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MAPPING REPORT ON THE CONDITIONS AND DETERMINANTS OF GRADUATES' EMPLOYABILITY

NEPAL

Integrating Talent Development into Innovation Ecosystems in Higher Education

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INNOTAL

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The report analyses the social and economic conditions that are likely to provide opportunities or impact negatively on Nepali universities' efforts to develop a comprehensive and effective approach to the promotion of graduates' employability. It looks at the context and conditions both inside the higher education system and in the broader social and economic environment.

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Higher Education and the Employability of Graduates in Nepal

GOVERNMENT STRATEGY AND POLICY ON HIGHER EDUCATION

Higher education in Nepal is divided into three levels: Bachelors level, Master Level and PhD Level. The objective of the Bachelors level programs is to produce middle-level human resource, while master level programs produce the experts in the particular area. The PhD level aims at producing research experts in particular areas. The objective of higher education is not only to develop the employability of the person itself but also to create employment opportunities for the students.

In spite of the many efforts of the government of Nepal in various stages of planning, higher education in Nepal has been facing the following challenges:

- Limited numbers of M. Phil and PhD degree providing institutions
- Slow progress in building the capacity of teaching faculty members
- Only 10% of students are enrolled in higher education studies in technical subjects
- The budget allocated for education is low. The Higher Education budget is around 10% of the overall education budget
- Research budget is very limited i.e. only 0.38% of the total budget
- Timely revision of curriculum is lacking
- Lack of innovative research opportunities for faculties and students
- Relatively lower proportion of enrolment of female students
- Low number of higher education institutions specialized in applied sciences and technology
- Administrative and political interference in the education system
- Poor student-faculty ratio (reaching 34.88)
- Traditional curricula, labs, library and other infrastructures
- Huge number of "educated unemployed"
- Lack of Youth empowerment strategies.

NATIONAL PRIORITIES FOR RESEARCH, INNOVATION AND EDUCATION

The Government of Nepal prioritizes the education sector. It has allocated 10.19% of the total budget (NRs. 1.31 trillion) to the education sector for Financial Year (FY) 2018/19. It was 10.09% in FY 2017/18. There are various organizations established by the Government of Nepal in order to carry out research and innovation. These are: Nepal Agriculture Research Council, Nepal Academy for Science and Technology, National Health Research Council. The University Grants Commission in Nepal provides funds for research and innovation to university scholars.

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Nepal Academy of Science and Technology (NAST)

NAST is an autonomous apex body established in 1982 to promote science and technology in the country. The Academy is entrusted with four major objectives: advancement of science and technology for all-round development of the nation; preservation and further modernization of indigenous technologies; promotion of research in science and technology; and identification and facilitation of appropriate technology transfer.

Nepal Agriculture Research Council

The Nepal Agricultural Research Council (NARC) was established in 1991 as an autonomous organization under the Nepal Agricultural Research Council Act – 1991 to conduct agricultural research in the country and uplift the economic level of the people. The objectives of the Council is to conduct qualitative studies and research on different aspects of agriculture, identify the existing problems in agriculture and find out the solutions, assisting in this way the government in formulation of agricultural policies and strategies. The Council is responsible for conducting qualitative agricultural research required for national agricultural policies, prioritize studies and research to be conducted, provide research and consultancy services to the clients, coordinate, monitor and evaluate the agricultural research activities in Nepal, and document the research activities.

National Health Research Council

The Nepal Health Research Council is a national apex body responsible for providing scientific studies and quality health research in the country, while adhering to the highest ethical standards. It started as a Nepal Health Research Committee under the Ministry of Health, and was later converted into Nepal Health Research Council (NHRC), a statutory and autonomous body as promulgated by the 1991 Nepal Health Research Council Act No. 129. The major functions of the NHRC are to conduct programs relating to consultancy services and provision of information to make the study and activities related to health research more useful, acquire global and national level evidence on health related problems, and support the Government of Nepal in the process of evidence-based policymaking and planning. It also encourages scholars and students to undertake health related research.

The University Grants Commission, an apex body to regulate higher education in Nepal including universities, provides research funds to universities and individual researchers. Every university has its own research department and allocates research funds by internal and external sources. The following are the major research institutions in Nepal:

Centre for Economic Development and Administration

The Centre for Economic Development and Administration (CEDA) was established in 1969 under a tripartite agreement between the Government of Nepal, Tribhuvan University and the Ford Foundation.

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Launched as an autonomous institution, the Centre was later integrated into Tribhuvan University and given the status of an Institute in 1975 after the National Education System Plan. Since then, it has been engaged in the provision of research, training and consultancy services to government, non-government and donor agencies. CEDA is expected to assist policymakers in formulating and implementing development policies, plans and programs and to foster informed public debate on relevant issues and problems. The centre has completed over five hundreds research studies so far. The findings of the major research studies have been used in the process of policy formulation, plan implementation, monitoring and evaluation. The centre has also completed a number of research studies related directly to Tribhuvan University.

Centre for Nepal and Asian Studies

The Research Centre for Nepal and Asian Studies (CNAS) came into existence in 1969. It is a statutory research Centre under Tribhuvan University for conducting independent research on issues and studies in the area of the social sciences. The main activities at the Centre have been carried out by research wings called "faculty" while the administrative and documentation units provide support services. In 2018, the Centre has revived its three desks existing in the 1980s: India, China and Japan. CNAS is a multidisciplinary research Centre. Its objectives are to plan and conduct research on the problems of national integration and the impact of modernization, to promote and undertake studies on current development issues, ethnic diversities, change in traditional political values, and cultural studies of Nepal, SAARC and other Asian countries; to undertake issue-specific research on environment studies, gender studies, population studies, and migration studies, applied linguistic and sociolinguistic studies; to encourage academic exchanges with other national and foreign research organizations; act as a venue for contact, affiliation, and co-ordination of research activities of Nepali and foreign scholars working on Nepali studies; maintain a comprehensive bibliographic database on Nepal, SAARC, and South Asia; organize national and international seminars on current social and cultural issues; and disseminate research works on Nepal through publications.

Research Centre for Applied Science and Technology

The Research Centre for Applied Science and Technology (RECAST) was established in 1977 as a premier Research and Development (R&D) institution within the organizational framework of Tribhuvan University. Until 1999, RECAST functioned as a secretariat to the National Council of Science and Technology, Government of Nepal. It is designated as a national focal point of the Asia-Pacific Centre for Transfer of Technology (APCTT) of the UNESCAP. The goal of the Centre is to contribute to rapid and sustainable development of the country through enhanced research and development with the optimum utilization of natural resources, and through improvement and dissemination of socio-

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economically relevant and environmentally sustainable technologies to the communities and concerned institutions.

RECAST is thus tasked with undertaking research for the identification, development, conservation, utilization and dissemination of indigenous technology, to search and identify exogenous technologies appropriate to Nepal and explore their prospects for technology transfer and adaptation; and to conduct research in basic and applied sciences. The key research areas of the centre are renewable energy, natural products utilization, bio-technology, low cost building materials, small scale food processing, appropriate technology, ecosystem services and biodiversity conservation, and life sciences.

Research Centre for Educational Innovation and Development

The Research Centre for Educational Innovation and Development (CERID) has been working for the innovation and development of education since its establishment in 1975. It focuses on the need for achieving academic excellence in the education system. The main goal of the centre is to promote a culture of research and innovations in order to link education with development and change.

CERID plays a dynamic role in streamlining efforts for upgrading the quality of education in the academic environment of Tribhuvan University. In line with this, CERID's activities are directed towards undertaking policy research, educational innovation, and issue-based studies, needs-based training, and dialogue on burning educational issues. Moreover, CERID has devoted itself to piloting innovative ideas that bear on national education concerns and disseminating research outcomes.

The objectives of CERID are to generate research-based knowledge through exploration, innovation and action research in various critical aspects of school and higher education, to carry out research activities focused on linking education to development, to facilitate educational policy formulation, planning and implementation, to organize training programs, issue-based dialogue sessions, and professional development activities, to disseminate and share experiences and information by organizing seminars/ workshops and by publishing periodic journals and research reports. The area of study is school and higher education policy, planning and implementation, curriculum, course materials, instructional methods and medium, educational organization, monitoring and evaluation, and educational human resource development.

PARTICIPATION IN HIGHER EDUCATION

The number of students enrolled in higher education, including Bachelors, Masters, MPhil and PhD level programs, was 570,000 in 2012/13 (UGC Annual Report, 2012/13)[1]. The trend in higher education enrolment is positive, as demonstrated by comparison with the number of students enrolled in 2008/09, namely 285,000. The

[1] http://www.ugcnepal.edu.np/reports/EMIS%20071.pdf

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number of female students was 113,000 in 2008/09 and it increased to 212,000 in 2014/15.

The rate of enrolment in higher education was around 21.8% in 2012/13 (UGC Annual Report, 2011). Overall, the rate of participation in higher education is not satisfactory, as compared to India (25.2% in 2016)[2], and even less satisfactory when compared to the rest of the world. The following tables and figures depict the status of higher education in Nepal[3].

Table 1. No of students and colleges in higher education in Nepal

Name of University	No of students	No of colleges
Tribhuvan University (TU)	284,453	1161
Nepal Sanskrit University (NSU)	1,471	12
Kathmandu University (KU)	16,658	21
Purbanchal University (PU)	23,539	135
Pokhara University (PokU)	26,032	62
Lumbini Buddhist University (LBU)	196	5
Agriculture and Forestry University (AFU)	2,207	4
Far Western University (FWU)	2,211	1
Mid Western University (MWU)	3,046	1
B.P. Koirala Institute of Health Science (BPKIHS)	1,448	1
Nepal Academy of Medical Sciences (NAMS)	90	1
Patan Academy of Health Science (PAHS)	350	1

Table 2. Share of students in different universities

University	No. of Colleges	Share (%)
AFU	4	0.14
BPKIHS	1	0.07
FWU	1	0.07

[2] https://currentaffairs.gktoday.in/tags/gross-enrolment-ratio

[3] Annual statistics of higher education in Nepal, www.ugcnepal.edu.np

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KAHS	1	0.07
KU	21	1.49
LBU	5	0.43
MWU	1	0.07
NAMS	1	0.07
NSU	12	1.22
PAHS	1	0.07
PokU	62	4.61
PU	135	9.31
TU	1161	82.52
Total	1405	100

Figure 1. Number of colleges for different level of higher education

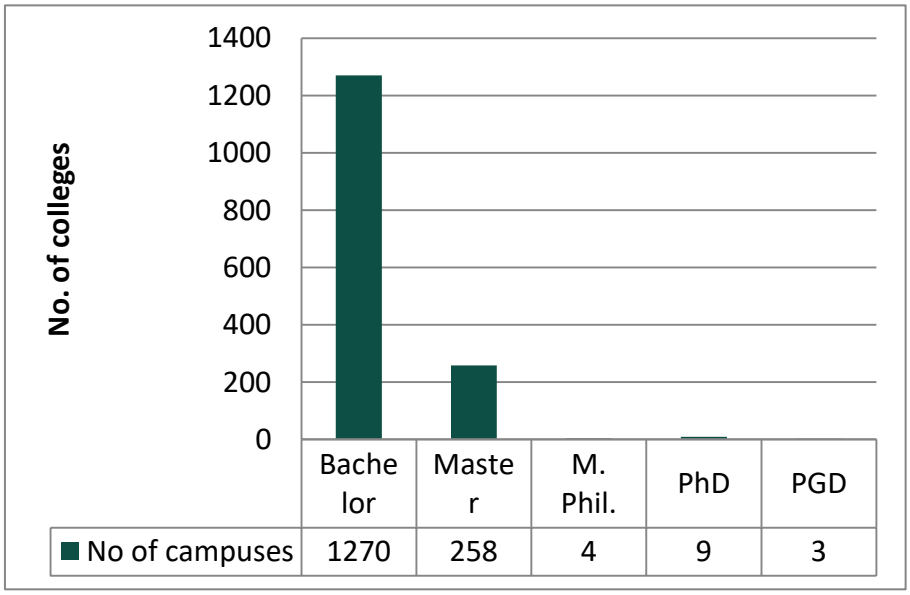

Table 3. Share of higher education students according to faculties

Faculty	**Share (%)**
Agriculture	0.26
Animal science and veterinary	0.1
Buddhism	0.05
Education	24.83
Engineering	4.69
Forestry	0.08
HSS	10.74

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Law	1.71
Management	42.25
Medicine	5.34
Science and Technology	9.87
Sanskrit	0.03
Total	100

Table 4. Share of male and female students enrolled at different levels of higher education in Nepal

Level	**Female**	**Male**	**Total**	**Share (%)**
Bachelor	168147	150606	318753	88.28
M. Phil	107	467	574	0.16
Master	19791	20861	40652	11.26
Post Graduate Diploma	106	29	135	0.04
PhD	144	819	963	0.27
Total	188295	172782	361077	100

Table 5. Gender Parity Index for higher education in Nepal

Faculties	**Gender Parity Index**
Agriculture	0.43
Veterinary	0.35
Buddhism	0.41
Education	1.75
Engineering	0.16
Forestry	0.63
Law	0.51
Management	1.12
Medicine	1.58
Science and Technology	0.58
Sanskrit	0.26
Total	1.09

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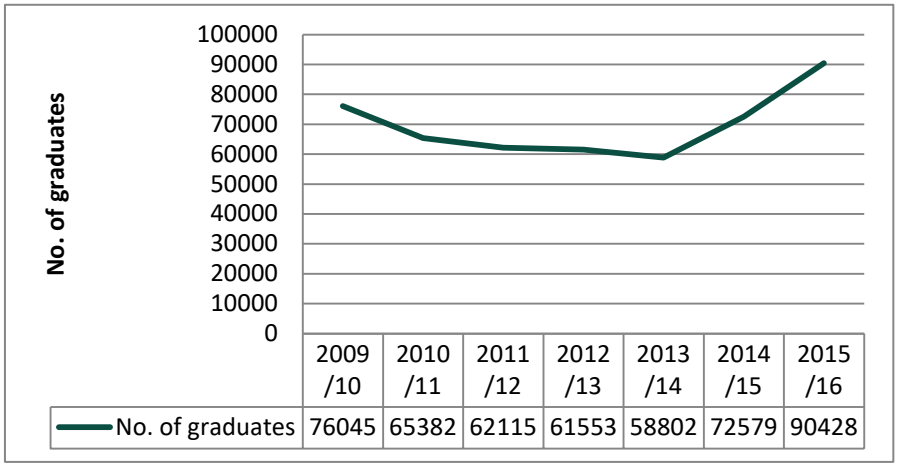
Figure 2. Trend of number of graduates in Nepal



ASSESSMENT ON THE LEVEL OF GRADUATES' EMPLOYABILITY

Employment opportunities are available for graduate in government as well as the private sector. Government offices and public companies are required to publish notices of vacancy of the job in newspapers and official websites which are equally accessible to everyone. However, there is no Job Information Centre or database of job seeker and job providers. Government offices and public companies follow formal recruitment practices whereas the private sector hires human resources using informal channels. There are few companies matching employers and jobseeker in the capital city, and they are run by the private sector and cover only a small share of the labor market.

There are very few studies on the employability of the graduates of different universities. It is difficult to quantify the rate of employment due to the lack of data. Every year, more than 400,000 people enter the labour market but very few of them get the chance of employment in Nepal, especially those from non-technical fields like education and the humanities. The remaining job seekers either move to a foreign labour market or start their own business.

Students obtaining technical education, such as engineering, medical sciences, agriculture, forestry, Ayurveda, and computer science, are more likely to obtain a job easily as compared to the students having non-technical education. Students obtaining professional education tend to get better jobs. The employment rate is also higher among graduates of business study programs. For example, Pokhara University, School of Business (a constituent college) has carried out a tracer study on MBA and Bachelors level students. The study revealed that among BBA and MBA graduates, the unemployment rate was 10%. The tracer study suggests that "It is found that among the graduates completing Bachelor's and Master's Degree from School of Business, Pokhara University, 52% are employed in organizations, 15% are self-employed and the remaining 33% are unemployed. However, among the unemployed 76% are pursuing higher studies. In total, only 10 graduates

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were found to be unemployed and not pursuing further studies[4]

There are several institutions that provide the license of employability to the graduates but they are not employers. In some professions, license is required to get a job or to initiate one's own business. These professions are engineering, the medical profession, and education. In the remaining professions, there is no monitoring agency to assess the employability of graduates.

POLICY CONTEXT

Nepal has been undergoing a transition period for over a decade. The government does not have a plan or strategy for the development of human resources. Universities produce middle- level human resources and high-level experts as much as they can. There is a massive production of graduates from all universities, without due consideration of the demand of the market and industry. Universities have gradually realised the importance of employability and the development of skills that students for better employment. Nowadays, it has been realised that the emphasis should be on the quality of education rather than on increasing the number of qualified graduates. Such a policy is being formulated at the national level.

The Government, however, has established various organisations to support the self-employment of young people. For example, the Youth and Small Entrepreneurs Self Employment Fund (YSESEF)[5] which was established in 2007 and managed by Ministry of Youth and Sports. The aim of YSESF is to convert unemployed citizens to entrepreneurs. The government has also planned to create 50,000 jobs through self-employment in the current fiscal year by utilizing the funds through YSESF. It is implementing its plans and programs in 73 districts of the country. It is mobilizing funds through cooperatives, banks and financial institutions. 38,000 people took advantage of the loan facility during the last fiscal year. Similarly, the Rural Self Reliance Fund (RSRF) was established in 1990[6]. RSRF operates under the Nepal Rastra Bank and provides wholesale credit for on-lending purposes to the deprived people through Monetary Financial Institutions (MFIs), cooperatives and NGOs. It also provides long-term loans to sectors like tea, cardamom & cold storage through the Agricultural Development Bank and permitted MFIs. The target group of the fund is individuals in rural households, holding less than 7620 m2 of land in the hills or less than 6773 m2 of land in Terai, or those who cannot meet from their family income the minimum annual consumption needed for their family members. Besides, the fund will also provide micro credit where the service of bank and financial institution does not exist. More information on this Fund can be found at NRB's Micro-Finance

[4] Report of Tracer study of School of business, Pokhara University (Submitted to University Grant Commission, 2017)

[5] http://ysef.gov.np/

[6] https://nrb.org.np/mfd/pdffiles/RSRF_introduction_20711230.pdf

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Department. Additionally, the government of Nepal has initiated a Women Entrepreneurship Development Fund (WEDF) to help women entrepreneurs meet the financial need for their enterprise growth.

ENTREPRENEURSHIP AMONG GRADUATES

There is evidence that students are not only seeking jobs but that after completion of their education they often choose to start their own business or a joint venture. Most of the universities have included subjects like Entrepreneurship, Innovation and Business Development Plan in their curriculum. Such courses aim to provide the students with proper knowledge about entrepreneurship and encourage the students to initiate their own business. Every year a number of new ventures are initiated in Nepal but it is quite difficult to estimate the number of graduates who got involved in start-up activity.

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Structural factors impacting graduates' employment and employability

STRUCTURAL FACTORS RESPONSIBLE FOR GRADUATE UNEMPLOYMENT

A number of structural factors are responsible for graduate unemployment. The main sectors of the Nepalese economy are: services (51%), agriculture (32%) and industry (17%). The major source of employment in Nepal is thus the service sector, followed by industry and agriculture. The Service sector is dominated by financial institution. Due to the lack of industrialisation and the absence of commercialisation and modernisation of agriculture, the agriculture sector provides less opportunity of employment. Nevertheless, although the contribution of the agriculture sector to the country's economy is decreasing, this sector still provides employment to about 72 per cent of the total labour force[7]. After 1991, large number of public enterprises were privatised and later on some of them were closed. Nepal does not receive a substantial inflow of foreign direct investment even though it is welcomed. The level of development is also not equal across the country, as the eastern and southern part is more developed than the western and northern part of the country. During the last two decades, young people – graduates and non-graduates migrate to foreign countries for employment. The following points best illustrate the characteristic features of the Nepalese job market, employment and entrepreneurship:

- Every year 300,000 to 400,000 youth enter the job market. Only 5% get a job in the country (Nepal labor survey 2015)
- The Public Service commission announced 5,000 positions for jobs but 5,060,000 people applied
- More than 1,500 young people are leaving the country every day to seek jobs in India, the Gulf countries or other countries. Remittances contribute 25% of GDP
- Nearly 2.1 million people are working abroad (India - 41%, Gulf countries – 38%, Malaysia – 12%, Developed countries – 8.7%)
- Only 2% of workers are skilled, 23% are semiskilled and 75% are unskilled
- The government announced job under "Youth and Small entrepreneurs self-employment fund (YSEF) – Maximum Rs. 200,000 loan in 12% interest.
- CTEVT, Poverty Alleviation Fund and institutional credit supports are helping employment generation and entrepreneurship. Yet, these approaches are not strong enough for employment creation
- The Government acts as an entrepreneur and sets up industries such as jute, sugar, cigarettes, leather, agricultural tools, bricks tiles, cement, dairy, textiles, herbs, drugs, paper industries, etc.
- Limited financial institutions also assist entrepreneurs by providing loans

[7] The World Bank. Data (https://data.worldbank.org/indicator/SL.AGR.EMPL.ZS); Central Bureau of Statistics, Report on National Labour Force Survey, 2065, Kathmandu: CBS/UNDP/ILO.

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- Most of the Agricultural and Veterinary graduates are employed in governmental and non-governmental organizations. Very limited numbers of these graduates are self-employed or start an entrepreneurship venture such as poultry farming, commercial agriculture, aquaculture and marketing for the agro-vet products
- Business skills are taught, but more such training is needed for youth.

CURRENT CHANGES IN THE NATIONAL OR REGIONAL ECONOMY EFFECTING ON GRADUATE EMPLOYMENT

Employment opportunities in Nepal are not sufficient due to the low level of industrialisation and the backward status of agriculture. Political transition, challenges in regulation and legal frameworks, as well as risks and vulnerabilities in the financial and banking sectors sector, have hindered private investment in the infrastructure sector. The Nepalese economy exhibits a gradually increasing share of remittances in its Gross Domestic Product (GDP). People generally spend remittance earning in luxury items like gold, fancy items, vehicles, imported ready-made food items, latest housing construction materials, etc. This has resulted in an increasing trend of import dominant trade deficit. This has also led to a rise in the labour wage rate in the country and thus investors can produce the goods and services with a higher cost of production associated with poor quality of the products. Such poor investment ultimately adversely affects graduates employability in the nation. Lack of skills and efficiency of job candidates is another cause of not getting the employment.

DEVELOPMENT OF THE LABOUR MARKET

In fiscal year 2013/14, 23.8% of Nepal's population was living under the poverty line (Rs.19,261 per person per year, which is a decline from 41.8% in 1995/1996). There has also been a decline in the level of inequality: Nepal's Gini Coefficient noted an improvement, going down from 41% to 35% between 2003/2004 and 2010/2011. Although there has been gradual reduction in the level of poverty and inequality, inequalities persist in poverty and human development indexes among geographical regions, social groups and with respect to women. In the context of these overall economic and development challenges, Nepal is facing various kinds of challenges related to unemployment, such as strong pressure on labour supply, large incidence of informal unemployment, lack of structural transformation and creation of productive employment, inadequate skills and educational attainment, and regional, social and gender discriminations in the labour market[8].

According to the National Census from 2011, the total population of Nepal is 26.5 million. The majority of this population is young people: people below 35 years of age account for nearly 70% of the population. Nonetheless, Nepal grapples to find a way to benefit from this huge population. The country's labour force has been growing constantly.

[8] Government of Nepal, Ministry of Labour and Employment, 2013.

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There have been significant changes in the composition of the workforce: women now have a huge share in the labour market and the percentage of urban population has gone up. Due to this, massive pressure is building in urban areas for employment.

The unemployment rate in Nepal during the last 10 years has varied from 2% to 3%. This, in Nepal's labour market, the real problem is lack of decent work, time-bound underemployment (6%), skill mismatch and low income generation, and not lack of employment. All of these problems reflect low level of labour utilization.

According to 2013 data[9], the labour force participation rate in urban areas is quite low compared to rural areas (67% in urban areas and 84% in rural areas). The participation rate in employment is higher for males (80.9%) compared to females (79.4%). Labour force participation in urban Kathmandu Valley is extremely low (61%), and there the unemployment rate is the highest (8%). On the other hand, the labour force participation rate is the highest in the Mid and Far West's rural and hill areas (90%), whereas the unemployment rate in is the lowest (less than 1%).

Labor productivity is still low in Nepal. Thus, productivity growth has to be prioritized (not just increasing employment rate). Higher labour productivity can result in quality employment as it will translate into better work conditions, higher wages and more investment in human resources.

The informal sector has been a permanent feature of Nepal's economy. The informal sector has dominated employment generation, production and income generation. According to data from 2008, the majority of the employed Nepali population is involved in the informal sector (88.6% in urban areas and 97.2% in rural areas). Yet it is exactly employment in the informal sector that is suffering from low quality, non-productivity and low remuneration.

As mentioned above, migration is a major feature of the Nepali labor market. According to the Nepal Living Standard Survey 2067/68 [2010/11], migrants account for 20.3 per cent of the total population (29.8 per cent male, 10.9 per cent female), and out of them 56.1 per cent are internal migrants, while 43.1 per cent have gone abroad. Foreign employment has significantly contributed to poverty alleviation, especially in rural areas in Nepal. According to a survey conducted in 2007, money sent home from abroad and from remittances was responsible for one-fifth in poverty alleviation.

Finally, quality of education is a major determinant of labor market conditions. In Nepal, lack of physical infrastructure, inadequate number of teachers, and differences in pass rates between community and private schools have posed challenges in the formal education sector. Another major challenge is the lack of access to education for women,

[9] Ibid.

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Dalits, people with disability, backward and indigenous communities and Madhesis.

Despite Nepal making good progress in the education sector, the country's total literacy rate (five years and above) is close to 60 per cent, which, compared to fiscal year 2002/03, when literacy rate was 50.6 per cent, is a giant stride (NLSS 2010/11). Nepal Living Standard Survey (NLFS) 2008 presents data of those who are not currently enrolled in school but who have completed one level of education or another. Nearly one-third of the youth were never enrolled in any type of school, and 60 per cent of them have passed grade five or above. The ratio of the youth passing secondary and higher secondary level education is quite low: 17.1% have passed class 10 or attained educational qualification above that level. Even the 'educated youth' with minimal qualifications are found to be inexperienced when entering the work force.

Education and skill-development activities therefore should address the realities of the labour market, while they also need to compensate for the damage caused by the 'brain drain' due to migration to foreign countries for seasonal employment. The number of people trained in education institutions in the country is far less than the number of people who actually need training. Besides, every year more than 400,000 people are going abroad for employment, whereas only 74,275 people are trained within the country.

Furthermore, policy-level analysis is required to collect and analyse information in order to effectively monitor and project the changing demands for skilled workforce. There has been a poor match between labor market demand and labor market supply. For example, the supply of skilled workforce (doctors, nurses) is high, whereas semi-skilled health workers are in short supply. Similarly, the supply of persons with technical education (engineers, sub-engineers and scientists) is more than the demand, as is the supply of administrators, managers, university teachers, legal practitioners and others.

Vocational skills have proved to be quite useful for the youth. The School-to-Work Transition Survey shows that such vocational education or training has helped the youth get into permanent or career jobs. However, Nepalese youth still consider vocational education or training less respectful and attractive. Instead, they believe higher academic degree is the main requirement for finding better employment. Employers have also been found to accord the highest level of importance to academic qualifications. Educational level is not given importance only in manual and production-related work. All in all, more investment is needed in vocational education and training and awareness needs to be raised among employers.

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ACCESSIBILITY OF PUBLIC SERVICES AND JOB-MATCHING TECHNOLOGIES PROMOTING EMPLOYMENT

The public service is equally accessible to all Nepalese. There is reservation facility for female, indigenous people, ethnic, marginalised and deprived castes. The Public Service Commission is an authorised constitutional body to recruit the civil servants for the Government of Nepal. It applies the latest technology to accept applications and screen documents. There are various job matching institutions established by the private sector. Still, the job matching technology has not been used by both Government and private sector.

EMPLOYMENT POLICIES

Nepal has a National Employment Policy-2013, formulated by the Government, Ministry of Labour and Employment. The key goals, methods and approaches of this policy for major sectors are[10]:

- **Agriculture Sector policies**

- Increasing the productivity of the agriculture sector through making provision for irrigation, agriculture inputs and modern technology (simple power tillers, threshers and harvesters which can fetch the harvest from field to home and then to the market), and particular in view of cultivating high-value crops. In order to develop the sub-regions that have high possibility of cultivation of principal and cash crops, income elasticity, and production and productivity increase, adequate incentives will be provided, as well as well-equipped infrastructure
- Selecting sub-regions for promotion of the agriculture sector, with a view to food security, employment promotion and export potential
- Capitalizing on the country's climate diversity
- Promoting agricultural employment in high mountainous regions
- Strengthening the competitiveness of the agriculture sector by improving productivity of export-oriented agriculture and emphasizing marketization
- Supporting innovation and value addition and linking of the value chain to the global market
- Increasing the productivity and income generation of those involved in the agriculture sector in unorganized way
- Commercializing and modernizing the subsistence-oriented production system through *chaklabandi* (land pooling), cooperative and collective farming, small savings mobilization and technical skills development
- Mobilizing cooperatives
- Promoting food quality control by making local farmer groups

[10]https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-kathmandu/documents/policy/wcms_539895.pdf

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capable of buying and selling farmers' services with the help of Agriculture Development Offices, Livestock Office and Cooperatives at local level through agriculture cooperative

- Providing entrepreneurial and self-employment-related training for young people, Madhesis, indigenous nationalities, Muslims, the physically challenged, Dalits, conflict-affected, vulnerable, marginalized and minority communities of rural areas
- Promoting agriculture and livestock service centres, agriculture and livestock insurance, community farming, lease farming, cold storage, agriculture processing and food processing through promoting the self-employment and leadership skills of young people in rural areas
- Ensuring biological safety in the agriculture sector and the physical safety of workers by minimizing the use of pesticides will and the application of safety measures during pesticide application

▪ **Manufacturing Sector**

- Setting up one-stop-service system through online services in order to facilitate the establishment of industrial enterprises and to bring unorganized businesses under the legal framework
- Encouraging the establishment of labour-intensive industries, prioritizing those that can tackle regional inequalities
- Incentivizing investment in underdeveloped areas and regions
- Attracting Foreign Direct Investment in areas of high employment potential
- Promoting the establishment of forward and backward linkages of industries and the adoption of professional management
- Expanding industries in view of intensifying trade with neighbouring and other countries
- Promoting industries that are based on local resources in rural areas through financial, institutional and technical support, and programs for skills development
- Setting up institutional structures for an industrial security force
- Maintaining sound industrial relations by establishing harmonious relations between trade unions and employers

▪ **Construction Sector**

- Increasing the quantity and quality of training so as to develop skilled workforce for the infrastructure sector, including by encouraging private sector construction entrepreneurs to offer in-country employment to capable people who have returned from abroad after gaining skills and experience in the field

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- Developing skills development programmes
- In the construction of rural roads, encouraging the participation of the private sector and promoting the employment of labour-intensive technology and employment creation
- Creating employment for both highly- and semi-skilled workforce through the implementation of a feasible hydropower project
- Increasing agricultural employment through development of irrigation facilities.

▪ **Tourism Sector**

- Prioritizing rural tourism that enjoys comparative benefit and generates more jobs through a dedicated Rural Tourism Program
- Effective program will be launched by focusing on quantitative and qualitative tourism to extend tourist stay
- Opening new trekking routes for identification, development and expansion of virgin tourist destinations in the country
- Encouraging the private sector to run skills development programs
- Increasing supplementary income by encouraging the local community to make provision of home stay at the destinations and trekking routes that do not provide hotels of sufficient quality and quantity

▪ **Information and Technology Sector**

- Implementing the Information Technology Policy 2010 by focusing on legal statistical base processing, digital content development, animation, remote maintenance, financial service, data processing, call centre and back-up operation, etc.
- Supporting universities to provide Bachelor's and Master's level courses meeting international standards in Computer Science, Computer Engineering and other information technology-related subjects
- Encouraging the private sector to engage in research and development in the field of information technology in order to develop mid-level workforce
- Improving computer education at school level, including by providing Internet service free of charge to universities and public schools
- Providing scholarships to poor and bright students from rural areas who want to pursue higher studies in information technology
- Creating jobs through e-education, e-health and e-governance

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and through the introduction of information technology to rural areas

- Setting up venture capital funds with the joint efforts of the public and private sectors and providing youth from rural areas with access to loan assistance
- Promulgating laws to extend legal rights on use of necessary information for Business Process Outsourcing

▪ **Water Resources/Energy**

- Creating direct employment through construction of large, medium and small hydroelectricity projects based on the country's need, potential and capacity
- Attracting foreign capital and technology, while also encouraging the use of local labour to operate large hydroelectricity projects
- Providing domestic and foreign funds for the construction of medium hydroelectricity projects, while prioritizing the use of domestic skills, technology and human resources in such types of projects
- Ensuring that small hydroelectricity projects are fully based on local capital and technology.

▪ **Other sectors**

- Providing entrepreneurial training and business development service in order to facilitate the launching of cottage, small and medium industries
- Making credit, information and business development services more accessible for the youth, women, indigenous nationalities and marginalized communities in view of encouraging them to launch cottage, small and medium industries
- Providing opportunities to informal sector workers to receive non-formal education (for example in night schools, distance learning, grant-based professional training, continuous education, or employment-oriented training and re-training)
- Adopting a policy that would allow poor and marginalized communities to get involved in income-generation activities through financial support from small financial institutions
- Special priority will be given studying technical subjects after passing out secondary and higher secondary level, as per requirement, and it will be ensured that there is no shortage of technical workforce
- Employment exchange agencies and other employment shops will be encouraged to operate in the form of labour cooperatives
- Ensuring social security of all citizens involved in the informal sector by gradually linking them to the social security plan

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- Amending labour-related acts and regulations to make them compatible with the changed context and to promote employment
- Encouraging Dalits, endangered, marginalized and backward communities to make their traditional occupations more organized and productive by organizing them into cooperatives.

PUBLIC SUPPORT FOR ENTREPRENEURS

There are various agencies providing support to entrepreneurs through different means. The Industrial Enterprises Development Institute is a government undertaking which provides technical training to potential and existing entrepreneurs in various subjects. The Department of Industry and the Department of Commerce also engage with entrepreneurs. The Youth and Small Entrepreneur Employment Fund provides training and loan capital intended to support the launching of new business. The interest rate on loan for agro business is smaller than the loan for other businesses. Agriculture insurance is subsidized by government (75% of the premium amount), while other types of insurance are not subsidized. There is a tax exemption on imports of agriculture inputs and machinery. Similarly, export-based industries are exempted from all types of tax. Still, those trying to launch new business face various barriers.

USE OF REGULAR LABOUR MARKET FORECASTING AT NATIONAL OR REGIONAL LEVEL

The Council for Technical Education and Vocational Training (CTEVT) - a government agency under the Ministry of Education, estimates the number of skilled manpower and plans the production of such manpower through public and private sector schools. However, the Council has not been able to produce sufficient technical human resources to meet the demand of the market. The Ministry of Education is the responsible authority for planning human resources and coordinating with the private sector. Another government body that is tasked with making assessment of future demand for educated people is the National Planning Commission.

REGULATIONS FOR VALIDATION OF KNOWLEDGE, SKILLS AND COMPETENCES,

There are several regulations and institutions that validate the knowledge of the human resources who have received formal and higher education. The medical professionals should attend the licensing examination taken by the Nepal Medical Council[11]. Similarly, there is a Nursing Council[12] for the licensing examination of the nursing profession, the Nepal Pharmacy Council[13] for the licensing examination and regulation of the pharmacy profession, and Nepal Health Professional Council for lab technicians, radiographers, physiotherapist, public health officials,

[11] http://www.nmc.org.np/

[12] http://nnc.org.np/

[13] http://www.nepalpharmacycouncil.org.np/

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auxiliaries midwife workers, etc. The Institute of Chartered Accountants of Nepal[14] licenses the accounting and auditing professionals, Nepal Bar Council[15] - legal professional, Nepal Engineering Council[16] - the Engineering profession, Nepal Veterinary Council[17] - the veterinary profession. To be a teacher in government-owned school, one should get a license from the Ministry of Education, Teachers' Service Commission[18]. Undergraduate human resources are accredited by the Council for Technical Education and Vocational Training.

There are provisions for validating skills acquired through non-formal education. Two organizations, namely the Council of Technical Education and Vocational Training (CTEVT) and the Enhanced Vocational Education and Training (EVENT) are responsible for this. They are responsible for administering skill test examinations for human resource trained through non-formal education. Such human resources include para agriculturists, para veterinarians, health workers, plumbers, sub-overseers, electricians, vehicle mechanics specialists, etc.

The Enhanced Vocational Education and Training is government project established as per the agreement signed between the Government of Nepal and the World Bank on 21 January, 2018. The main objective of this project is to expand the supply of skilled and employable labor by increasing access to quality training programs, and by strengthening the technical and vocational education and training The Council for Technical Education and Vocational Training system in Nepal. The project emphasizes increasing access to technical education and vocational training (TEVT) programs for disadvantaged youth, especially young people that are poor, living in underdeveloped regions, females, Dalits, marginalized Janajatis and people with disability.

The Council for Technical Education and Vocational Training (CTEVT) constituted in 1989 is a national autonomous apex body of the Technical and Vocational Education and Training (TVET) sector committed to the production of skilled human resources. It is mainly involved in policy formulation, quality control, preparation of competency based curricula, developing skill standards for various occupations and testing for skills, conducting various research studies and training needs assessment, etc.

[1414] https://www.ican.org.np/

[15] http://www.nepalbarcouncil.org.np/

[16] http://www.nec.gov.np/

[17] http://vcn.gov.np/

[18] https://www.tsc.gov.np/

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Factors in the higher education system impacting graduates' employment and employability

REGIONAL DISPARITIES IN ACCESS TO HIGHER EDUCATION

Regional disparities in access to higher education are common in Nepal. Nepal is a relatively small, land-locked country but it has dramatic topographic characteristics presenting particularly challenging contexts for educational equality. The country is commonly divided into three topographic regions (Terai, Hills and Mountains). Nepal is also divided into seven states. The far western region is the least densely populated and most isolated. The number of students who qualify for higher education is also dramatically affected by geography because private and public schools are unevenly distributed by region and by hill vs mountain and Tarai geographic zones. It is also impacted by SLC (which is currently known as SEE) pass rates which vary considerably by school type, with private schools yielding much higher pass rates[19]. SLC/SEE pass is the compulsory requirement for higher education in Nepal.

Geography strongly interacts with the cultural and economic factors to determine the higher education enrolment rate. Generally people in the hills and mountains are of Tibetan origin and they fit well for armed force in national and international army force. Similarly, People in mountains, far-western region and mid-western region are relatively poor so that they can't easily assess the higher education. But now, the regional disparities have been gradually reducing because Government has opened universities in every states of the nation.

UNIVERSITY AUTONOMY

Universities in the country are autonomous in making important decisions. This autonomy concerns financial, academic and organizational matters, as well as staffing decisions. In financial sense, universities can raise their financial resources from sources other than government and they are also free to make their own budget plan. Similarly, universities can reform their academic programs and curricula as they deem relevant. For staff recruitment purposes, universities in the country have their separate wings known as Service Commission and these wings can recruit staff in coordination with the Public Service Commission, within the limits of the seat ceiling fixed by the Ministry of Finance. For example, the following is an excerpt from the Act of Agriculture and Forestry University, passed by the Government of Nepal, 2010, and demonstrating the University's autonomous power[20].

"University to be Autonomous Corporate Body:

(1) The University shall be an autonomous corporate body with perceptual succession.

(2) The University shall have a separate seal of its own for all of its business.

[19]https://www.researchgate.net/publication/275110405_Inequality_of_participation_in_Nepalese_higher_education

[20] http://www.lawcommission.gov.np/en/wp-content/uploads/2018/10/agriculture-and-forestry-university-act-2067-2010.pdf

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(3) The University may, like an individual, acquire, use, sell or otherwise dispose of movable and immovable property.

(4) The University may, like an individual, sue and may be sued in the same name.

(5) The University may, like an individual, carry out the contract and use the rights and fulfil the obligation as per contract."

Universities generally have the following common committees that have autonomy power in specific areas:

Committee	Function
Senate	It is the top committee that makes overall broad decisions on behalf of the University
Executive council	It is the university's highest-level committee chaired by the Vice-Chancellor. This body can take decisions, but some decisions forwarded from this body are to be approved by the Senate
Service Commission	Responsible for recruitment and promotion of teachers and staffs
Examination Board	Responsible for developing the overall standards and norms for examination
Research Committee	Responsible for managing the research function of the university.
Faculty Board	Responsible for formulating and forwarding new academic policy to the Academic Council
Academic Council	Responsible for taking broad decisions on academic norms
Subject matter Committee	Responsible for developing new courses and programs and forwarding them to the Faculty Board.

PUBLIC FUNDING FOR UNIVERSITIES

Public funding for higher education in Nepal is not performance based. It is generally based on the enrolment capacity of university and colleges. The Government of Nepal allocates to higher education a budget equal to 0.33% of the national GDP, which is 0.86% of the National Budget. About 93% of the total educational budget goes to school-level education and the remaining budget facilitates higher education in the country (UGC, 2016). The following figures depict the nearly constant trend of budget allocation to higher education in Nepal:

Figure 4. Budget allocation for higher education in Nepal

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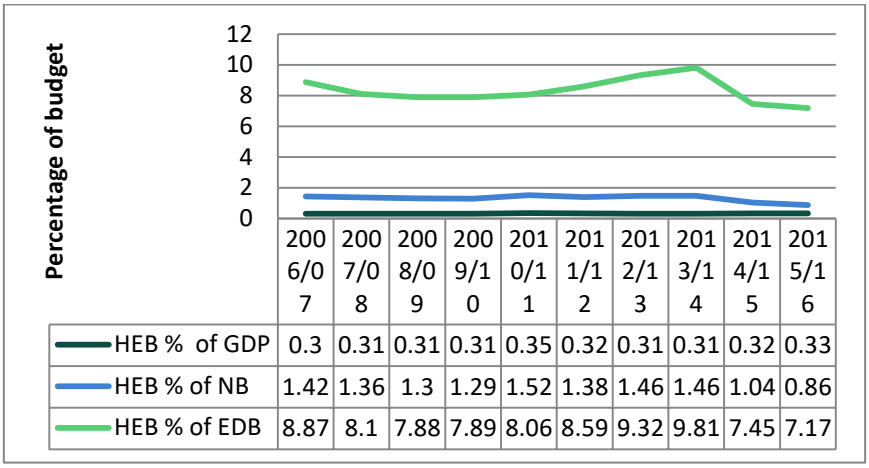

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
HEB % of GDP	0.3	0.31	0.31	0.31	0.35	0.32	0.31	0.31	0.32	0.33
HEB % of NB	1.42	1.36	1.3	1.29	1.52	1.38	1.46	1.46	1.04	0.86
HEB % of EDB	8.87	8.1	7.88	7.89	8.06	8.59	9.32	9.81	7.45	7.17

Universities used to allocate a higher proportion of the total budget to the technical education sector where labs and other technical facilities are required as compared to non-technical education like arts and humanities.

INDUSTRY FUNDING TO UNIVERSITIES

Nepalese universities are allowed to attract funding from industry. They are allowed to receive fund from the following sources:

- Grants received from the Government of Nepal,
- Funds received from the University Grant Commission
- Funds received from Local Bodies
- Funds given by any person or organization as donation, charity and financial assistance
- Funds received as assistance or grant from concerned person or organization related with industry, commerce.
- Funds received as assistance or loan from foreign government, international organizations, associations, financial institutions or persons,
- Fees or funds to be received from any other stakeholder.

However, when receiving any funds, the University has to obtain the approval of the Government of Nepal. The operation of the university fund and account is prescribed and approved by the Senate and Executive Council of the university. All expenditures of the university have to be borne by the fund as approved by the Senate.

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RULES AND REGULATIONS CONCERNING UNIVERSITY-BUSINESS RELATIONS

Nepalese universities do not provide common rules and regulations for university-business relations. The different bodies within the university, such as the Office of Campus Chief/College Principal, Dean's office, research centers, extension centers and international relations offices can prepare their own bilateral and multilateral contract with business for the mutual benefit of the university and the business. For example, the following relations exist in different universities:

- The Agriculture University makes contract with agricultural entrepreneurs in order to support the research and academic activity of students
- Medical colleges reach agreements with hospitals and nursing homes to send their students for practical training
- Veterinary colleges reach agreements with public and private livestock business for mutual benefit related to research and extension, etc.
- Universities dealing with management education send their students for internships in private business companies and banks.

ENTREPRENEURSHIP EDUCATION

Current government strategies have been focussing on entrepreneurship education in Nepal in several ways, including:

- Opening of the Agriculture and Forestry University in 2010 to produce sufficient skilled manpower to increase the growth and productivity of the agriculture sector
- Promoting Council of Technical Education and Vocational Training which covers agriculture, health, engineering and livestock education
- Increasing the number of colleges and universities specializing in Engineering
- Privatization of higher education in all the technical education faculties where otherwise the government alone cannot produce sufficient manpower
- Empowering the use of latest information and communication technologies in teaching and research.

This in effect means that Entrepreneurship education as such is not yet on the agenda: the focus is still on developing the professional skills that entrepreneurs need to operate in a given area. Then there is a large number of graduates in the field of Management, but without professional specialization. Yet to be developed and offered are training opportunities for professionals in specific areas such as Technology or Agriculture which would allow them to develop skills for opportunity identification, business management and achieving

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entrepreneurial success. This is arguably what will drive entrepreneurship forward.

Tribhuvan University is the oldest and largest university in Nepal to teach courses promoting entrepreneurship. It offers courses in engineering, medicine, agriculture, animal sciences and other non-technical fields. Other major universities offering technical education are Kathmandu University, Pokhara University and Purbanchal University. Agriculture and Forestry University is a specialized technical university teaching in the areas of agriculture, forestry, fishery and animal sciences. Table 6 depicts the major teaching faculties of different universities in Nepal.

Table 6. Universities and their major teaching faculties in Nepal

University	Teaching faculties
Tribhuvan University (TU)	Science and technology, agriculture, animal science, commerce, arts, medicine, engineering
Nepal Sanskrit University (NSU)	Sanskrit language and ancient cultures
Kathmandu University (KU)	Science, engineering, medicine, management, fine arts, law, environmental science, pharmacy, education, etc.
Purbanchal University (PU)	Science and technology, management, agriculture
Pokhara University (PokU)	Humanities, management, science and technology
Lumbini Buddhist University (LBU)	Buddhist religion, philosophy, literature and culture
Mid-Western University (MWU)	Education, engineering, humanities and social sciences, management, science and technology, law
Far Western University (FWU)	Education, management, science and technology, humanities and social sciences
Agriculture and Forestry University (AFU)	Agriculture, animal science, veterinary science and fisheries, forestry

The analysis of the share of students among different faculties in the higher education system of Nepal would show that more than 50% of the students are graduating in Management or Education. The rest are distributed in science and technology, medicine, engineering, agriculture and animal sciences in descending order. The detailed percentages of college level students in different fields of study are

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shown in Table 7.

Table 7. Share of student in different fields of study in Nepal

Faculty	Share (%)
Agriculture	0.26
Animal science and veterinary	0.1
Buddhism	0.05
Education	24.83
Engineering	4.69
Forestry	0.08
HSS	10.74
Law	1.71
Management	42.25
Medicine	5.34
Science and Technology	9.87
Sanskrit	0.03
Total	100

Nepalese universities are not sufficiently internationalized. However, there is a trend toward gradual increase in the level of internationalization. For example, a significant number of students are coming from India to study medicine and engineering in Nepal. Similarly, Nepal offers courses on language, culture and arts to foreign students. Internationalization of research activities has been practiced in Nepal since the establishment of Tribhubvan University. Following Tribhubvan University's example, almost all universities have established research collaboration with different foreign government and non-government organizations, such as USAID, DFID, KOICA, EU, DANIDA, JICA, GIZ, IDRC, ICIMOD, etc. Short-term faculty and student exchange is a common practice of Nepalese universities. The support of international organizations for curriculum development in Nepalese universities, short-term exposure visits and trainings offered to Nepalese university-level teaching faculties should also be mentioned. Last but not least, Nepalese Universities are also adopting the system of awarding double degree and credit transfer with foreign universities.

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LEGAL FRAMEWORK GOVERNING STUDENT TRAINEESHIPS AND INTERNSHIPS

Students have to be involved in internship in order to fulfil degree requirements in engineering, medicine, management, agriculture, pharmacy, veterinary sciences, etc. This internship program is compulsory under the rules of certain universities. The rules that govern internships are to be approved by the university's Executive Council and a bilateral agreement is to be concluded with the intern's employer. The major university-level wings responsible for the formulation and implementation of these internal rules are the Directorate of Student Welfare, the Directorate of Research and Extension, the Dean's Office, the Central Planning Directorate of the university and the Directorate of International Affairs.

INCENTIVES AND REQUIREMENTS FOR COMPULSORY STUDENT WORK PLACEMENTS

Internship and traineeship are compulsory in engineering, medicine, agriculture, forestry, fishery, livestock, veterinary and management faculties in Nepal. It is preferable to provide certain incentives for the students and to give the intern a support amount like in the mechanism of On the Job Training (OJT). This amount can be paid by the university if funding is available. For examples, the Prime Minister's Agriculture Modernization Program provides a subsistence support fund to students of agriculture during their training. In some cases, like in project work training of animal science students, they work and earn profit with the seed money and inputs from the university. The allowance payment during internship to the students of other faculties depends on the availability of donors, level of development and the profit level of the internship provider.

INVOLVEMENT OF EMPLOYERS IN EXTERNAL QUALITY ASSURANCE

Employers can play some role directly and indirectly in the quality assurance system of the university. Employers from government and non-government organizations have their compulsory presence in Senate, Academic Council, Faculty Board and Advisory Board of the universities. They can provide input for the betterment of quality standards of the university in the meeting of these boards and committees. Similarly, employers are invited to participate in annual fairs, technical workshops, seminars, conferences, etc. where they can contribute with their suggestions to the quality upgrading of the university system. Besides, they are always welcomed to provide constructive comments and suggestions to the universities. They can also be involved significantly in the quality improvement of the intern students working in their companies.

CAREER GUIDANCE OFFERED TO HIGHER EDUCATION STUDENTS AND RECENT ALUMNI

Career guidance is an important aspect of higher education but it is not well developed in universities in Nepal. Colleges and universities teaching management and engineering sometimes organize job fairs to guide students and alumni looking for jobs. However, career guidance is nearly absent in other fields of study. University teachers, advisors and their seniors help recent graduates to get and settle in jobs, but they do this outside their formal university duties.

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INVOLVEMENT OF EMPLOYERS IN CAREER GUIDANCE

Employers are the teacher/trainer to the worker after university-level education. In the Nepalese job market, employers support employees in a number of ways, including job orientation training, testing phase in job, guidance from the senior staffs, provision of paid leave, national and international exposure visits, short-term training, etc. Both government and non-governmental employers provide newly recruited employees with one-week to three-month long orientation training led by senior staffs and professional experts. In a government gob, a one-year long testing phase must be passed satisfactorily before the employee can continue in the job. Similarly, in government and semi-government organizations, employers support their workers in terms of granting paid leave of 3 to 5 years for further study on the condition that the employee returns to the service after the study. If the employee becomes unable to return to the previous job, s/he must repay the salary and other benefits received during the study period, in addition to a fine and interest. Career guidance through constant supervision by senior staffs in the initial period of job recruitment, granting opportunity and leave for short-term training focused on latest advancement in the field of the job are other important contributions by employers.

USE OF GRADUATE TRACKING SURVEYS OR OTHER FORMS OF MONITORING OF THE CAREER PATH OF GRADUATES

Career tracking surveys are not an established technique to study performance of alumni in the Nepalese university system. One decade ago, higher education in Nepal was dominated by Tribhuvan University, which was nearly a monopoly in the educational service. Nowadays, Nepal has about one dozen universities offering similar program of education like those of Tribhuvan University. In this context of increasing competitiveness among universities, many universities are now planning to conduct periodical surveys of their alumni in order to assess job enrolment rates, status of jobs, change in livelihood, shortcomings in the course and other feedback for the betterment of the university education system. It can be realistically expected that in the future all the universities in the country will adopt these monitoring techniques.

AWARENESS OF EMPLOYABILITY WITHIN THE HIGHER EDUCATION SYSTEM

Higher education in Nepal is primarily valued for the opportunities it provides to find a job. This is so because their graduation students do not have the resources to invest in their own business. Universities are therefore trying to provide them with suggestions for areas/organizations where they can hunt for job after graduation. For empowering self-employment, universities are providing internship programs, project work, on-the-job training, etc. Similarly, the Government of Nepal has also approved the policy of lending NRs. 500,000 to unemployed graduates against certificate as collateral. The loan is intended to help students launch their own business. The university and its faculties generally support the fresh graduate through personal relations and recommendations. Now the ministry of

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Education has forwarded to Parliament a bill allowing the direct recruitment of university top graduates in permanent jobs in the country.

ENCOURAGEMENT OF EXTRA-CURRICULAR ACTIVITIES AND VOLUNTARY WORK IN UNIVERSITIES

Universities encourage their students to get involved in extracurricular activities, social work, voluntary support, etc. Students get involved in week-long sports activities on an annual basis in all universities and universities are managing teachers and sports facilities, both indoor and outdoor, based on their investment ability for promoting sports. Similarly, students get involved in field campaigns like vaccination, rabies control, plant clinics, epidemic control, earthquake recovery, recovery from floods, etc.

KEY GRADUATE SKILLS SOUGHT BY BUSINESS

Nepal is characterized by a mixed economy system – it maintains a public business system, a private business system and a public-private partnership business system. In public business such as tourism, dairy, electricity, agricultural processing, etc. the government finds staff through the Public Service Commission. The Public Service Commission selects new graduates for government employment based on the following criteria:

- Age limit - 45 years
- Successful completion of written exam, followed by selection through oral interview
- No history of crime and public issues

Private organizations have different standards for selecting the employees in their organizations. These vary from organization to organization and according to the nature of the job for which employees are being recruited. Some common criteria that the private sector includes in their requirements are: experience, demonstrated skills, communication skills, team work skills, writing, reporting and presentation skills, etc. Besides these, computer literacy is an essential criteria for the graduates to be recruited in official private or government jobs. The following are some examples of vacancy announcements indicating skills desired by employers in Nepal.

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VACANCY

Triveni feeds Ind. Pvt .Ltd. (sister concern of Nepal's reputed and renowned Triveni Group) which is manufacturing world class quality of poultry, cow/buffalo, pig and fish pellet feed, is seeking application from qualified candidates to be employed as a "Senior Technical Officer" for Nepal.

NUMBER OF POST :- 1

QUALIFICATION(S) REQUIRED :

a) Veterinary doctor with specialization in Animal Nutrition/Poultry Nutrition

Minimum 2 years experience in Animal Nutrition/ Poultry Nutrition is must

Eligible candidates are requested to submit their application along with their resume to following address within 15 days from the date of publication of this advertisement and only short listed candidates will be called for interview.

Email : amit.tfeed83@gmail.com
P.O.Box No : 772
Triveni feed industries pvt.ltd,
Triveni complex, 6th floor, Putalisadak,
Kathmandu, Nepal

TRIVENI FEED
Industrial & Commercial House

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Vacancy for IT Professionals in a Commercial Bank

A leading Commercial Bank is looking for few highly motivated and qualified Nepali citizens to assist its Information Technology Department and invites application from the interested candidates willing to work proactively and independently under pressure.

Job Title : IT Officer and/or IT Manager – (2 positions)
Level : Officer or Any Managerial level commensurable with expertise and experience

Job Summary : The candidate will have the responsibility to plan, develop and implement strategies, policies and programs for IT to increase efficiency of the Bank and constantly monitor current technological changes and ways to improve the performance of the Bank at reduced costs besides assisting business unit to introduce new products and services. He/she will also be responsible of Data Base Administration (Oracle, SQL Server), System Administration (AIX, LINUX, Windows Servers) and functional and technical support of core banking system (Finacle).

Age : Not exceeding 35 years (as of 11 December 2013) for Officer Level and
Not exceeding 40 years (as of 11 December 2013) for Manager Level

Education : Minimum B.E. in computer science/Engineering or Bachelor in Information System or Bachelor in Computer Applications - First Division or equivalent. Higher education preferred.

Core competencies :

- Core Banking Knowledge
- Software development skills (Net, Oracle forms/reports, Java, etc.)
- Hands on experience of Oracle 9i/10g DBA, SQL, PLSQL preferably with OCP certification
- Hands on experience of AIX/UNIX/Red Hat Linux preferably with certification
- Sound knowledge of Network and Firewalls preferably with CCNA/CCNP or similar certification

Experience :

Officer Level : Minimum 5 years of related work experience in officer level
Manager Level : Minimum 8 years of related work experience in officer/manager level

Job Title : IT officer – (1 position)
Level : Junior Officer

Job Summary : The candidate will have the responsibility of Data Base Administration (Oracle, SQL Server), System Administration (AIX, LINUX, Windows Servers) and functional and technical support of core banking system (Finacle) besides in-house software development.

Education : B.E. in Computer Science/Engineering or Bachelor in Information System or Bachelor in Computer Application or B.SC in Computer Science - First Division or equivalent.

Age : Not Exceeding 35 Years (as on 11 December 2013)

Core Competencies :

- Hands on experience of Oracle 9i/10g DBA, SQL, PLSQL preferably with OCP certification
- Hands on experience of AIX /UNIX/Red Hat Linux
- Sound knowledge of Network and Firewalls preferably with CCNA/CCNP or similar certification
- Accounting knowledge
- Software development skills (Net, Oracle forms/reports, Java, etc.)

Experience : At least two years' experience in supervisory position in related field. Card related works in Commercial Bank would be preferred.

Please submit your application through email to **combank.vacancy@gmail.com** with cover letter, updated CV, copy of academic certificates/testimonials and a copy of citizenship certificate within **11 December 2013**. Your application should clearly express the position applied for.

Only shortlisted candidates will be called for selection tests.
The bank reserves the right to reject any/all application without assigning any reasons whatsoever.

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