

The Employment Dynamics and Economic Contributions of Community College Graduates in Rupandehi District, Nepal

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ABSTRACT

This study investigates the role of human resources graduating from Rupandehi district's community colleges in Nepal's economic development. The research emphasizes the need to reduce income and social security disparities across industries, regions, and labor markets for balanced employment opportunities, especially for higher education institution (HEI) graduates. Data from 162 community college graduates in Rupandehi district, spanning 17 colleges, are meticulously collected while adhering to ethical and safety measures. This research provides valuable insights into the status and role of human resources produced by community colleges, benefiting various stakeholders. In the context of Nepal, the study addresses the shift in labor outmigration trends to developed countries for employment opportunities. It explores how graduates effectively convert their skills and knowledge into sustainable income within diverse economic sectors. Higher education institutions (HEIs) are integral to Nepal's economy, producing a dynamic workforce. The study highlights the importance of ensuring that investments in education lead to productive employment outcomes, with many graduates contributing to self-employment and job creation. Employing a mixed-method approach, combining field surveys and HEI data, this research sheds light on the complex interplay between education and employment in Nepal.

Keywords: Community College Graduates, Employment Dynamics, Economic Contributions, Unemployment Challenges, Income Disparities and Higher Education Institutions

Introduction

Rupandehi, located in Lumbini Province of Nepal, encompasses an area of 1,360 km² (530 sq. mtr.) and is divided into 16 local level units. Among these, 6 are urban municipalities, 10 are rural municipalities, and Butwal is considered a sub-metropolitan municipality (Government of Nepal). The education system in Nepal has witnessed significant growth in the number of Higher Education Institutions (HEIs) over the years. However, it is important to note that there are relatively few universities in Nepal, with a large number of campuses and affiliated colleges

operating under these universities. The prominent university in Nepal is Tribhuvan University, which remains the largest university in the country and caters to approximately 76 percent of all Nepali students (University Grants Commission, 2018/19). According to the EMIS Report on HEIs (75/76 UGC), there are 17 public colleges in Rupandehi district. In Nepal, there are two types of campuses/colleges: Constituent campuses/colleges that are directly managed and financed by universities, and Affiliated campuses/colleges that offer programs leading to degrees awarded by affiliated universities, but are externally funded

and managed. Affiliated campuses/colleges can be privately owned or publicly subsidized by local communities. While community campuses charge tuition fees, they also receive grants from the University Grants Commission (UGC) (University Grants Commission.). Unfortunately, there is no official record of employment data for human resources produced by colleges in Rupandehi district. Hence, this study aims to identify and explore how the skills and knowledge acquired by educated workers are being utilized to generate sustainable income within their homeland). Nepal is currently undergoing a period of political and socio-economic transition, and the country is recovering from various national disasters. In the last fiscal year, Nepal issued approximately 3.5 million labor permits to migrant workers for travel, primarily to Malaysia and the Gulf Cooperation Council countries. However, the increase in foreign employment rates has led to social-cultural challenges and an increase in divorces, as it has negatively impacted traditional norms and values. Consequently, there has been an increase in job searches by Nepalese youngsters who aspire to work in their homeland and be close to their loved ones. Every year, colleges and universities in Nepal produce fresh and energetic human resources that play a significant role in the country's economy. Developed nations have recently begun focusing on this aspect to understand the dynamics of graduates and employment outcomes. Exploring how the output of human resources from public colleges in Rupandehi district contributes to economic activities within the country, utilizing the capital and knowledge acquired from HEIs, will provide valuable insights into the present status of educated individuals. Undoubtedly, they contribute to the gross domestic product and remain active in employment within the country. The present study intends to trace the pathways of graduates from public colleges and gather information to understand the utilization of their knowledge, experiences, and skills for achieving sustainable income both domestically and in foreign countries. Despite the increasing attention given to this topic, limited research has been conducted to comprehend the decision-making

processes behind the utilization of human resources produced by community colleges, especially in Rupandehi district. Universities and colleges in Nepal contribute to the development of human resources in various ways, including internships and placing their skilled students in organizations. Fresh graduates can be found joining the economic sector, while many others are still in search of suitable employment opportunities that align with their skills in both domestic and global labor markets.

Problem Statement

Despite the long history of Nepalese workers seeking employment both within the country and abroad, it is essential to examine and understand the placement and utilization of different skills and knowledge acquired by individuals from public colleges in the district. The status of human resources generated by public colleges in Rupandehi district, Nepal, remains largely unstudied, despite the considerable number of students graduating from these institutions each year. While Tracer Studies have been conducted by public colleges to understand the employment status of their past students, these studies have primarily focused on individual colleges and have not provided a comprehensive overview of the district as a whole. This research problem is compounded by the lack of attention to the challenges faced by recent graduates when seeking employment in the job market. These challenges are crucial to understand as they impact the transition from education to employment. Furthermore, there is an unexplored area of assessing the sectoral picture of human resource utilization in Rupandehi district. To date, there is no documented work that comprehensively addresses this aspect of human resources within the district. Few points highlighting need of the research are :

1. Lack of a comprehensive district-wide understanding of the status of human resources produced by public colleges in Rupandehi.
2. Inadequate insight into the challenges faced by recent graduates as they enter the job market.

3. A complete absence of sectorial analysis regarding the utilization of human resources in the context of Rupandehi district.

This research aims to provide a holistic and district-wide perspective on the status, employment challenges, and sectorial utilization of human resources, thereby contributing to a more informed and effective approach to address the needs and aspirations of graduates in the district.

This research aims to address the status of human resources produced by public colleges in Rupandehi district able to secure career opportunities, earn a satisfactory income, and find job satisfaction? By exploring these aspects, this study seeks to gain insight into the suitability and utilization of the human capital produced by public colleges in the district, as well as the employment outcomes and satisfaction of graduates.

Research Objective

The overall objective of this research study is to evaluate the employment status, income levels, and job satisfaction of human resources produced by public higher education institutions (HEIs) in Rupandehi district.

Literature Review

The literature provided offers insights into the state of education and employment in Nepal, with a focus on employment outcomes and challenges.

Importance of Education for Economic Growth: Kafle (2007) highlights the critical role of education in less developed countries like Nepal for sustainable economic growth. However, there is a widening gap between proposed reforms and their implementation.

Employment Rates in Technical Schools: Kafle (2007) also discusses a significant drop in the employment rates of graduates from technical schools, emphasizing the importance of a dynamic workforce development system.

Tracer Studies: The International Labour Organization (ILO) and the European Training Foundation discuss the importance of tracer studies in providing valuable information for policymakers,

educational institutions, and individuals. Tracer studies help in shaping education and training policies, curricula, and decisions regarding skill development.

Labor Migration: The Nepal Labor Market Update (2017) and the Government of Nepal (2018) point out the chronic issue of labor migration due to a lack of employment opportunities at home and political instability. Many Nepalese people seek employment opportunities abroad, especially in Gulf Cooperation Council (GCC) countries, to bridge income disparities.

Youth Unemployment: Several sources, including the Government of Nepal (2018) and the World Bank (2018), highlight the issue of youth unemployment. Nepal's labor market sees the entry of a significant number of youths each year, and creating enough jobs to accommodate them is a challenge.

Gender Disparities: The Government of Nepal (2018) emphasizes gender disparities in employment, with a higher unemployment rate among females. Education is identified as a factor that influences labor market outcomes.

Low Unemployment Rate: The Danish Trade Union Development Agency (2019) notes a low overall unemployment rate in Nepal, but attributes this to various factors, including the exclusion of a significant portion of the population from unemployment statistics and labor migration.

Part-Time Jobs for Students: A study by Byanjankar (2021) examines public college students' understanding of part-time jobs and finds that many students are familiar with them. Part-time jobs are seen as effective for students, but students prioritize their studies.

Challenges in Quality Employment: The International Labour Organization (2019) highlights the quality aspect of employment in Nepal, with a focus on the predominance of informal employment and low productivity, leading to working poor conditions. It notes the challenges of raising productivity, earnings, and working conditions, especially for the youth.

In summary, the literature reveals a complex picture of education, employment, and labor market challenges in Nepal. While there are efforts to address these issues, such as tracer studies and policy reforms, significant challenges remain, including high youth unemployment, gender disparities, and the need to improve the quality of employment for the working population. Additionally, labor migration is a significant feature of Nepal's employment landscape, with many seeking opportunities abroad due to income disparities.

Policy Review

The Employment Policy outlined in B.S. 2074 (the year 2074 in the Bikram Sambat calendar, equivalent to 2017-2018 in the Gregorian calendar) of Nepal appears to address several important aspects of employment regulation and workers' rights. Here is a review of the key provisions:

Types of Employment: The policy recognizes different types of employment, including regular employment, work-based employment, time-based employment, casual employment, and part-time employment. This recognition is essential as it reflects the diversity of work arrangements in the modern job market. It allows employers and employees to choose the type of employment that suits their needs.

Prohibition on Employment without an Employment Contract: The policy mandates that no employer may employ a person without entering into an employment contract. This provision ensures legal clarity and accountability for both parties, protecting the rights and interests of employees. The exemption for casual employment acknowledges that not all work arrangements require formal written contracts, which is practical.

Provision Relating to Probation Period: The policy permits the inclusion of a probation period of six months in the employment contract. A probation period allows employers to evaluate an employee's suitability for a particular role. However, it's important to ensure that the terms and conditions of the probation period are fair and transparent. This

provision can help both employers and employees make informed decisions.

Provisions Relating to Trainees and Apprentices:

The policy encourages the engagement of trainees and apprentices. Employers can enter into agreements with educational institutes to employ individuals as apprentices following an approved curriculum. This is a positive provision for skill development and vocational training. It recognizes that apprentices are not the same as regular labor and may have different needs and conditions.

Overall, the Employment Policy appears to provide a balanced framework for employment practices in Nepal. It recognizes the diversity of work arrangements and the importance of formal employment contracts. Additionally, it encourages skill development through apprenticeships, which can contribute to a more skilled workforce.

However, the effectiveness of the policy largely depends on its implementation and enforcement. It's crucial that both employers and employees are aware of their rights and responsibilities under this policy. Additionally, continuous review and adaptation of the policy to changing labor market dynamics are important to ensure its relevance and effectiveness in protecting the rights and interests of workers in Nepal.

Methodology

Approach and Research Process:

This research employs a mixed-method approach, combining both quantitative and qualitative methods, and involves conducting field surveys. The study is conducted systematically and with a focus on delivering high-quality results, thus serving as a crucial documentary statement supported by evidence. A scientific research process is adopted to address the research problem, ensuring coherence and logical progression. Data is presented and interpreted using analytical and descriptive techniques.

Study Design

This study utilizes a combination of qualitative and quantitative data collection and analysis

techniques. Qualitative methods aim to explore the research problem from the perspectives of the local population, while quantitative methods focus on numerical data and statistics. Both analytical and descriptive methods are employed to present and interpret data.

Method and Tool of Data Collection

Data collection involves both primary and secondary sources. Primary data is collected through field surveys conducted by appointed surveyors, employing structured and unstructured questionnaires. Additionally, observation and interviews are used to gather necessary information. The data collection tool used is the KOBO COLLECT questionnaire.

Primary Sources

Primary data is directly obtained from individuals who are graduates of public colleges, serving as respondents. Visits to organizations and institutions are made to collect relevant information.

Secondary Sources

Secondary data is gathered from national and international journals, articles, economic indices, and related sources. Additionally, data from newspapers and publications from college officials and UGC websites are used as secondary sources.

Population

The population consists of all human resources produced or graduated from public colleges within the Rupandehi district, both active and inactive. Although the exact number of resources produced is unknown, there are 17 public colleges in the district. Efforts are made to include more data from the study area, and an assumed population of about 500 Higher Education Institutions (HEIs) graduates is considered for this study.

Sample Size

Out of the identified population, 250 respondents are selected for data collection. These respondents are chosen through a designed questionnaire administered by surveyors. Only reliable

respondents are considered for the study to ensure data genuineness. The sample includes graduates who completed their higher education from public colleges in Rupandehi district by 2020.

Method of Data Analysis Tools

A combination of quantitative and qualitative methods is used to analyze the collected data. Data is stored online and in SPSS (Statistical Package for Social Science, version 25). Statistical tools are employed for data analysis, and charts, graphs, tables, and diagrams are utilized to simplify data presentation. Software such as Microsoft Excel and SPSS is extensively used for data transformation.

Research Variables

The research variables encompass age, gender, employment status, work position, experience, sector of employment, career development, earnings, employment challenges, and job satisfaction.

Survey Plan

A systematic survey plan is established to ensure the quality of data collection. The plan includes questionnaire drafting, enumerator appointment, cluster identification, questionnaire implementation, follow-ups, and field checks.

Quality Standard: Reliability, Validity, and Documentation

Reliability is ensured through the inclusion of reliable questions, providing a consistent environment for participants, and clarifying unfamiliar aspects of the questionnaire. Validity is supported through rigorous evidence collection, respondent verification, and clear, translated questionnaire forms. Extensive documentation, including video clips and photos of data collection, is maintained to ensure the legitimacy and authenticity of the research.

Pilot Testing

The study instruments are pretested with 20 randomly selected respondents to minimize ambiguities, enhance clarity, and improve internal

consistency and reliability. Questionnaire revisions are made based on feedback and language expert consultations.

Demographic Profile of Sample

The Demographic Characteristics of the Respondents as in Table

Table No. 1 below presents the frequency distribution of the respondents’ demographic profile. The data depicts the gender-wise distribution of the graduates and found that most of the graduates are female which comprises 56 percent and only 44 percent are male. This shows that the female students are more attracted towards the higher education. It also reveals the women

empowerment in education too. The largest age group is between 22 to 27 years old which represents 69.62% of the total respondents.

Education is modification of behavior among learn community and it should promote wisdom among them for their total development as total quality of people. This should be possible with continuous intervention by considering academic operation of Nepal in changing dynamics of education incorporating social learning management system. as proposed in several study such as (Mishra & Nepal (2022), Mishra & Jha (2023) Mishra (2023 a&b). all these highly influencing concept need to be for the analyses and implemented in community college as part of capacity development.

Table 1: Demographic Profile

Characteristics	Catagories	Frequency	Percent
Gender	Male	77	47.5
	Female	85	52.5
Age	22 to 27 Years	119	73.5
	28 to 32 Years	34	21
	32 to Above	09	5
Education	Graduate and Above	All	

Program-wise Enrollment

Regarding the level of education, all of the respondents were diploma passed students in different years (till 2020 A.D) from different

colleges. They were found enrolled in different programs such as BBS, B.Ed., MBS,M.Ed. and nearly 60% are found to enrolled in BBS program whereas near about30% enrollment in B.Ed. program as shown in the table no. 2 below.

Table 2: Program-wise Enrollment

SN	Programme	No. of students	Percentage
1	BBS	97	59.88
2	B.Ed	48	29.63
3	MBS	15	9.26
4	M.Ed	2	1.23

Sample Colleges

The Table below reveals the Samples that are drawn from the 13 community colleges from Rupandehi district. However, there are 17 colleges in the district and four college’s data are not able to collect (Bajpai, 2011). These college are the

strength of Rupandehi District. Government of Nepal has been supporting these colleges through different grants and facilities. Community strongly believes that the colleges are the real asset which produce intellectual capital for dynamic growth of socio-economic prosperity in the Society.

Table 3: Sample Colleges

SN	Name of Campus	Total Respondents
1	Bhairahawa Multiple Campus	12
2	Brihaspati Multiple College	10
3	Butwal Kalika Campus	9
4	Devdaha Aadarsha Multiple Campus	12
5	Haraiya Multiple Campus	11
6	Khudabagar Adarsh College	10
7	Lumbini Banijya Campus	20
8	Parroha Multiple Campus	12
9	Pashupati Multiple campus	12
10	Sahid Narayan Pokharel Ramapur Campus	13
11	Sankarnagar Multiple Campus	10
12	Siddharth Gautam Buddha	15
13	Yagyodaya Multiple Campus	16

Table 4: Employment Status

Status	Frequency	Percentage
Employed	132	78.40%
Unemployed	30	21.60%

Table 5: Nature of Employment

Status	Frequency	Percentage
As full time	112	69.1
As part time	20	12.3
Unemployed	30	18.6

Table 6: Employment Location

Value	Frequency	Percentage
Homeland	123	93
Foreign country	9	07

The table 6 depicts the number of graduates working in own country and the foreign country. The data shows that 93 percent of the graduates are working in

their own country and 7 percent of the graduates are in foreign land. This reveals that resources produced by community colleges in Rupandehi are employed in their own homeland.

Table 7: Sector-wise Status

Value	Frequency	Percentage
Education	48	36.36
Financial	45	34.04
Trade and industry	23	13.6
NGO/INGO	9	6.8
Health	4	3
Agriculture farms	5	3.7

In above table, it is shown that 36.36 percent of the graduates are employed in education sector, nearly 34 percent of them are employed in financial sector, 13.6 percent of them are in trade sector, 7.5 percent of them are engaged in industrial sector, 3 percent

of them are in health sector, 3.7 percent of them i.e. 5 graduate out of 132 engaged in agricultural farms, and 6.8 percent of them are found engaged in NGO/INGO.

Table 8: Types of Employer Organization

Types of Employer Organization Types	Frequency	Percentage
Government	44	33.33
Co-operative	14	10.61
Private company	59	44.7
Social Welfare	7	5.30
Other	7	6.06

It indicates the types of organizations the graduates are employed to. About 45percent of the graduates are engaged in private company, 33percent of them are in government sector, and nearly11percent of them are in co-operative sector, 5percent of them

are in social welfare organization and 6percent are engaged in other companies. From the above data we can see that most of the graduates are working in the private companies.

Table 9: Program-wise Employment

Program	No. of students	Employment	Unemployment	Emp. %
BBS	97	78	19	80.41
B.Ed	48	38	10	79.17
MBS	15	14	1	93.33
M.Ed	2	2	0	100.00
Total	162	132	30	

As shown in the Table No. 9 and Table No. 5, it is found that graduates from M.Ed. are in full employment, 93% students are employed from graduation of MBS program, BBS graduates have employed more than 80% and B.Ed. graduates

have 79% employed out of the total graduates. It is found that master level graduates have higher employment rate equating to bachelor level graduates.

Table 10: Position-wise Employment

Level	Frequency	Percentage
Senior level	20	15.15
Middle level	75	56.82
Lower level	37	28.03

It included above reveals the level of employment of the graduates working in the organizations. It shows that majority of the employed graduates, i.e. 56.82 percent works as middle level and 28.03 of them are in lower level position and only 15.15

percent of them are in senior level position. The figure reveals that there exists a smaller number of graduates working in the top-level positions of the organizations.

Table 11: Current Sob and Satisfaction

Satisfaction Level	Frequency	Percentage
Highly satisfied	5	3.79
Satisfied	76	57.58
Neutral	43	32.58
Dissatisfied	4	3.03
Highly dissatisfied	4	3.03

The level of satisfaction of the graduates. Nearly 57percent of them are satisfied with their job, 33 percent are in neutral, 3 percent of them are dissatisfied with their job, 3 percent of them are highly

dissatisfied and only 3.79 percent of the graduates are highly satisfied with the job they are doing.

Table 12: Earning Status in the Current Employment

Salary Scale	Frequency	Percentage
15 to 25K	57	43.18
26 to 35K	42	31.82
36 to 45K	16	12.12
46 to 55 K	5	3.78
Above 55 K	12	9.09

The table 12 shows the earning of the graduates. Nearly 43.18 percent of them earns only 15 to 25k, similarly 31.82percent earns 26 to 35k per month and 12.12 percent of them earns 36 to 45k. Only3.78percent of

them earn 46k to 55k and 9.09percent of them earn above 55k per month. The above table shows that most of the graduates are earning less than 25k.

Table 13: Career Development and Opportunities

Response	Frequency	Percentage
Very much	18	13.64
Much	52	39.39
A little	45	34.09
Very little	8	6.06
Not at all	6	4.55
No Response	3	2.27

We can see the percent of career development programs and opportunities that are provided in the organizations where the graduates work. Among them 13.64 percent claims that they are getting very much progress and opportunities which helped them in career development, 39.39 percent claims that they are

getting much career development and opportunities in their organizations. 34.09 percent claims that they are getting little, 6.06percent claims that they are getting very little opportunities and 4.55 percent claims not to have any career development and opportunities in the current job.

Table 14: Education and Job Match

Job Match	Frequency	Percentage
Exactly matched	58	43.94
Match To some extend	64	48.48
Do not match at all	10	7.58

It shows how much of their level of degree and the job match. 43.94% percent of the graduates claims that their degree and the job exactly matched.48.48percent of the graduates claims that it matches to some extent.However,7.58 percent claim that it does not match at all.

One of the respondent who had completed his/her diploma B.ed was interviewed over telephone and he was employed as an accountant in a private organization and found her/him feeling of repentance of not joining accountant base course.

Table 15: Contribution of the Program and Professional Growth.

Job Match	Frequency	Percentage
Very highly contributed	17	10.49
Highly contributed	61	37.65
Fairly contributed	23	14.2
Neither poor nor High	23	14.2
Poorly contributed	8	4.94

Table 15 shows that percent 10.49% of the graduates are found to have very highly contributed to the personal and professional growth. 37.65% found highly contributed.14.2 percent of the graduates are found fairly contributed by the program offered by community colleges in the professional growth

of the graduates.14.2 percent of the graduates remarked “neither poor nor high”whereas, 4.94percent are found to have poor contribution in their professional growth by the program offered by the public colleges.

Table 16: Program Relevancy in term of Professional Skill

Program Relevancy	Frequency	Percentage
Highly relevant	18	11.39
Relevant	67	42.41
Average	49	31.01
Not much	20	12.66
Irrelevant	4	2.53

Table 16 it shows the relevance of the programs offered by community colleges in terms of professional skills and employability.11.39% claims that it is highly relevant, 42.41% graduates agreed that it is relevant, 31.01% claims average, 12.66% claims that it is not much relevant and 2.53% claims that it is irrelevant and 2.47% student does not response

The association among contribution of program and professional growth, program relevancy and job satisfaction are found highly significant as the matric correlation is determined as 0.889, 0.966, -0.68 and 0.946.

Problems Encountered During Transition period

The transition period for new graduates can be described as gradual and complex process involving a complete transformation particularly in the first year after graduation. This transition can be described as a period of stress.

The transition from graduate student to professional is recognized as a period of great stress for the new graduate. New graduates enter a relatively new and often challenging environment. They have to adjust from being fresher to practicing independently as qualified professionals. This change in status from a student to a professional is marked by changes

in both roles and expectations, which requires that the theoretical knowledge acquired in school be transferred to the practice context. The study highlighted that participants were overwhelmed with feelings of anxiety due to uncertainty about their job, organization and earning.

When asked as what problems they encountered during the transition period and most of the respondents are found facing problems such as job placement, experience and lack of soft skills. Graduates entering into the education sectors specifically private schools are found to have problems associated with payment of salary. High work pressure, working environment and work system know how are also the problems faced by newly produced human resources as found from this study.

Table 17: Further Study

Program Relevancy	Frequency	Percentage
Yes	81	58
No	59	42
Do not match at all	10	7.58

The table 17 shows the percent of the graduates who are pursuing further studies. 58%percent of them claims that they are pursuing further studies and 42% are not pursuing higher study.

Conclusion

Community college programs were found to be relevant in terms of professional skills and employability. Resources produced by community colleges were utilized in various sectors and organizations. Programs offered by community colleges were considered relevant in terms of employment, earnings, job satisfaction, and alignment with job roles. The study detected job-related challenges during transition periods, such as unemployment and a lack of skills among fresh human resources. The draft report was presented and further discussions were held with dignitaries to incorporate their views. This study, titled "Status of Human Resources Produced by Community Colleges in Rupandehi District," represents a significant milestone as it is the first survey-based study of its kind conducted during the year 2078/79

One of the respondents who was selected and placed in Nepal bank limited was interviewed about his experience in the first day of his work. He was directly incorporated and assigned with his responsibility just after introduction with coworkers which made him unfamiliar environment and overwhelmed with feelings of anxiety about the job and organization and earning.

Another respondent shared his/her experience that just the formal introduction was made in the first day and right after he/she was given the assignment without socialization. The problems that are faced by the gradates during the transition period are significantly impacting the socio-economic development of Nepal. The government vision of creating happy Nepali and Prosperous Nepal would be possible through dynamic academic operation in digital society 5.0 (Mishra, 2023; Mishra & Nepal, 2022).

based on public colleges in Rupandehi district. It aimed to assess the status of the human resources produced in terms of employment, professional growth, and job match. The research encompassed data collected from 162 respondents across 11 public colleges as samples. Both qualitative and quantitative methods were employed to analyze the data, and a typical 5-level Likert rating scale was used to gauge the degree of satisfaction and dissatisfaction.

Recommendations

Based on the findings of this study, several recommendations are made to address the identified challenges and further enhance the effectiveness of community college programs:

- Skill-Based Training:** In addition to existing programs, public colleges should offer skill-based training to students to better align them with the current job market requirements.
- Promotion of Self-Employment Skills:** Encourage and promote self-employment

skills to reduce the number of job seekers and foster entrepreneurship.

3. **Compulsory Internships:** Make it mandatory for students to complete internships before obtaining their final certification. This will provide them with practical experience and bridge the gap between college learning and real-world work.
4. **Earning and Learning:** Explore the concept of earning and learning simultaneously. Colleges and the state should assess the feasibility of this approach to effectively utilize resources that would otherwise remain idle during the four-year course.
5. **Socialization within Organizations:** Fresh and energetic resources should be properly integrated into organizations to reduce initial work phobia and avoid high work pressure. A supportive working environment and thorough training in work systems are essential to facilitate smoother transitions for new employees.

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