

GRADUATES AND JOB MARKETS IN NEPAL

A comparative study of graduates (in 2002 and 2003) and
job markets from public and private universities/colleges in
Nepal

First Draft report

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Introduction

Background:

Education is one of the most well developed social services in Nepal. Though many tasks still remain, the tremendous expansion that education has achieved during the last two decades is highly impressive in itself, and in fact education has been a major growth sector of the economy. Within education, the fastest growth in terms of both enrolment and expenditure was achieved by higher education.

Nepal has only about one hundred year's history of higher education. In 1918, Tri-Chandra campus was established as a first higher education institution in the country affiliated with Patna University, India. In 1959 Tribhuvan University was started as first University run by government sector. After its establishment there were lots of colleges were established in different parts of the country affiliated under Tribhuvan University. In 1985 another Government University was established Mahendra Sanskrit University especially focused on promotion of Sanskrit education Later, Kathmandu University was founded by the private sector. Now, there are two more private Universities providing education in the country. Now, all public and private universities provide intermediate graduate level and master level education.

In recent year the expansion of higher education is growing rapidly. But expansion is not sufficient: one must ask whether the structure and pattern of higher educational development has served the community. It has been the general complaint that in developing countries like Nepal, there are small clusters of highly developed regions and large backward areas. This phenomenon of dualism is also seen in higher educational development. Metropolitan centers are the sites of a large number of over-crowded colleges and universities while the *moffusal* (out of capital) areas have few institutions of higher education with inadequate enrolment. Though in the course of continued higher educational expansion, inadequate enrolment in some institutions may be considered to be only a passing phase, certain socio-economic factors are in play which govern

the particular regional pattern of higher educational development, e.g. the imbalanced development of the labour market for graduates (Bista, 2001).

Thus, the question of the nature of the link between the job market and graduate supply assumes a great significance in any study of trends in the development of higher education. How does the job market assess graduates, i.e. does it vary depending upon the labour market and the university graduates particularly their public and private character? How do the graduates themselves assess the job market?

In this light of this direct and reciprocal assessment, would it be possible to evaluate higher education? What do employed graduates feel about their education when they look back? This self-assessment in retrospect should provide useful insights for introducing structural reforms. The experiences of graduate unemployed would provide important supplementary inputs. A macro analysis of graduates unemployment conceals a number of subtle aspects of the problem, for it is often devoid of the subjective touch" which is so important. It is possible that it is neither the higher educational sector nor the job market which is the cause of unemployment, but rather certain personal factors like location preferences, rigid job preferences, preference for the public sector, etc. which are the crucial elements. More precise matching of numbers at the macro level would not ensure perfect equilibrium between education and the job market if the various personal preferences of the job aspirants were overlooked. These subjective aspects may well be different for graduates of public and private universities (Panchmukhi, 1987).

Thus, this study will make separate but comparative analysis of the situation of job markets for public and private University graduates.

Statement of problem:

Nepal has 47% literacy rate and the school-enrolling rate is being increased in recent years. Among literate people most of them dropped out their schooling in early school days. But, in later years, the rate of number of students for higher education is increasing. The number of SLC graduates has been increased and similarly the prospective higher education students have

increased. Every year more than 0.3 million youth pass the SLC and searching opportunity for higher education. Similarly, they are not stopped their education until post graduation because they have not opportunity to join in job markets. This situation makes most of the graduates to continue their higher studies in the country or abroad. In one hand the no. of students passed from the lower education automatically increased its mass for higher education, in other hand the number of higher education seekers increased due to being unemployed after getting certain degree i.e. lower university degree or graduation.

The job in the market is being very tough in the country in the later years. Due to Maoist insurgency lots of development and industrial enterprises were adversely affected or stopped their activities/jobs. So, there are no any new sectors for consumption of new graduates. After graduation, they (graduates) have two proper option for their betterment; one is to migrate for international labor markets and another is to continue their education until parents can afford for their education. Due to being unemployed after completion their certain degree, they like to continue their education as they can get admission and afford for their education. Due to cheaper education in public institutions, more and more students are enrolling but in the private institution the number of students are not seen as large as in public (Migration of talents 2004/[www.google.com/migration/brain drain](http://www.google.com/migration/brain%20drain)).

The expansion of higher education has produced an increase in the number of graduates entering the workplace. The world of work that these graduates enter is undergoing rapid change. New technological demands are common and new types of job roles continue to emerge. There is a growing focus on the role played by social competencies (effective and motivational) as opposed to knowledge. The trends of enrolling in the public and private have changed in recent years.

After restoration of democracy in 1990, the private institutions were emerged as better education provider in the nation. These are especially in higher secondary level. But it did not leave for graduate level and master level also. Due to higher rate of unemployed in the country in later few years and job markets like to consume only graduates from more practical oriented

training/teaching colleges. So such colleges are increasing in recent years. It is assumed that private colleges are very near to produce more suitable graduates rather than public. Due to this pattern in the job market in the country, the trends of the students to enroll in private colleges/universities, as they are more practical is in increasing pattern. But the public and private institutions have not different manpower (teachers). The same faculties are involving to conduct their business in the both institutions (public and private). In this sense, this study concentrate on why the public and private institutions have differences for providing higher education and relation between graduates and job markets.

Concentration of the study:

As the proposed study will focus on graduates and job markets from private and public university in the country, the study will focus on the following specific area:

What are the disparities among the graduates in job markets? (Who gets better option?)

What about the syllabus they studied? Is it according to need of the present need/time?

What are the drawbacks of current education system especially for job markets?

What should be changed in betterment of education standard for making suitable according to need of current time? What are the activities of unemployed graduates and what perception of unemployed graduates about higher education system?

Objectives of the proposed study:

- To find out the socio-economic background of graduates from both public and private education system in the country.
- To identify the reactions of graduates as to the suitability of their education for obtaining employment.
- To explore the effect of education on graduates' attitudes towards the nature of job and its location.

- To identify the fitness of syllabus (do they need additional training to make graduates employable).
- To identify the activities of the unemployed graduates
- To analyze the policy intervention of current education system in private and public universities/colleges.

Significance of study:

In Nepal, after restoration of democracy the private higher education institutions are established. There are three private universities and lots of colleges affiliated under these private and public universities in the country. Due to the expansion of higher education in the country the numbers of graduates are increasing which ultimately make high competition in job markets. Due to high competition in job markets, there are high options for employer searching for new recruitment. New technological age needs more skillful manpower in the job market. In the other side, there are many colleges under public and private universities provide education for the need of job markets. In this regards there are not study done and this field in the country as under research field. So, in this sense the proposed study has significant.

Literature Review:

The total population of Nepal is 27,676,547 in 2007. The population growth rate is 2.20 percent in 2005. Around 57 percent of total population is economically active and of which 53 percent are employed. The per capita GDP of the country is estimated around US \$ 322. Around 31 percent of the total population is lived below absolute poverty line. Around 78 percent of population based on agriculture as their profession for livelihood.

Around 39 percent of total population is below 15 years of age. Over all 73.5 percent of all children of primary school age (5-9 years) was attending primary school. Around 50 percent of them continue their education at the secondary school. 31 percent of all children of secondary

school age (10-16 years) were attending secondary school (central department of statistics, government of Nepal, 2007).

High rate of population growth, bleak off – farming employment opportunities and slow growth of industries have major obstacle for Nepal to generate adequate level of employment opportunities with in the country.

Education is the one most important social service to make people more aware and activeness of people in the country. In Nepal the history of higher education was started after 1918 A.D. about one century ago. In 1918, Nepal's pioneer college Tri-chandra College was established. Before this people were migrated to India for their education (especially higher education). Banarasi is one of the famous destinations for Nepalese scholars to develop their career as a educated people. After establishing the Tri-chandra College, students can continue their study over there. In 1959, Tribhuvan University has established. Then Tri-chandra College and other colleges were affiliated with Tribhuvan University. The number of college under Tribhuvan University has been increased specially in capital and urban center of the country. Most of the colleges under Tribhuvan university public and all the management is conducting through government sector. In 1985 another university was established Mahendra Sanskrit University to promote the Sanskrit education, which also be a Public University. There were very few private colleges under Tribhuvan University in the country. After restoration of democracy in 1990, the government encourages the private sector to develop the education as one of the investing sector. Then the private parties attracted to this sector and established one private university Kathmandu University. Similarly in latter year two private universities were established Pokhara University and Purbanchal University. Now in the country there are five universities, two public and three private universities. (Tribhuvan University profiles-www.tu.edu.np/introduction). The student size in Tribhuvan University has more than 0.3 million, while other universities have about thousand and little more in each. Any way these private universities play important role to produce highly

qualified manpower. Recently these private universities involves in provide high quality education especially for technical subjects.

The more technical education graduates can get employment easily than others and in most of the urban based college/university graduates get more employment opportunity because there are more job option in the big urban center rather than in rural areas. Career ambitions also be a major role to get employment, environment also affect the job opportunity. (Panchmukhi, 1987).

Prioritized plans were developed in the course of implementing such policies. The priorities of the ongoing tenth plan on 1) development and expansion of basic and primary education 2) enhancement of skill training opportunities through technical education and vocational training, 3) improvement of quality of education, and 4) expansion of higher education institutions in technical areas.

The human resource with the boarder national development goals of the country has been the focus of higher education in recent years. (Bajracharya, 2004).

Country has not long history of higher education but there are not study done about this field. Very few articles can be found about the higher education and its challenges and policy intervention. Most of the education based research focused on primary and secondary education and very few on higher secondary levels. But there are not empirical research reports on higher education and job markets in the Nepal.

A) Education for graduates:

Nepal is running under the concepts of multi – university education system to produce skill human resources and academic scholars since 1982. University grants commission has established for monitoring & maintaining quality of education and coordinating among universities and autonomy institutes. Commission has authority to produce appropriate curriculum for each discipline and grants permission to study as a discipline of university and autonomy Institutes.

There are five universities and one is being established in Nepal. Apart from the universities, two autonomy polytechnics have also offered graduates and post graduates in medical and applied science course. Nine major disciplines are studying n five universities of Nepal and two autonomy institutes focused on medical science studies. Some glimpse of universities and the numbers of their graduates in fiscal years 2002 and 2003.

Tribhuvan University:

The university is established with initiation of government of Nepal in 1959 and known of large educational institute of Nepal. It constitutes five institutes of applied science and technology and four departments of humanities and social sciences. This large institute is governing by 36 central departments of each faculty to promotion quality education, update curriculum and adjust the market demands too. This university grants affiliation to 348 campuses for different faculties and discipline but mostly in humanities and management at all over the country. It has capacity to produce the large number of graduates annually. The total number of graduates in 2002 is 16,432 and in 2003 is 16,333 passed out for job markets.

Chart of pass out graduates in given years:

SN	Faculty	2002	2003
01	Humanities	5087	4720
02	Management	4950	4533
03	Education	3428	4856
04	Law	768	985
05	Science	1481	1373
06	Medical science	294	276
07	Engineering	316	426
08	Forestry	-	14
09	Agriculture & Vet nary	188	150

10	Total	16,432	16,333
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Source: University grants commission,2007

That figure showed that the university neglect to produce forestry and agricultural graduates whether the majority of population constitute in agriculture occupation.

Nepal Sanskrit University:

This university is established in 1986 as a second university of Nepal. The aim of this university is to study Hindu religion, ritual culture and Sanskrit literature for Hindu value and norms perseverance in Nepal. 86 percent of the total population of Nepal consists on Hindu religion and mostly Hindu and Budha religious literature manuscript in Sanskrit medium. Similarly Maithili, Bhojpuri, Tharu and Hindi language grant Sanskrit language and literature as a mother script and language. This university governs on twelve institutes which are focused their course for Hindu spiritual, ritual activities and astronomy. 16 campuses grant affiliation with it. In total 372 teachers, 399 administrative clerks and 30 technical people are mobilizing to produce graduates for quality educations and day to day university work. The total number of graduates in 2002 is 892 and in 2003 is 832 passed out for job markets.

Chart of pass out graduates in given years:

SN	Faculty	2002	2003
01	Education	315	264
02	Science	30	25
03	Medicine and Ayurvedy	344	364
04	Sanskrit literature and ritual work	203	197
05	Total	892	832

Source: University grants commission

The cost benefit of university, this education is very expensive and costly with comparison with Tribhuvan University. There is Rs.132912.26 expense per student but physical infrastructural cost

is not covered on it. Ayurvedic graduates are consumed as technical human resource and rest of others is committing for ritual works and Sanskrit literature promotion and protection too.

Kathmandu University :

The Kathmandu University is established in 1991 as a pioneer private university to produce graduates for global markets by some academicians in Nepal. The syllabus of the course of this university is offered with European standards on the quality of education. This university governs six colleges directly and other eleven institutes are under the affiliation on it. In total 138 teachers, 195 technicians and 124 administrative people are engage in day to day activities for providing quality education to graduates scholars. The total number of graduates in 2002 is 1362 and in 2003 is 1491 passed out for job markets.

Chart of pass out graduates in given years:

SN	Faculty	2002	2003
01	Education	25	62
02	Arts	119	82
03	Management	334	326
04	Science	279	141
05	Medicine	200	667
06	Engineering	405	213
07	Total	1362	1491

Source: University grants commission, 2007

This is very costly and expensive university of Nepal. Mostly medical doctors and engineering graduates production is the aim of this university and now its efforts is focused business study as another discipline of university.

Purbanchal university fo Nepal:

This university is established in 1994 eastern part of Nepal as a second private university. This university focuses on six major discipline of study like management, applied science and technology, medical science, arts, law and education. It has governed three institutes and granted affiliation with 73 campus and institutions too. In total 43 teachers and 122 administrative people are mobilizing for quality education for graduates and post graduates scholars. The total number of graduates in 2002 is 866 and in 2003 is 1047 passed out for job markets.

Chart of pass out graduates in given years:

SN	Faculty	2002	2003
01	Education	201	344
02	Arts	88	113
03	Management	215	199
04	Science and technology	362	328
05	Medicine	-	61
06	Law	-	2
07	Total	866	1047

Source: University grants commission, 2007

Comparatively this university have not adequate infrastructure for education facilities but it is crowing down for educational competition now. This university is expensive also with comparison of Tribhuvan University and Nepal Sanskrit University.

Pokhara University ;

This University is established in 1997 as a third private university in the western part of Nepal. The focused area of the university is in humanities, business study & management and science and technology. It governs two institutes and grants affiliation with 23 collages and institutions in Nepal. It has 44 committed teachers and 85 administrative people to provide university education

for graduates and post graduates scholars. The total number of graduates in 2002 is 189 and in 2003 is 456 passed out for job markets.

Chart of pass out graduates in given years:

SN	Faculty	2002	2003
01	Arts and Humanities	-	10
02	Management	100	101
03	Science and technology	89	345
04	Total	189	456

Source: University grants commission,2007

This is small university of Nepal that crawling toward the technical education for Nepalese people but it has no proper infrastructure with comparison of other universities.

6. National Institute for Medical science, Bir Hospital Kathmandu.

This autonomous polytechnic institute is established in 2002 as associate with different 12 polytechnic institutes of Nepal for different disciplines of medical science graduates. It designed medical courses on the based of hospital demand. It provided intensive training for medical graduates and post graduates of Nepal but it focused on post graduation degree in the field of medical science application in hospital. The total number of 135 teachers and 13 administrative people are mobilizing on quality education and training for medical graduates scholars. The total number of graduates in 2003 is 125 passed out for job markets and figure is not found in 2002.

Chart of pass out graduates in given years:

SN	Faculty	2002	2003
01	Medical science (medicine)	-	125
02	Total		125

Source: University grants commission,2007

7. B.P. koirala Medical Institute, Dharan , Sunsari

This autonomous polytechnic institute is established in the eastern part of Nepal in 1998 with support of Indian Government. Most of the course of medical science is influence with Indian medical institute and in the primitive period most of teachers were from India. It designed course on the based of their hospital at Dharan. Now the total number of 175 teachers, 207 technicians and 245 administrative people are working for this institute to produce graduates scholars. The total number of graduates in 2002 is 557 and in 2003 is 591 passed out for job markets.

Chart of pass out graduates in given years:

SN	Faculty	2002	2003
01	Medical science (medicine)	557	591
02	Total	557	591

Source: University grants commission,2007

B) Job markets in Nepal:

A better understanding of job market mechanism and structure can of course help in identifying policy instrument and target groups, and the promotion of efficiency in jobs allocation is likely to contribute some measure to a broaden employment strategy.

Evidence of growing unemployment and underemployment of graduates across a wide range of countries. There are concerns that the higher education is not equipping students with skills and competences required in the global knowledge economy. As a result many countries face a paradox of mounting skill shortages co existing with rising graduate unemployment and underemployment . This makes it necessary to understand the dynamics of the linkages between higher education and labour market seen in the context of globalization. (Agrawal Pawan).

Nepal is developing country. Most of people are engage in agriculture sector. In internal job market, most graduate seeks the career choice and satisfaction among graduates who joined the

teaching and administrative profession. The teaching and administrative acts as a safety value for graduates employment and is viewed as least competitive.

It has no industrial markets but foreign employment has been a prime source of employment for the young Nepalese people. Now government granted permit in 64 countries for employment in 200 different trades. The number of people going aboard for employment has been increasing annually. During fiscal year 2002 and 2003 total number of 1, 99,779 people departed for foreign employment but in this figure do not cover student visa and people for Indian destination. Among that number only 13 % of people are holding graduate degree. There is no information of them whether their work and education connection in aboard.

Chart of migrate Nepalese people in given years:

SN	Fiscal year	2002	2003
01	Number of migrate people	94,736	1,05,043
02	Total	94,736	1,05,043

Source: Department of labor promotion, Government of Nepal

There are no systematically collected data regarding the extent of migration and its possible impact on health care. But many Nepalese go abroad for higher education and seldom return. Rapid expansion in medical education during the past few years has resulted in excess production of doctors whom the Ministry of Health is able to absorb.

It shows that medical and technical graduates are quite suitable for the job market not only in the country but also abroad. (B.V. Adkoli).

There is a belief that ability is something that can be developed and improved and this is the objective of education. The concept of ability is prevalent in society and the provision of educational institutions explains to compete on a course for diverse development of talents. Education emphasizes the importance of individual needs and individual development. Modern

education model emphasizes personality information in terms of relevant psychological test and jobs markets.

In the ideal case a good career counselor should provide both hoping that the student will hit a balance during their career selections. Students take job prospects as the most important criterion for job selection. Students' career orientation which is directly prompted by economic considerations.

The higher education institutions also collect data on matching of jobs to training. Unfortunately the data and their analysis do not lend themselves to direct understanding of their motives for choice because there is lack of break down in the precise jobs natures.

Though there are several problems in higher education in Nepal, one of the major achievements made in higher education in the recent years is that it now has begun to address the need and demand of the market. Going beyond from traditional subjects with less market potentials, new and varied nature of programs are now being offered. This has been made possible with the entry of private investment in the sub-sector. The competition in the market has forced these private institutes to offer programs of various types, nature and duration. Government is now working to prepare a legislative framework in order to regularize and promote higher education activities in the country. The policy is expected to attract foreign investment in higher education and potential to make Nepal a destination for academic pursuit for South Asian as well as students from other countries. Some of our programs have already attracted many international students. Obviously, this is the result of international level quality and standard

Education at both the bachelor and master's level tends to be very theoretical. Emphasis is given to a detailed, theoretical understanding of each business discipline. In turn exams require students to repeat, verbatim, large blocks of theory. For the students, rote memorization becomes the primary means for successfully passing the exams. The consequence of this is enormous for Nepal. It has meant, generally, that there is a mismatch between business needs and Tribhuvan business graduates, and this has been a longstanding imbalance. The present curriculum (At Tribhuvan

University) does not prepare students for lifelong careers, nor does it provide them with an understanding and appreciation of the challenges and problems faced by the developing nation consequently. (Rosenbloom Al and K.C Bijay)

The tenth plan (2059-2064) clearly indicates that the higher education is carried out by cost recovery policy. This ultimately leads to the privatization of higher education. There is already the policy of granting permission of the foreign educational institutions operating within the country. Many more educational institutions/ universities can come to Nepal. Nepal entered in WTO. By the binding rule of WTO Nepal has to grants the permission of educational institution whatever they are foreign or national. Thus in this situation privatization of higher education is inevitable. Since yet there is no clear cut policy about level of privatization and future guidance for the sector as a whole. This scenario brings opportunities and threats to us. There is chance of renowned institutions involvement in the country from the global educational market. Similarly, the institutions with poor academic quality target Nepal as ultimate market, then it may further spoil our residual quality too. So we have to watch and make sure that such activities should be discouraged and make our policy, rules and regulations to discourage such sort of activities.

University Grants Commission, as an apex body of higher education looks after the issues pertaining in higher education especially university education. it has to adopt the plan policies, guidelines provided by the government. Role of universities especially, TU(Tribhuvan University) is most important to address the need of the state, people and all concern in this regard being large size and no of affiliated colleges. In connection to the role of the regulatory bodies, MOES (Ministry of Education) and UGC (University Grants Commission) itself is not clear about the future direction on privatization of higher education in the country. In recent years, purely economic motive is guided in higher education. There is no remedial provision behind this. There are various proposals within the country to establish universities from private initiative then it is holding in the ministry. UGC and MOES presently working with the

framework of Higher education act but delayed work in this regard creates problems and uncertainty further period too.

Nepal is stratified country almost all feudal characteristics. The unequal distribution of means of production leads to the different social problems. The access of quality of live depends upon the access on the resources. There are argument about the accessibility of higher education to the people of deprived class, ethnic groups and really needy people. Only elite people can enjoy the benefit of higher education. If the privatization is going like this, this can lead to the vast stratification of society and then numerous other problems can arise. There are public and private partnership programs to address these issues also. The current crises faced by country are not sole problem of political issue it is also the social and cultural problem. While deciding upon the privatization issues one never forgets the consequences and implications associated over it.

The strategy of the Tenth plan is to carryout women education as a campaign along with making primary education compulsory. Women education will be implemented as a campaign. Mobilizing local agencies, non governmental sector, civil societies and stakeholders. Efforts will be made to increase the participation of women in higher education. Special programme will be implemented for providing education opportunity to the disabled as well as to the people backward groups and regions. Different subjects such as women and gender equality will be incorporated or revised in curriculum of various levels.

Future perspectives and challenges

Though there are several problems in higher education in Nepal, Public resources for higher education are severely squeezed. Many of the universities are, including TU; suffer from outdated curriculums, institutional deficiencies, and poor facilities that are not able to produce the kind of graduates who can lead Nepal in global and competitive world. At the same time, Nepal does not need to despair over the gloomy picture for higher education, nor does it need to look far for success stories. There have been some encouraging changes. A number of colleges including

medical colleges come in private sector providing competition with public institution. And reform efforts have to be directed to build Conesus among all stakeholders. There are various problems associated to affiliated colleges. One of the major problems relates to the future and functioning of many non-viable and ill equipped colleges. A very large number of colleges which owe their origin more to political considerations than genuine need, not the rural areas of most of the city and are making any significant contribution either to the growth or to the qualitative improvement of higher education (Vohra, 1990: P 155). The overwhelming involvement of higher education demand and increasing mushrooming of educational institutions indicates both future and challenge ahead of us. Increasing involvement creates atmosphere of accessible higher education as well as other aspects of social life. This leads to us on the competitive environment, which we have to face day by day in coming time.

Barring a few, almost all-private colleges/institutions grew along with the wave of economic liberalization, and privatization that was solely guided by self-interest. Profit making motive have dominates the colleges and the quality of education is compromised by levying high fees and other charges and makes education as an expensive commodity affordable to mostly a privilege of elite groups. The college have created a grave division between rich and poor, privilege and unprivileged that created a grave situation of disharmony, favoritism and has intensifies the economic inequality that already exists into the society.

'Dad, if I study in a local college, I will become a *khate* (rag-picker),' was a typical comment of one such private school graduate to his engineer father. It was, and still is to a large extent, a representation of the contempt yuppie kids of the country have for local institutions of higher learning. – C.K Lal

Challenges

There may arise various challenges, which are not easy to address. Nepal has to address these to go ahead and make such mechanism that ensures the national interest, harmonizes different interest groups, maintain a standard of basic quality in terms of input, process and output and

public and private partnership to address the problem faced by the country. The possible challenges can be listed as:

1. Lack of clear-cut government policy on privatization
2. Lack of Monitoring and Evaluation system
3. Excessive commercialization of higher education
4. Social equity and social responsibility of government
5. Accreditation of higher education institutions
6. Quality and relevance
7. Sustainability of private institutions
8. Government investment

Though there are several problems in higher education in Nepal, one of the major achievements made in higher education in the recent years is that it now has begun to address the need and demand of the market. Going beyond from traditional subjects with less market potentials, new and varied nature of programs are now being offered. This has been made possible with the entry of private investment in the sub-sector. The competition in the market has forced these private institutes to offer programs of various types, nature and duration. Government is now working to prepare a legislative framework in order to regularize and promote higher education activities in the country. The policy is expected to attract foreign investment in higher education and potential to make Nepal a destination for academic pursuit for south Asian well as students from other countries. Some of our programs have already attracted many international students. Obviously, this is the result of international level quality and standard.

Research Methodology

Research Design:

This study will be an exploratory and descriptive in nature. It attempts to find differentiation between public and private universities/colleges graduates and their demand in the job markets. It

will explore graduate and its impact on job (employment and work) identify early career progress, and attempt to identify the impact of higher education on graduate employment and career success. It will also focus its attention to graduates not finding suitable employment as traditionally conceived or facing unemployment. This study will provide the most thorough comparative information on graduate employment and the links between higher education and graduate employment and work to date.

Sampling:

Among five Universities and many colleges affiliated under these universities, colleges from each university will be taken as sample but the ratio between public and private will be equal. The colleges for the study will be selected from all Five University (Tribhuvan University, Mahendra Sanskrit University Kathmandu University, Pokhara University and Purbanchal University). Social sciences, Management, Medicine, Engineering and Science graduates will be taken as sample frame from the selected campuses from both private and public Universities. The sample campus will be selected as purposive sampling methods. The sample frame of the study will be graduates who graduated in 2002 and 2003 and will be interviewed three years after graduation, on their graduates, socio-biographic background, study path, transition from higher education to employment, early career, link between study and employment, their job satisfaction and their retrospective view on higher education.

The sample of names will be chosen in a random basis from the list in each faculty from respective campuses. This laborious process yields the basic information about the sample of graduates who will be approached with a specially structured questionnaire. The sample will be taken as the total graduates in two years from the selected faculty and academic year.

Data Collection Technique/tools:

For qualitative data collection, Observation, Discussion with key informants and In-depth interview will be adopted and for quantitative data collection semi-structured interview will be administered.

Primary data were gathered from a field survey, which included semi-structured Interviews, Discussion, Case study and key informants. Secondary data will be collected from library and relevant books and reports from library methods.

Questionnaire

Semi-structured questionnaire will develop for individual interview. By using semi-structured questionnaire quantitative information will be gathered. Graduates from public and private universities will be the respondents.

Discussion:

Discussion with employer, university/colleges teacher will conduct. It will be informal talking about the subject and from this discussion more information/data will collect for triangulation and verification of data.

Case Study: Case studies will be carried out for taking into perception on education system of public and private institution in the country by graduates in their own experiences and employer. The focus of the case studies will make to capture their best knowledge in relation to getting/providing job after their graduates.

Triangulation: To increase the reliability and validity of the data, which will be collected using above-mentioned tools, the following techniques of triangulation will be used:

- The research team members will themselves involve in the field study.
- The same topic will discuss with various informants.
- Single issue will verify through the respondent using different data collection tools.

Analysis and interpretation

Data will analyze using simple descriptive measures, such as frequency distribution in the case of quantitative data. Qualitative input will be reviewed, categorized and analyzed. For quantitative data analysis SPSS software will be used.

Project Activities:

1. participate on SANIE eight annual conference- 31 August to 1 September
2. Literature review - till 20 september
3. Questionnaire and checklist preparation and staff selection (field researcher) for field work- October to November
4. Organized orientation training for field staffs and field work – December to January
5. Data collection and analysis- February
6. Final report preparation – March to April.

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