his knowledge and skills to the maximum extent in his field. It was his training in USA that gave him idea and incentive to prepare the master plan of Khumaltar with the help of architect Wisey, created basic infrastructural facilities for research activities and established research laboratory there. He could also establish Plant Pathology Division under the Department of Agriculture.

To Mr. Khadka, there can be several reasons for low or unutilization. Sometimes, selection is made in the form of reward. A PT fails to create favourable conditions in his own organisation on his own initiative. He does not use his hands and set examples. PTs are less interested in research activities. More often than not, the Ministry fails to retain young, energetic, qualified and trained persons as in the case of Dr. Brahma Ram Bhagat Mathema, trained in Philippines under PTP, now working in British Pakhri Bas. According to Mr. Khadga, training is not generally harmful. Sometimes, it becomes

dysfunctional because of the various reasons including misplacement. As for example, in Parwanipur, once a seed specialist was asked to work as a rice specialist.

Mr. Khadga suggests that as the Germans have done, the USAID should also develop a long term training programme as against the present adhoc or annual training programme. The third country training is more appropriate for Nepal but trainees generally prefer to go to USA for the reasons so obvious. This has got to be avoided. According to him, for preparing scientific and technical cadres, the US training is useful and for development cadres to fulfil basic needs the third country training is. For women, the quota system or preferential treatment is o.k., but on this plea alone, women of low calibre should not be selected for training. The personnel of NGOs and private sectors which help in national development should be given preference and priority for training under PTP in this respective fields.

Government must fully commit herself after training. For follow up, monitoring and control, some mechanism should be developed under the government system. The NPC can also be an appropriate agency for this.

An institution should be created only after due and deliberate thinking, not on adhoc basis. Once an institution is created, it must be developed and strengthened. Continuity and stability of an institution should not depend on foreign aid or interests. The government must fully commit herself to it. According to Mr. Khadka, Nepal needs a long term perspective plan where long term development priorities are duly reflected. These development priorities should not be based on individual whims and wishes and sectoral priorities should not overtake them. Mr. Khadka concludes, "We plan not for implementation, as for exercises".

Mr. Bharat Kumar Pradhan

Mr. Bharat Kumar Pradhan, (47) is the Head Master of the Laboratory Secondary School, famous for its academic excellence and physical facilities. It has the accomodation facilities for about 200 boarders. The school has the integrated education system for about 45 blind students with hostel facilities. The blind students attend classes from grade I to X along with the sighted students. Mr. Pradhan has been serving this school for the last more than one decade. Before this, he was the Head Master in Tribhuvan High School, Gaushala, Mahottari, 1961-1978. He also worked in New ERA as an Associate Research Officer. He did his B.Ed. and M.A. in English from T.U. He was in the Univesity of Connecticut for one year (1980/81) under the PTP. His area of specialization was educational skills and training programme.

Mr. Pradhan is confident that he has utilised his knowledge and skills to the benefit of the school he has been serving as well as to the promotion of his professional growth. After training, he started sharing responsibility with his colleagues and sub-ordinates through committee system and other means. It taught him to follow democratic approach in administration and supervision of the school as against his authorization approach in Gaushala High School. The participant training gave him theoretical knowledge through courses in the class and practical knowledge through school visits in the management of schools. Mr. Pradhan feels that the training was a great opportunity for him in his life. He suggests that the best way of training a Head Master of a boarding school of 'Nepal' is to attach him to a similar boarding school in USA for few months and thereby give him chance to learn the techniques of management of schools and controlling students through personal observation and contact with the staff and students. Even in American Schools, indiscipline or other problems are there, but their ways of tackling them are quite different. The administrators and supervisors there seek co-operation from parents and government as well.

Regarding the country of training, Mr. Pradhan says that USA is the first choice of the trainees for the reasons so obvious. He continues that even in USA there are comparatively less developed states where candidates from Nepal can be sent for training. He

further suggests that if possible, a candidate can be trained for few months in USA and another few months in one of the third countries.

Mr. Pradhan gives his experineces that in academic performances, on an average, girls are at the lower level. Therefore he, like many others, is in favour of preferential treatment or quota system for girls. Enough hostel facilities should be managed for girls at the school and college levels. For women, according to Mr. Pradhan, home economics, school teaching, and nursing are some of the priority areas for training. Similarly, management of small scale industries, intermediate technology and techniques of running boarding schools (These are now under private sector) are some of the priority areas for private sector. He suggests that there must be open competitive selection system based on clear cut criteria for fair and impartial selection. Regarding placement and follow-up, Mr Pradhan suggests a bond system under which a PT is required to serve the organization he works in for two to five years depending on the duration he or she has training in USA. If such a system is in existence, it must be effectively implemented, if not, should be created. He further suggests that a PT might be required to submit his job-nature and the performance report at least once a year to his office and such a report should be made available to the USAID office, Kathmandu, officially. This will keep the government and the donor agency informed of the where about and what about of the trainees. This can be a good basis for evaluating future PT programame as well.

Regarding priority in planning, Mr. Pradhan asserts that right type of manpower development should get the first priority, because man is the means and the end both; Japan could develop so much within so little lime after the second world war because of its trained, dedicated and disciplined manpower. It is here that the PTP is of crucial importance to Nepal. Regarding technology, Mr. Pradhan favours, firstly rural technology and secondly appropriate or middle level technology. These can help to achieve the basic needs of the needy. As regards development administration, he points out that planning is done for villages, but the cities get resources. Leakages at different points distort development. Mr. Pradhan concludes that "dishonesty should be the first casualty in the system". Then alone training can show its impact and play its role effectively.

Mr. Bharat Lal Shrestha

Mr. Bharat Lal Shrestha (49) is a leading businessman of Kathmandu. Currently, he is one of the Directors of Bishal Bazar Company Ltd, Kathmandu, and also the Chairman of Nepal United Company Ltd, Kathmandu. He has been the Honorary Secretary of Nepal Chamber of Commerce, and also the District Chairman, District Lions' Club, 325, Nepal. He participated in a number of Trade Fairs to observe and study recent developments on trade and Business. Academically, Mr. Shrestha is a graduate.

Mr. Shrestha is not a PT, but he has good idea and knowledge of PTP. He thinks that PTs could not fully utilize their knowledge and skills because of the various reasons, personal, institutional and governmental. Training has enhanced individual development but not collective development for national purposes. He suggests a system of collective training for collective development. He also advises that PTP should give more importance to the training of trainers. He is in favour of expanding, equipping and staffing the existing training institutes of the recipient country so as to make training cost effective and the recipient country self-reliant in training. He prefers training in neighbouring countries with similar socio-cultural background, for the simple reason that products of Nepal are more salable in the neighbouring countries than in USA. Except garments, other things could not be exported to USA, in spite of the office of PON (Product of Nepal) stationed in New York.

Like several others, Mr. Shrestha also advocates preferential treatment for women to increase their number in training. But he thinks that women development units and the Women's Service Coordination Committee should be more programme oriented than propoganda oriented. There must be massive drive for more and more participation and involvement of women in the different areas of national development. He thinks that productive sector like the cottage industries, school teaching and nursing are some of the priority areas for training women. Similarly, he suggests the following priority areas for the training of the staff of private sector management including marketing techniques, quality control, planning and programming, medium and low level technology, medium and small scale industrial management and tourism, specially in hotel and travel agency running, housing development and textile industries.

To Mr. Shrestha, selection of appropriate candidates is very important. For this, he suggests that objective criteria should be laid down and there must be follow up without any fear and favour. In the selection board, there must be equal representation from the government side, public side and the donor side. For proper placement and follow-up, there must be an in-built mechanism within the government system itself. As a businessman, he suggests that trade, industry and tourism must be given proper priorities in the development plans. Regarding technology, he prefers semi-mechanised technology with emphasis on the development of indigenous technology. He also pleads for joint collaboration in the development of different levels of technology. He remarks while concluding that Nepal could not make much headway in the race for development, because of the lack of the seriousness of purpose on the part of those who are at the helm of affairs.

Mr. Bishwambar Man Pradhan

Mr. Bishwambar Man Pradhan (52) is at present the Acting General Manager of Nepal Bank Ltd. (NBL) Kathmandu. Before this, he had served the NBL as Deputy General Manager for two and half years. Because of his sincere service and calibre, he rose from the humble post of a research officer to the present post which is the helm of the organization he is now associated with.

He did his M.Com from Allahabad University (India) in 1960 and MBA from the Ohio State University (USA) in 1966.

Mr. Pradhan holds the opinion that a chief of an organization or an institution should be a man of initiative, and integration. He should delegate authority to his sub-ordinates at different levels. He should be very particular about scientific record-keeping. Organizational leadership must be alert to utilise the knowledge and skills of the trainees to improve and develop the organization. The superiors must be experts enough in their subjects or fields to regularly evaluate and develop an inbuilt

mechanism in the organisation itself. Training whether in USA or in the third countries should be in conformity with the needs of the recipient country.

Regarding training and women, Mr. Pradhan says that the NBL has 800 staff, out of whom 400 are women. Only one woman staff is in class II. Foreign trained women staff are almost non-existent. Men are prejudiced in the sense that they generally do not like to work under women officers. Mr. Pradhan suggests more education for and exposure to women. He suggests agro-economics, medicine particularly nursing, teaching at primary and secondary levels, and primary and middle level Computer Science as priority training areas for women. Similarly, private sector personnel should be trained in handicraft production and also in techniques of modern management. He pleads that the selection body must be autonomous, consisting of experts free from any kind of bias and pressure tactics. He prefers short term skill oriented training for private sector people. Regarding placement and follow-up, he suggests that the organizational policy should be clear within the broad framework of the national policy.

Mr. Pradhan feels that training has not helped much in institution building because of the lack of clarity in the aims and objective of the training from the very beginning. For instance, there is no sense for an organization without Computer Service sending its staff for Computer Training.

To Mr. Pradhan, in setting of developmental priorities, factors like foreign aid, national needs, popular demands and government policy of the recipient country play key parts. Training as such has a very marginal role only. Regarding technology, he pleads for appropriate or middle level technology for Nepal. Of the many problems the Nepalese administration is confronted with, lack of systematic and scientific management system and also of two way communication (top-bottom and bottom-up) system are noteworthy. Training must focus on its utilization. Foreign training like PTP is very important for a country like Nepal and it should extend to private sector as well as the NBL, but at the same time, as Mr. Pradhan concludes, country training in different fields should also be strengthened and expanded.

Mr. Gopal Das Shrestha

Mr. Gopal Das Shrestha is a journalist of long standing. He has been editing 'The Daily Commoner' for the last 34 years. He is the Chairman of the Nepal Press Institute since 1985. He is the ex-member of Nepal Press Council and also the past President of Nepal Journalist Association. Mr. Shrestha joined the North Western University of Illinois for four months to study journalism in 1958-59. He attended a number of conferences and seminars including a Mass Communication Seminar held in New Delhi in 1986. His paper's news and views are held in high esteem.

During interview, Mr. Shrestha said that training of USA was not as effective as it should have been because of the socio-cultural lag. Therefore, cultural identification of both the countries amongst the trainees must be there. For higher technical and scientific training, USA is preferable, while for practical trainings, Asian Countries are more considerable. Regarding training of women, Mr. Shrestha views that the present lack of relationship between career building and family life should be removed. He prefers quota system for women in training. Rural upliftment programmes, community development, cultural and social studies are some of the priority areas for the training of women. He suggests that private sector personnel should be sent for training under PTP in areas like technology and management but selection of the right candidates is very important. Therefore, there must be public responsibility and responsiveness. So far, it is the government which is the major beneficiary of PTP. Therefore, it is the duty and responsibility of the government to make proper provisions for placement and follow up activities.

To Mr. Shrestha, in Nepalese context, institutional building is not so easy where invisible factors play stronger roles than the visible ones. He continues that in setting developmental priorities, donor countries' interests and attitudes are also important factors. Regarding the choice of technology suitable for Nepal, Mr. Shrestha says that it depends on several factors, such as, social conditions, economic situation and market conditions. However, he suggests that Nepal needs a cadre of fundamental scientists and employment oriented technology is more suitable for Nepal.

Lack of proper and timely information on the part of administrators is a big problem in Nepal. Mr. Shrestha remarks " A good system of public administration is the pre-requisite for development administration." It will generate a system of reward and punishment and also check corruption to a large extent. Mr. Shrestha concludes that this is possible only in an open society.

#### Mr. Hulas Chand Golchha

Mr. Hulas Chand golchha (55) is a leading industrialist and top level business man of Nepal. Currently, he is the Vice-Chairman of Golchha Organizations. His industrial and business enterprises have a wide network. He is the President of the World Assembly of Small and Medium Enterprises (a New Delhi-based international organization). In the past, he held many important positions, such as, Vice-President, Federation of Nepalese Chambers of Industry and Commerce (FNCIC), past President of Lions Club of Kathmandu and Advisor to Ram Lal Golchha Eye Hospital, Biratnagar. As a matter of fact, Golchha family is famous for Philanthropy and social service. Mr. Colchha is a widely toured man. He went round the world (Europe, USA and Japan) for 3 months, on an industrial observation tour to study particularly the formation and flow of capital in 1962. This tour was sponsored by the USAID.

During interview, Mr. Golchha viewed that candidates under PTP were selected either from the Government or University or Corporate Services, and rarely from the private sector. For PTs also, Private Sector Services are the last choices. Mr. Golchha suggests that matured and experienced candidates should be sent for training abroad. For training in advanced technology, electronics, computer science, pure sciences and medical sciences, USA is preferable. On the other hand, for vocational training, and courses like business management, pharmaceuticals and engineering, third countries are better. To Mr. Golchha, women have low participation in training for the reasons so obvious and the situation can be improved by giving preferential treatment to them in

jobs, and scholarships for training. Mr. Golchha thinks what a man can do, a woman also can do. Therefore, every field should be open to them. For the private sector, he identified the following priority areas for training - industrial management, productivity, labour relations and reporting system etc. In private sector, he mentions that it is quite difficult to have appropriate candidates for training. Even if candidates are found, there are problems of replacement and salary payment. However, if seats could be awarded for private sector under PTP, it should be through an organization like FNCIC. For the private sector, there is a need of different types of training such as short and non-degree oriented as well as long and degree oriented depending on the needs of the industries. Mr. Golchha suggests long term training for fresh candidates and short term practical training for experienced ones. To him, training itself is not enough. What is important is the attitude for learning new things and the habit of self-study.

According to Mr. Golchha, Nepal does not lack new ideas, plans and policies. What we lack is the capacity and seriousness for implementation. Plans are formulated and launched but during the implementation period, there is no mechanism or effort for accomodating the corrective measures. He mentions that in setting developmental priorities, political factor has the paramount role. The intellectual classes are the consumers. As such, the first priority in a national plan is to satisfy the needs of this local and articulate intellectual class. This is necessary for the very survival of the power that be. This keeps the philosophy or priority of government changing in total disregard of the interest of the masses.

Regarding technology, Mr. Golchha advocates all the three kinds of technology, high, intermediate and low with a view to keep pace with the technological development of the world. Before 10 or 15 years, Nepal could not imagine that she would be able to assemble radio or television, use digital communication system or computer system. Nepal may not need automation everywhere, but in selected areas, we might need it even for competition and existence. So, our training, national or foreign, should take into consideration, this aspect of technology also.

Mr. Rabindra Nath Sharma

Mr. Rabindra Nath Sharma (56) is presently an honourable member of the National Panchayat (National Legislature). He represents Nawalparasi District of the Western Nepal. He has represented this district in the National Panchayat several times. Few years before, he was a Minister in the cabinet and had held several portfolios such as agriculture, food, communication, general administration, land reforms, etc. Mr. Sharma is very popular in his district as well as amongst his friends because of his helping attitude as well as sociability and adaptability. He is very much practical and pragmatic in his approach and attitude. Academically, he is a graduate in social sciences.

Mr. Sharma is a well-informed man. He is not a PT but he knows much about the RTP and its role and importance in Nepal.

During interview, Mr. Sharma very much emphasized that candidates need to be selected purely on the basis of merit. Favouritism and nepotism should have no say in the selection. Regarding the choice of the country for training, Mr. Sharma prefers third country training in consideration of cost and relevance. A large number of PTs at the same cost can be trained in the third country. Amongst the PTs, capacity to cope with the problems of the home country and also ability to deliver goods and services are very important. He also suggests to develop and strengthen the existing country training institutes and centres. By all counts, country training is preferable to foreign training.

Regarding the harmful effects of training, Mr. Sharma says that superiority complex develops amongst the PTs. Because of their saleability, they stay in the country where they are trained causing brain-drain. They prefer individual family system as against the traditional joint family system of Nepal.

He prefers training in the USA in such areas as advanced and specialised courses in science and technology, hydro-power and irrigation especially Hill

Irrigation Development, and hill roads maintenance. For training in administration, planning and statistics etc, candidates can be set to third countries. To increase the number of women in training, he favours reservation of some seats or provision of quota-system for women. He also pleads for more facilities and incentives for women in the home country itself. Regarding priority areas for them, he is in favour of considering personal choice and interest. For the staff of the private sector, he favours practical apprenticeship training in third countries and for top level managers, advanced training in USA.

Regarding placement, Mr. Sharma suggests that a PT must be placed in the same job or area for which he or she is trained at least for five years. Misplacement is not uncommon in Nepal. There is an often quoted saying that a person trained in agriculture is placed in culture. Training has contributed to institutional development only marginally because every problem is looked at from the political angle. It has also hampered the development of professionalism amongst the staff. In the field of manpower development, Mr. Sharma concludes that training has contributed individually but not collectively as it should have done.

#### Miss Rebacca Ragain

Miss Rebacca Ragain (53) is presently the Training Coordinator in NRCS/Denmark PHC project, Takun Panchayat, Palpa, Nepal. She has a lot of experience in nursing and public health. In the past, she worked as the nursing superintendent, Campus Chief of ANM Campus (Nepalgunj and Biratnagar), and also as the training Co-ordinator, IHAF/NRCC Jumla Project. Her training experiences include one year's training on Public Health Nursing in Beirut, Lebanon, in 1962; one year's training on Nursing under FP/MCH in Atlantic University, California in 1966; and short term trainings on personnel administration and nursing administration in India and Sri Lanka in 1966/67 and 1972 respectively.

During interview, Miss Ragain told that she could use her knowledge and skills fully while teaching in Biratnagar, and working with the Tharu Community for the practical training of ANM. She also used her skills to motivate Tharu Community in changing their food habit. In Jumla also she used the Community dialogue technique to identify the problems of the community and also to motive them to use pit latrine. Her experince with training is that it has always come to her rescue whenever she was in difficulty while teaching students. She suggests that while selecting a candidate for training, his interest and attitude should be duly taken into considieration. According to her, more psychological satisfaction of US trainees is there but much depends on the quality and calibre of the candidate himself. There have been quite a number of cases where in third country trained trainees have proved much better in their performance than those trained in USA. So, selection of right candidates is a key factor. She prefers advanced scientific, technical and academic training in the USA but basic middle level training in the Third Countries. She identifies teaching, nursing and home management as appropriate training areas for women.

Miss Ragain says that her training has helped her to build up the institutions she worked with to a large extent. Training shows its impact, she concludes, in the sense that it prepares a psychologically prepared and highly motivated manpower ready to work whenever and wherever their service are required.

Mr. Juddha Bahadur Shrestha

Mr. Juddha Bahadur Shrestha (71) is a leading industrialist. Currently, he is the Chairman of the Juddha Match Factory and the Nepalgunj Match Factory. He started his career as a translator in Biratnagar Goswara in Agricultural Section in 1949, occupied many important posts in business, industrial and other sectors (too many to be mentioned here), became a Working Director of Biratnagar Jute Mills in 1954 and retired as its Chairman in 1977. At present, he is the Consul General for Sweden, Denmark and Finland. He has been awarded high decorations from His Majesty the King of Sweden and Her Majesty the Queen of Denmark in recognition in his outstanding services in the promotion of Nepalese-Swedish and Nepal-Denmark relations. He is a widely toured man of Nepal. By his sheer calibre and sincere service, he rose from an ordinary translator to many high coveted posts.

Mr. Shrestha feels that PTs learn a lot when they undergo training in foreign countries and come back with high motivation and expectations but when they resume to work, they start feeling helpless and frustrated because of unfavourable environment and uncongenial attitude of their bosses. However, PTP has made its own contributions in different fields directly and indirectly. As such, it must take into consideration the priority needs of the recipient country. He prefers higher training in science and technology in the USA but middle and low level training in different areas in the third countries. Regarding women, he pleads for preferential treatment in selection to bring them up to the level and suggests teaching, social work, village development programme and FP/MCH as the priority areas. Mr. Shrestha strongly feels that progress without population control for a country like Nepal with the annual population growth rate of 2.66 and annual economic growth rate of 2.7, is impossible. To him, one real cause of poverty in Nepal is unprecedented population growth. Like Sanjay Gandhi, he favours compulsory population control programmes, and advocates that PTP should take into consideration this aspect seriously.

In the selection board, if possible, there must be representation of FNCIC or NCCI (Nepal Chamber of Commerce and Industry). He also suggests a kind of

proportional representation of different sectors in PTP. He feels that for the private sector degree training is not so necessary. The real on the job experience is more important than academic degrees. In this respect, he gives an example of the difference between Mr. Mani Harsha Jyoti with practical and pragmatic experiences and his second son Mr. Roop Jyoti with high academic degree from a university like Harvard. In this respect, Mr. Shrestha himself is also an example. He says that "experience is the mother of knowledge".

Regarding institution building, the objective of an institution should be clear from the very beginning. There should not be duplication at the cost of public or donors' money. With regard to planning, Mr. Shrestha suggests that the National Planning Commission must be given some say in implementation as well. It must have authority and responsibility so far as different stages of planning are concerned. Regarding technology, he suggests that the types of technology Nepal needs depend on the types of industries to be established in the country. Corruption is No.1 problem of Nepal. Declaration of property by the concerned people is a must to minimize if not eliminate corruption. Mr. Shrestha concludes that one can get money overnight but not honesty.

#### Mr. Keshav P. Nepal

Mr. Keshav P. Nepal is presently the Joint Secretary in the Planning Division of the Ministry of Education and Culture (MOEC). He has been serving this Ministry since he joined government service. He is better known as an educational planner and a statistician. He started his career as an instructor in the College of Education in 1958, became the head in the Statistical Section in MOEC in 1961-68 and Under Secretary, Programme Division in the same Ministry in 1968-71. He has also served the Janak Educational Material Production Centre as its Chief. He was also a member of the Task Force of NESP. He was in USA to study Educational Statistics for ten months in 1963 under PTP. Next time also, he joined the University of Connecticut for four months to study programme budgeting in 1978. Mr. Nepal is one of those fortunate persons who has been serving the same Ministry uninterruptedly.

During interview, Mr. Nepal asserted that he had worked in the Statistical Division and the Programme Division and in both places, he had utilised his statistical knowledge and skills to the maximum possible extent. Now in Planning Division also, his training in educational statistics is helping him very much. After his return from USA, he established Statistical Division in MOEC which was so necessary for planning. However, some PTs fail to utilize their knowledge and skills because of transfer from one ministry, department or institute to another; because of promotion which changes the nature of job, and also because of sophisticated training which does not have infrastructural facilities in the country. In the selection of candidates, the donor agency has major say. More often than not, the donor agency manages to pick up such candidates with whom it is well familiar. Mr. Nepal pleads that the amount of scholarships and stipends is very low to meet the minimum needs. So, it must be raised up to the optimum level. He recommends training in computer science, higher technology, by-pass surgery and advanced research in USA, while training in rural development, Malaysian or Thai or Haryana type agriculture and population control techniques in third countries. Women in training are very low, because their school enrolment is only 30% as against 65% boys. Similarly, their literacy is only 12 percent out of the total literacy rate of 33%. Just to improve their condition, Mr. Nepal is in favour of preferential treatment for them in school admission and scholarships. Under the Basic Needs Programme, special facilities are provided to them in terms of scholarship and school dress in Bajhang and Bajura districts at present, later to cover the whole country. He identifies school teaching, home science and girl guides under tourism as priority areas for women. As for private sector, he prefers training in agro-based industries, textile, sugar, jute and leather technologies all in third countries. Under PTP, a candidate should get the second chance only after the lapse of five years of his first training.

Training is crucial to institutional development. So when an institution is created, it should not be dismantled after a little criticism from some quarters as was the case with Saving Scheme, National Development Service, Go to Village National Campaign and even NESP. Amongst the factors influencing

developmental priorities, Mr. Nepal concludes that foreign aid is a strong factor and the recipient country has to compromise with donor agencies in this respect. Training as such does not have any role here.

Mr. Lawrence M. Pradhan

Mr. Lawrence M. Pradhan (44) is the Chief of Training Branch, USAID Office, Kathmandu, since 1983. Before he held this post, he was the Assistant Training Chief during 1975-83. He started his service in USAID as a Dispatcher (1972-73), became Assistant Property In-charge (1973-74) and afterwards Travel Assistant (1974-75). He did his Matriculation from Calcutta University in 1951. His training experiences include, apart from his practical job experiences, his participation in a number of participant training workshops held from time to time in Washington, Indonesia and Bangkok. He has an excellent insight into the techniques of administering training.

Regarding the utilization of knowledge and skills, Mr. Pradhan feels that 90 percent of PTs seem to have utilized their knowledge and skills except in some cases because of misplacement or other reasons. Here the USAID is helpless, because it can neither dictate nor interfere. With regard to the country of training, Mr. Pradhan feels that Asian training is more relevant, cost effective and even in quality it is in no case inferior. As such, more PTs are being sent to the third countries like India, Thailand and Philippines. Management (personnel, financial and business), development planning and administration are some of the priority areas for PTs. Mr. Pradhan informs that under the newly implemented Development Training Project which came into operation since 1985, 25 percent of the total seats are reserved for women candidates and 10 percent for private sector personnel. Its purpose is to encourage and improve women and private sector representation in PTP. But the problem is to find competent candidates from these two sectors. After all, USAID has also its own limitations, it has to get sanction from receiving institutions or universities. Mr. Pradhan also describes the details of the selection procedure now in practice.

Regarding placement and follow-up, Mr. Pradhan says that there is no mechanism for this under USAID. However, he suggests that there must be such a mechanism under a government system of the recipient country.

Dr. Yogendra Prasad Pradhanang

Dr. Yogendra Prasad Pradhananga (46) is presently a lecturer in Public Health in IOM, Maharajgunj Campus. In the past, he worked as a teacher in Paropakar High School; as a Health Educator in the Department of Health Services, Ministry of Health, in 1969; as a District Officer, FP/MCH, in 1972 and as a lecturer in IOE, Kirtipur Campus. He did his B.Ed. in 1967 and M.A. in Political Science in 1969 from T.U., MPH from the University of California in 1971 and Ph.D. from the University of Hawaii in 1987. Dr. Pradhanang is known as a public health specialist and to his credit, he has written a number of books on public health.

During interview, Mr. Pradhananga asserted that he contributed in founding health education and communication programme in FP/MCH and IOE where he worked after training under PTP. He also worked out and implemented manpower development and training techniques in these institutions. And his training experiences helped him very much in these creative works. When a PT fails to implement his innovative ideas, he develops frustrations and losses initiatives. Generally, a PT develops some kind of ego in himself and tries to carve out a special position in the organisation he or she works in. This is generally resented by leadership and others. So a PT has to move very carefully and cautiously to show his talent. About the place of training, Dr. Pradhananga holds the view that in consideration of the maturity of the third countries, even training in those third countries is quite useful and meaningful. In his opinion, priority areas for training in USA include community development, programme planning techniques, research methodology and applied and behavioural sciences. And in the third countries, training in community development, health and agriculture sectors can be had with a view to improve the participation of women in PTP. He prefers preferential treatment to them in education, training and job opportunities. Programmes

and strategies for women development should be extensively developed. School teaching and social welfare sector can be appropriate areas for training women. Priority areas for people involved in private sectors include small scale entrepreneurship development, small scale industries, social welfare sector, agricultural cooperatives and tourism. For fair selection, written competitive examination system should be introduced. For placement and follow up, Dr. Pradhananga suggests the creation of a mechanism at the national level. He also suggests that a PTP Alumni should be created and it should meet frequently to discuss various problems related to PTP.

Regarding the impact of training, Dr. Pradhananga holds the opinion that it has made substantial contribution to manpower development, institutional development and also to the creation of leadership in health, education and programme development. Dr. Pradhananga thinks that planning should come from below. If the people are not conscious of their needs and fail to express them in concrete terms, they should be trained to do so by trained development cadres. Thus training has vital role to play in planning and determining priorities. Regarding the nature of technology Nepal is in need of, he is in favour of rural based technology.

#### Dr. Bijaya Bahadur Pradhan

Dr. Bijaya Bahadur Pradhan (53) is currently a Member of the National Planning Commission. He has been serving the Commission for the last 9 years. Before this assignment, he was with the World Bank, Washington, as an Economist for the period, 1970-74. He served Nepal Rastra Bank as a Research Officer and later also as a Chief Economic Advisor. He did his M.A. in Economics in 1958 and Ph.D. from the Indian School of International Studies, New Delhi, in 1962. Dr. Pradhan is known as the brain behind the NPC and also as a silent and sincere planner.

Regarding the knowledge and skills acquired under PTF, Dr. Pradhan holds the opinion that PTs have contributed substantially to their respective fields. However, in some cases, organisational leadership is

too weak to retain the competent PTs as in the case of CBS, where talented PTs and persons have left the organisation in search of better jobs somewhere else. Dr. Pradhan suggests the necessity and urgency of a national plan for different kinds and levels of training so that FTP may be in close conformity with the general manpower needs. Regarding the country of training, Dr. Pradhan suggests selected third countries like India, Thailand and Philippines in terms of cost-effectiveness, quality and relevance. However, for advanced training in science and technology, USA is much better. He favours to give some kind of preference to women and identifies teaching and nursing as the two main priority areas for them. Similarly, industrial and business management as well as private entrepreneurship are the priority fields for private sector people. He favours an independent board within the government system and competitive examination for fair selection of candidates. Similarly, for placement and follow up, an independent mechanism has got to be developed within the government system. In the opinion of Dr. Pradhan, national development priorities are determined at the highest or higher levels and political factor is a decisive one. Training has a great value in the sense that, a trained person educates even politicians to adopt right policies and right measures. Regarding technology, he favours labour intensive technology, cheap and useful for Nepal. Nepalese administration is faced with problems like outdated civil service rules and regulations, feudal outlook of the top brass and partial process of reward and punishment etc. It is hoped that training as such, concludes Dr. Pradhan, would change these negative attitudes and outlooks into positive ones.

Dr. Tara Bahadur Khatri

Dr. Tara Bahadur Khatri (born in 1938) is the Project Chief of FP/MCH with a long standing medical and social service. His trainings include non-degree training in London University on Traumatology in 1971-72 under British Council; four weeks' training in Washington University on Advanced Reproductive Biology and Laproscopy in 1976 under USAID and two weeks' training in Bombay on Advanced Technique of Fertility Control in 1979 under IPPI. Dr. Khatri did his MBBS from Lucknow University and M.S. (Master of Surgery) from Delhi University.

During interview, Dr. Khatri said confidently that he could use his knowledge and skills in the population control activities of HMG and Family Planning Association of Nepal of which he was the treasurer. The FP/MCH was involved in the Participant Training Programme since its inception. He continues that FP/MCH has abundant trained manpower because of PT Programme. Some of them are internationally competent. Because of them, the reports and publications of FP/MCH are internationally wanted and recognised. PTs have been found playing leading roles in IEC. The FP/MCH is helping other sister organisations in their family planning programmes through the PTs. But the problem with the FP/MCH is that it has not been able to retain the PTs as it is not in a position to fulfil their expectations. PTs have contributed substantially to the organisation in developing its professionalism, and managerial capability with total commitment to the programme, but their morale is very low because of their uncertain future. Dr. Khatri suggests that Nepalese candidates should be sent abroad for higher training in management as well as doctoral and post-doctoral training in foreign countries, while facilities should be created and developed for training in basic courses in the home country itself. Dr. Khatri concludes that PTP has made substantial contributions in the formulation, implementation and evaluation of the family planning programmes of his organisation.

#### Mr. Roop Jyoti

Mr. Roop Jyoti is a young leading industrialist. Presently, he is the Director of Jyoti Group of Companies, Kathmandu. He was the Chairman of Trans-Himalayan Trade Association and also the past President of Nepal Automobile Dealers' Association. He did his B.Tech. (Chemical Engineering) from IIT, Bombay, in 1970; M.B.A. from Harvard University in 1976; M.P.A. again from Harvard University in 1985 and presently doing Ph.D. in Political Economy and Government from the same University. Mr. Jyoti is a young and promising industrialist with excellent academic and family background. He is the second son of the veteran industrialist and front line social worker, Mr. Mani Harsha Jyoti.

During interview, Mr. Jyoti grumbled that most of the seats under PTP were enjoyed by the government, university and the corporate employees, whereas only 5 percent to 10 percent of the knowledge and skills gained by them during training were used in their respective fields. The share of the private sector in the training is negligible or virtually non-existent. Trainees from private sector with organisational base at home have done well in their foreign trainings as against the trainees without organisational base at home. He substantiates it by giving an example of himself and his elder brother Padma Jyoti. Mr. Jyoti feels that technical trainees have contributed substantially, particularly in computer science (Muni Shakya) and electronics (Bijaya Krishna Shrestha, Beltronic Company).

Mr. Jyoti recommends first training in the third countries and second and third trainings in USA. Whether in USA or in third countries, training programmes as such must be excellent and tailored to the needs of the recipient countries. To him, quality depends on the selection of right institutions and persons. Mr. Jyoti is not in favour of the reservation of seats for women in training or in other areas. He cites the bitter experiences of India to support his statement. He feels that American concept of equality for women is not applicable in the Asian context. However, he is in favour of opening all areas for women. Regarding private sector, Mr. Jyoti grumbles that technicians and trained personnel often hesitate to join it. To them, government jobs are more attractive with less responsibility and more security. With a government job, one can do second and third jobs as well. There are more chances for foreign trainings and tours in government jobs. The most difficult job for the people involved in the private sector is to deal with the government. More than 75 percent of the problems of private sectors are with the government. The tax problem is the most serious one. Government does not believe people in the private sector. They are tied up everywhere by too many rules and regulations. The revenue regulations are wonderful, some are outdated, while others are not based on reason and logic. These rules are very frequently changed. Even trained persons are failures to deal with the government, unless they are trained in the new 'influence management'. Government's attitude to

control or manipulate everything is not paying. Government should interfere only when market mechanism fails.

Under institution building, Mr. Jyoti asserts that no individual should be inevitable. Change in individuals should not have adverse effects in the institution-building process. Institution building implies 'system development' or 'system approach'. Allocation of responsibility should be clearly defined. Reward and punishment policy should be effectively implemented. And, training can pave the way for these.

#### Dr. Madan Prasad Upadhyaya

Dr. Madan Prasad Upadhyaya (46) is the Dean of the Institute of Medicine (IOM) at present. Before this, he was the Associate Professor of Ophthalmology in IOM, T.U. from 1979 to 1983 and Professor of Ophthalmology in the same Institute since 1983. He started his medical career in the Eye Department of Bir Hospital and was also a Consultant Eye Surgeon in Bir Hospital and Kosi Zonal Hospital. He also served different hospitals in U.K. as a House Officer and also as a Registrar. His training experiences include six week's visit to Proctor Foundation, San Francisco, California, to study Microbiology of Eye in 1982; two months' visit to Tokushima University, Japan to study virus infection in 1979 and one week's visit to Asia Pacific Academy of Ophthalmology, Bali, to study general ophthalmology in 1978. He did his MBBS from Osmania University in 1964, D.O. from London University in 1971 and FRCS from Royal College of Surgeon, Edinburgh in 1974. Dr. Upadhyaya is a leading eye specialist with immense interest in research in his field.

According to Dr. Upadhyaya, training in technical as well as non-technical areas has been found quite helpful to the personal professional growth of candidates as well as to the development of the institutions they belong to. To him, training, as such, does not have harmful effects except that when the expectations of the PTs are not fulfilled partially or fully, they get frustrated and demoralised. However, to make the best use of PTP, the donor agency

should take into consideration the objectives and the needs of the organisation of the recipient country, when a candidate is picked up and if possible, curriculum should be sent to him in advance. This will keep the trainee informed in advance of the objectives and the purpose of his training and nature of his job after return in the home country. The sending organisation should also commit to use the knowledge and skills of the trainees by providing them necessary infrastructural facilities. He prefers training in third countries because in USA, hands and skills (operations) are not permitted to perform. Like many others, he also suggests preferential treatment or quota-system for women. He pleases school teaching, nursing, child health and community development activities for training women. Similarly, he prefers training in managerial skills and resource mobilization for private sector personnel. In the selection board, he suggests representation from the government, from the donor agency and also from the public just to make it responsive and representative. He likes to have short term and long term training under PTP for an institution like IOM. Regarding placement, Dr. Upadhyaya feels that the recipient country must guarantee or assure the donor country that a trainee, when returns, would be appropriately used in the area in which he or she is trained. The donor country also should develop a mechanism to follow-up the activities of FTs. As regards the impact, Dr. Upadhyaya feels that PTP has shown a fair degree of impact on FP, education and health. He suggests more and more knowledgeable, skilled and trained persons to be on the top or in decision making and planning posts to have better results. Dr. Upadhyaya concludes that training pays most when there is a "rule model" to be copied by trainees.

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