

A TRACER STUDY REPORT ON

GRADUATES OF

DIPLOMA IN CIVIL ENGINEERING &  
DIPLOMA IN AGRICULTURE (PLANT SCIENCE)



[www.spi.edu.np/tracerstudy](http://www.spi.edu.np/tracerstudy)

Council for Technical Education and Vocational Training

**Sumnima Polytechnic Institute**

Bhojpur-6, Deurali, Bhojpur, Nepal

## Acknowledgement

We extend our heartfelt gratitude to the esteemed Sumnima Polytechnic Institute (SPI) for affording us the invaluable opportunity to undertake and execute this comprehensive tracer study. Our journey through this project has been greatly enriched by the support and encouragement we received from SPI, and we recognize the pivotal role it has played in shaping the course of our research.

At the forefront, we extend our deepest appreciation to **Mr. Rajiv Kumar Thakur**, the Principal of SPI. His unwavering belief in our capabilities, demonstrated through his unwavering support, academic guidance, and insightful suggestions, has been instrumental in the realization of this tracer study. We also hold in high regard his discerning decision to entrust us with the responsibility of conducting this study, a gesture that has truly motivated us.

Our sincere gratitude extends to every member of the SPI staff, whose contributions, both direct and indirect, have undoubtedly contributed to the execution of our endeavors. The collaborative spirit that permeates the institution has been a source of inspiration for our team.

A special note of appreciation is reserved for our graduates, parents, and all the respondents who wholeheartedly participated in this research. Their invaluable insights, experiences, and perspectives have illuminated the various facets of our study, infusing it with real-world significance and depth. Without their active involvement, this research would have remained incomplete.

We also humbly acknowledge the constructive criticism that has come our way, recognizing it as an essential element in refining our work and shaping its outcome. Every comment and suggestion has been thoughtfully considered, and we are committed to embracing continuous improvement.

The Tracer Study Team of 2023 has thrived through collective effort and dedication. We would like to express our individual gratitude to each member:

- **Er. Kaushal Basnet**
- **Mr. Pramod Rai**
- **Er. Niraj Adhikari**
- **Mr. Roshan Meche**
- **Miss. Pratima Rai**

As we reflect on this journey, we are reminded of the synergistic power of collaboration and the transformative potential of research. We are indebted to SPI, **Mr. Rajiv Kumar Thakur**, the institution's staff, our participants, and all those who have supported us along the way. This tracer study stands as a testament to the shared pursuit of knowledge and the collective endeavor to make meaningful contributions to the academic and professional landscape.

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## Executive Summary

Sumnima Polytechnic Institute is committed to generating trained human resources for an agricultural and developing nation like Nepal as one of the leading polytechnic institutions within the Council for Technical and Vocational Training (CTEVT) network. This tracer study was undertaken to assess graduates' career prospects and offer suggestions for raising the institute's assistance standards. This tracer study specifically focuses on the seven trainee batches that finished the three-year diploma programs in civil engineering and agriculture (plant science) between 2014 and 2019. The study's goals are to: a) assess graduates' career prospects after completing a diploma program; and b) ascertain graduate satisfaction and feedback for the diploma program at Sumnima Polytechnic Institute.

This study primarily employs a quantitative methodology employing surveys to gather information on graduates. Through the collection of information such as monthly income and employment, the survey focused on instructing feedback and outcomes after students had finished their academic pursuits. Of the entire population of 478 grads, a total of 160 graduates were traced. Additionally, interviews were conducted with a sample of employers across Bhojpur. As an additional data source, records from the past about graduates were consulted. Utilizing descriptive statistical methods, data was examined.

Results show that 42% of diploma course graduates are already employed, while additional 9.3% are self-employed and run their own businesses. 34.6% of graduates who are employed have jobs in their fields of study. Graduates are anticipated to make between 10,000 to 40,000 NPR per month with average of 24,286 NPR at entry-level jobs both in the nation and abroad.

Overall, alumni were pleased with their education at our institute, but they were only partially satisfied with their practical assignments and the course's minimal exposure to actual field-based learning. 13.3% of alumni from Sumnima Polytechnic Institute say they are really satisfied with their current job and the education they received there, indicating that the institute's job support and counselling services are satisfactory. On the contrary, they highlighted the value of acquiring soft skills throughout the course, particularly communication, English language, and fundamental computer skills.

## 1. Background and Scope of Study

### 1.1 Civil Engineering in Nepal

Civil engineering is a crucial and rapidly expanding industry in Nepal. With its diverse topography and the need for infrastructure development, civil engineering plays a vital role in the country's progress. According to data from the Nepal Engineering Council, there are approximately 10,000 registered civil engineers in Nepal, highlighting the significance of the profession. The scope of civil engineering in Nepal encompasses various areas such as infrastructure development, urban planning, water resources management, and disaster risk reduction. Civil engineers are involved in the construction of roads, bridges, airports, dams, and buildings, contributing to improved connectivity and economic growth. They also play a crucial role in designing efficient transportation systems, waste management strategies, and sustainable urban infrastructure, enhancing the liveability of cities. Additionally, civil engineers contribute to the development of hydropower projects, irrigation systems, and water supply networks to meet the country's energy and water resource needs. Given Nepal's susceptibility to natural disasters, civil engineers are actively involved in designing earthquake-resistant structures, slope stabilization measures, and flood control systems to ensure the safety and resilience of infrastructure. The field of civil engineering in Nepal is pivotal in shaping the nation's development and providing sustainable solutions to its unique challenges.

### 1.2 Agriculture industry in Nepal

Agriculture is the backbone of Nepal's economy, employing a significant portion of the population and contributing to the country's food security and economic growth. According to data from the Ministry of Agriculture and Livestock Development (June 2023), agriculture accounts for approximately 27% of Nepal's GDP and employs around 65% of the population. The scope of agriculture in Nepal is extensive, covering various subsectors such as crop cultivation, livestock rearing, horticulture, and agro-forestry. Major crops grown in Nepal include rice, wheat, maize, millet, barley, and vegetables. The country is also known for its production of tea, coffee, spices, and medicinal herbs. However, the agricultural sector in Nepal faces challenges such as limited access to modern technologies, fragmented landholdings, and vulnerability to climate change. Efforts are being made to enhance productivity, promote sustainable farming practices, and improve agricultural infrastructure. The government of Nepal has implemented policies and programs to support farmers, increase agricultural productivity, and enhance rural livelihoods. The development of the agriculture sector is crucial for ensuring food security, poverty reduction, and overall economic development in Nepal. With its vast potential and commitment to agricultural advancement, Nepal aims to transform its agricultural sector into a more productive and sustainable industry in the years to come.

### 1.3 Sumnima Polytechnic Institute Introduction

Sumnima Polytechnic Institute (SPI), a constituent organization of the Council for Technical Education and Vocational Training (CTEVT), was established in 2012 with an emphasis on offering diploma and short-term vocational courses in Nepal. SPI is regarded as a government institute and is governed by the Ministry of Education of Nepal.

Sumnima Polytechnic Institute offers both academic and vocational programs in the fields of engineering and agriculture. A 3-year diploma in civil engineering and agriculture (plant science) was launched by SPI in 2012, and an additional faculty of a diploma in agriculture (animal science) was introduced in 2022. The institute provides three-month courses in a variety of industries as part of its vocational training programs. Graduates of these programs either go on to work in the construction and agriculture industries or continue their studies in their respective professions at the bachelor's level.

In order to help its target populations of women, students from low-income, marginalized, or rural families, students from challenged castes, in general, Sumnima Polytechnic Institute focuses on offering skills training. To achieve this goal, the institute occasionally offers free short-term training to the general public on subjects including carpentry, plumbing, masonry, electrician, tailoring, beauticians, off-season vegetables, mushroom cultivation, etc. To address the underprivileged people living outside of Bhojpur municipality, the institute also offers regional training in a number of towns and villages. The institute is organized in lovely, roomy structures that are expected to include academic buildings, computer labs, lecture halls, libraries, laboratories, conference rooms, workshops, practical fields, playgrounds, hostels, and many other amenities.

#### 1.4 Objectives of Tracer Study

This tracer study's objectives are to:

- i. To assess graduates' employment status after completing diploma courses.
- ii. To analyze the satisfaction and feedback of graduates on the three-year diploma programs offered by Sumnima Polytechnic Institute.
- iii. To evaluate the current employment status the graduates.

## 2. Approach and Methodology

This tracer study used a quantitative methodology with surveys, supplemented with qualitative material from informative interviews. As a result, information was gathered from a variety of sources, including a graduation questionnaire, phone calls, social media, and in-person interviews. The study was performed in five stages: (1) researching prior studies and literature on the topic, (2) designing the survey and developing survey instruments, (3) gathering data, (4) managing and analyzing the data, and (5) writing the report.

### 2.1 Graduates Survey

The survey's design was created to record significant information while also offering graduates a chance to share their own opinions. The design of the survey was influenced by prior studies conducted by CTEVT and other institutions. The following seven sections made up the survey:

- I. **General respondent information:** graduate name, gender, contact number, address, ethnic group.
- II. **Program information:** name of program, enrolment year, graduate year, how did they hear about the program, motivation to enroll, current employment status.
- III. **Employment status:** general information about the organization they are involved, graduate's opinion of diploma course relevancy, monthly income, their satisfaction, facilities, and strength of market linkage. Additional questions were included to explore the circumstances of students that are self-employed, unemployed, or currently studying.
- IV. **Further study plan:** general information of pursuing higher technical education, their enrolled institute, course name, duration, level.
- V. **Volunteering status:** general information on volunteering work they are doing (if any), employer satisfaction, future plan, etc.
- VI. **Unemployed status:** current plan, cause of unemployment.
- VII. **Quality and relevance of technical education:** socio-economic impact, suggestions for improving the quality, satisfaction of overall quality, market needs, improving part of technical education, etc. open-ended questions that gave graduates an opportunity to express opinions otherwise not captured in the survey.

The survey utilizes about ten to fifteen minutes to complete and includes open-ended, Likert Scale, and binary yes/no items. The survey was initially created in English before being translated into Nepali. The survey was created in a number of formats, including an online form using google forms and a paper form.

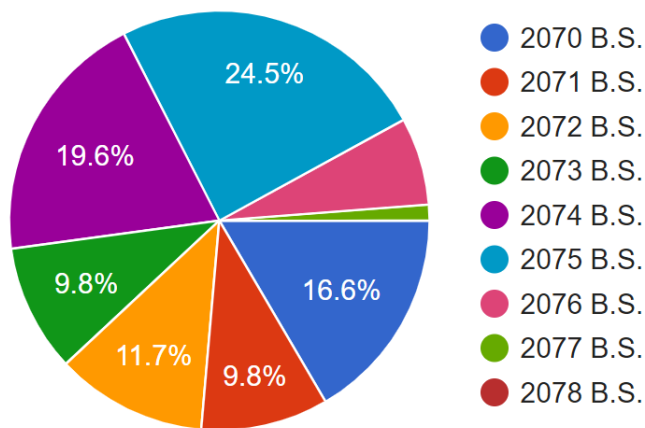
### 2.2 Data Collection

The initial goal of the survey team was to locate every graduate in the target population. Each batch of pupils had to be traced by teams of 1-2 staff members. Students were initially located by calling their recorded phone number on file. Further attempts at contact were made via facebook and whatsapp messaging for individuals who could not be reached by phone. Graduates who had been tracked down were also asked for their peers' most recent contact details and, if available, employment information.

For reached students, either the survey was administered online, over the phone or a meeting in person was arranged, depending on the availability and location of the graduate and survey administrators. If the survey was administered online, the link to the online form was sent to the

graduate who completed it by themselves. If the survey was administered over the phone, the staff member filled out the relevant paper-based form for the graduate by asking questions over the phone. If the graduate was visited at their workplace, the graduate was asked to complete the survey by themselves.

In total, the team managed to trace 160 graduates fully; this represents a response rate of 33.47%. The team also managed to obtain partial employment information on 66 graduates, representing 41.25% of the reached target population. Lastly, registration and graduation records on the graduates were obtained to verify the data collected from surveys and add to analysis. See below for the completion rate by graduates' group.



**Chart 1: Survey Completion Batch wise**

### 2.3 Data Management and Analysis

Data from the paper-based surveys were manually inputted into Excel and combined with survey responses online to create the dataset for analysis. To ensure accuracy in data input, the entire dataset was checked and verified with the paper-based surveys after an initial round of inputting.

Analysis of employer and graduate survey data was completed in Excel. This data was first formatted and cleaned for logic inconsistencies and illogical outliers. Missing data was left as its own category and not approximated or estimated from other values. The dataset was also cross-referenced with registration and graduation records on the students obtained from the institute. For analysis, simple summary statistics and statistical tests were calculated in Excel. Additional cuts of the data based on demographic characteristics such as caste, gender, and family background were checked, however results based on cuts were limited due to small sample size.

Results from analysis were complimented with information collected from qualitative interviews. Data from informational interviews were typed up and analyzed in Excel and Word, both individually and within categories for trends in content. Visualizations for the report were created in PowerPoint.

### 3.Data Analysis

#### 3.1 Socio-economic Background of Graduates

**Demographics:** The age of graduates today ranges from 17 years old to 40 years old, with the average being 26 years. 55.8% of respondents were between the ages of 19 – 21. Taking into account the year that they graduated, the average age for beginning diploma course was 16 years. In terms of caste, 60.1% of traced graduates self-reported as being from Janajati or Adivasi castes, and an additional 30.7% from Brahmin and Chhetri castes. Dalit graduates make up 3% of the traced sample. With Dalit, Janajati and Adivasi castes making up 93.8% of graduates, it seems that Sumnima Polytechnic Institute has been targeting marginalized castes with some success.

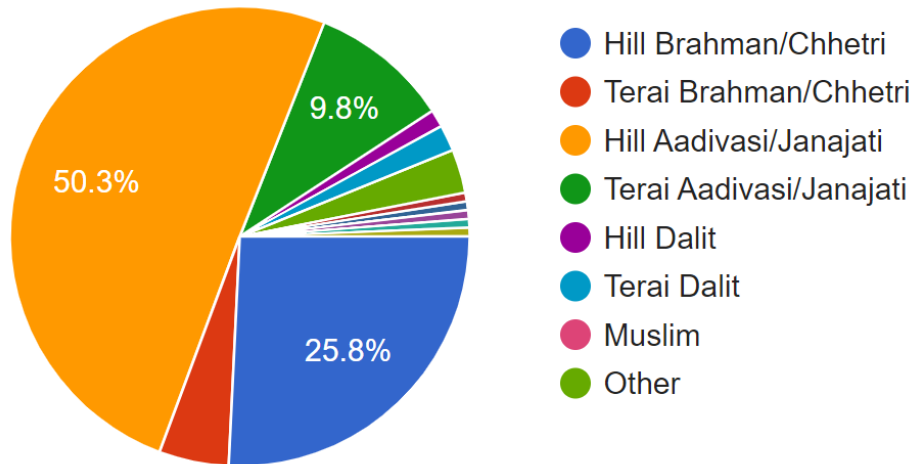


Chart 2: Respondents by Caste

**Gender:** In the traced sample of 160 graduates, 101 (63.2%) graduates are male, and 59 (36.8%) graduates are female, so representation by gender is about equal in the total population studied in the institution. The dataset clearly shows good response in the tracer study involvement of both males and females. The reason behind low females' response can be the low admission rates in civil engineering sector.

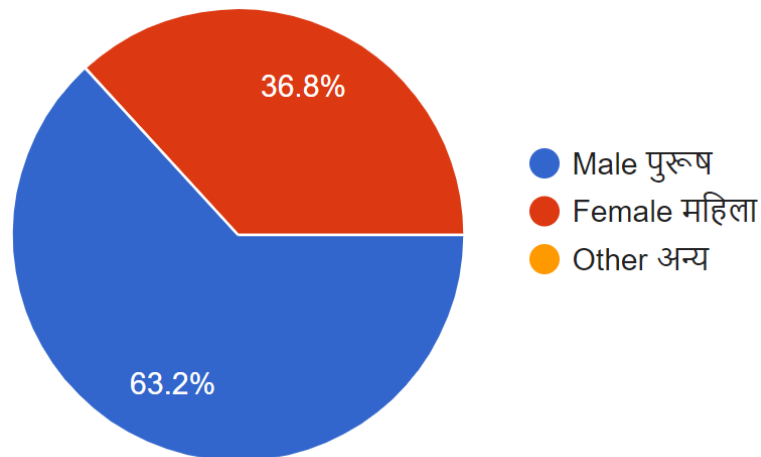
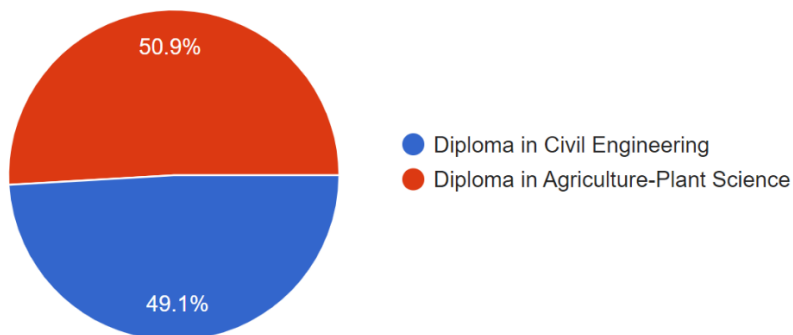


Chart 3: Respondents by Gender

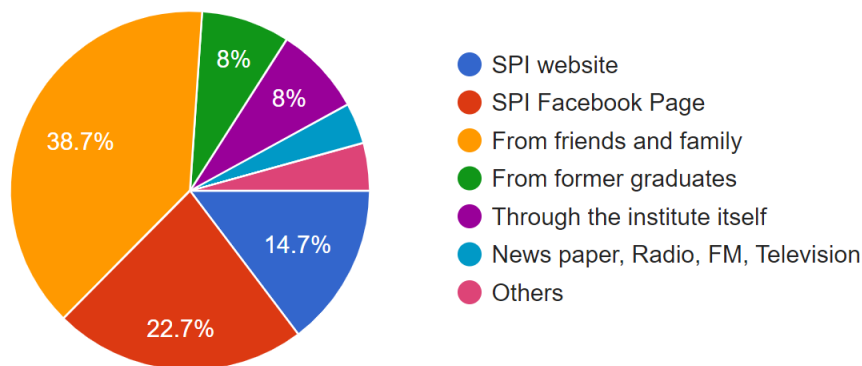
**Program Information:** The response of traced graduates shows that 50.9% studied Diploma in Agriculture – Plant Science and 49.1% studies Diploma in Civil Engineering. The data is however contradictory with the number of graduates in civil engineering being high in institute record.



**Chart 4: Respondents by Program Information**

### 3.2 Situation Before Joining the Program

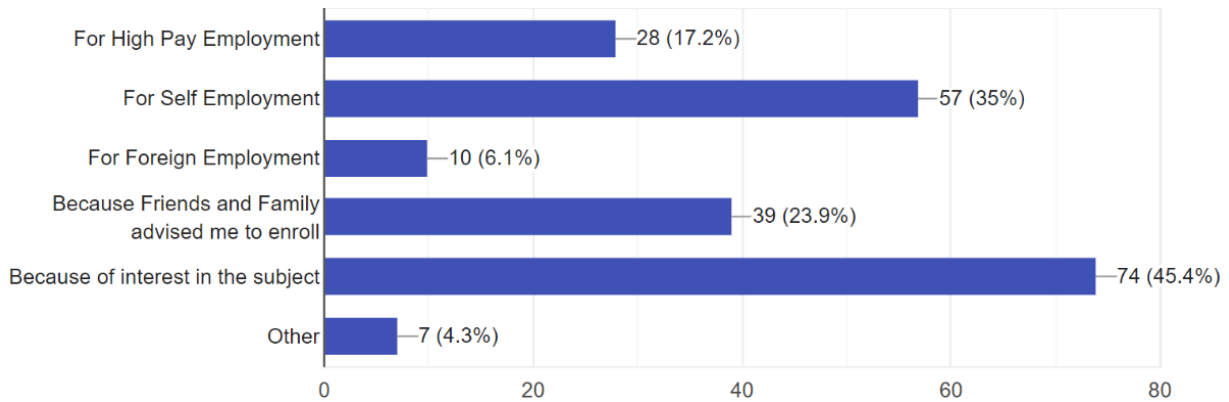
**First knowledge of program:** When asked about their situation joining the program, 38.7% of traced graduates said that they heard the program from friends and family, 22.7% from SPI facebook page, and the remaining 38.6% other various sectors and medias. Other sectors include SPI website, former graduates, through the institute itself, newspaper, radio, FM, etc.



**Chart 5: Respondents by first knowledge of program**

Although advertising through newspapers and radio plays a small role in informing the public of diploma programs, the majority of information regarding program is transferred through word of mouth. This creates a challenge when reaching hard-to-reach disadvantaged populations such as those in more rural areas, or those without access to networks with information. Several graduates noted that advertising methods could be improved, including one graduate who said: “I knew about this training from a friend but many of my friends don't know about the opportunity. Better for everyone to know about the opportunity.” This is also an issue noted in CTEVT’s 2018 tracer study, and is explored further in the Issues and Challenges section.

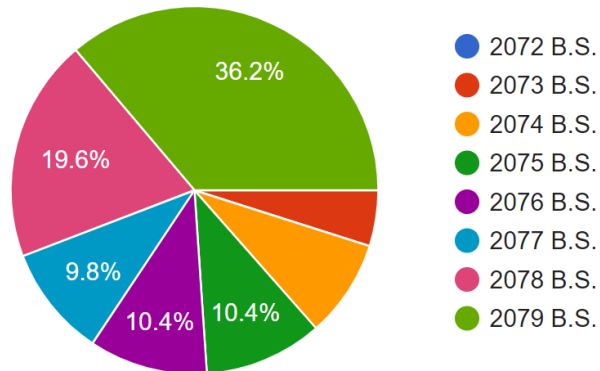
**Motivation to enroll in the program:** When asked about their motivation to enroll in the program in our institution, it is found that 45.4% responded because of interest in the subject. 35% being motivated for self employment, 23.9% because of friends and family advised them to enroll and 6.1% being least with motivation for foreign employment.



**Chart 6: Respondents by motivation to enroll in the program**

### 3.3 Technical Education

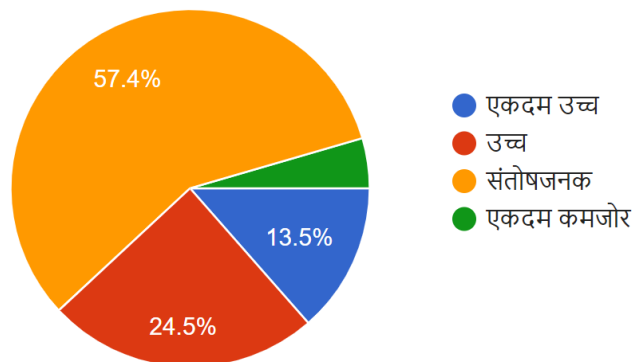
**Graduation:** In the total traced sample, 36.2% graduated the program from 2079 B.S., 19.6% from 2078 B.S and similarly others as shown in the chart below.



**Chart 6: Respondents by graduation year**

For diploma program, WEP is most required by the curriculum, but it is only in practice in Agriculture program. However, minor and major projects are included in the civil engineering program.

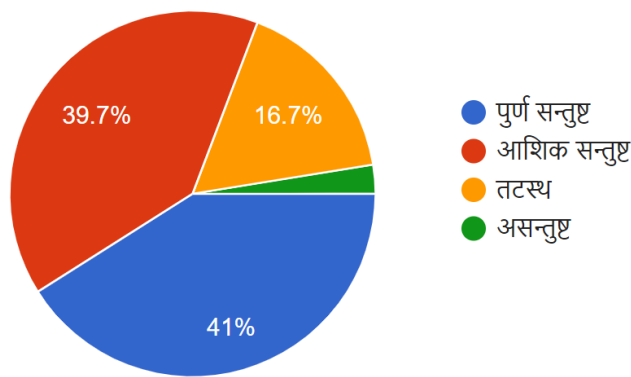
**Program Quality:** As for programs quality, more than half agreed that the technical education that the institute is providing is just satisfactory with 57.4%. While 24.5% ranks second with the claim that it has good quality assurance in technical field and 13.5% being high satisfaction. 4.5% of the study showed they are not satisfied.



**Chart 7: Respondents by program quality**

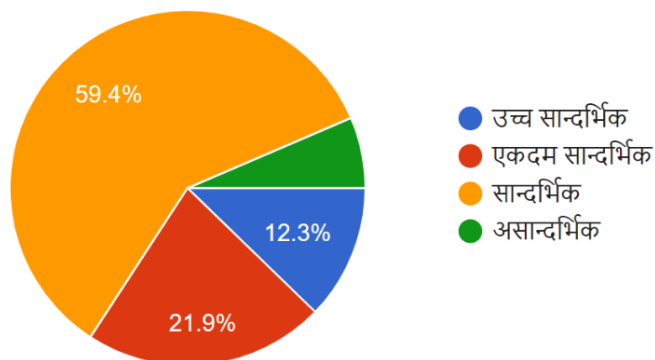
**Program satisfaction:** As for program satisfaction, 16.7% of the graduates reported the diploma program to be neutral. A majority of graduates being satisfied with the curriculum with 41% and 39.7% being partly satisfied with it. While 2.6% being in minority, they were unsatisfied with the curriculum they studied.

The chart below summarizes graduates’ opinion of the diploma course they received in the categories of curriculum, market linkage, and institute facilities. Overall, traced graduates were satisfied with the course they received. From their perspective, they gained the knowledge and practical knowledge to work in their respective field. They were also satisfied with their instructors, the facilities, materials, and equipment and tools in labs that they used during their course. There is some disagreement regarding the soft skills gained during the diploma program. Supporting this, employers also expressed that more concentration should be placed on communication skills, especially communication in English. This is explored further in Issues and Challenges.



**Chart 8: Respondents by program satisfaction**

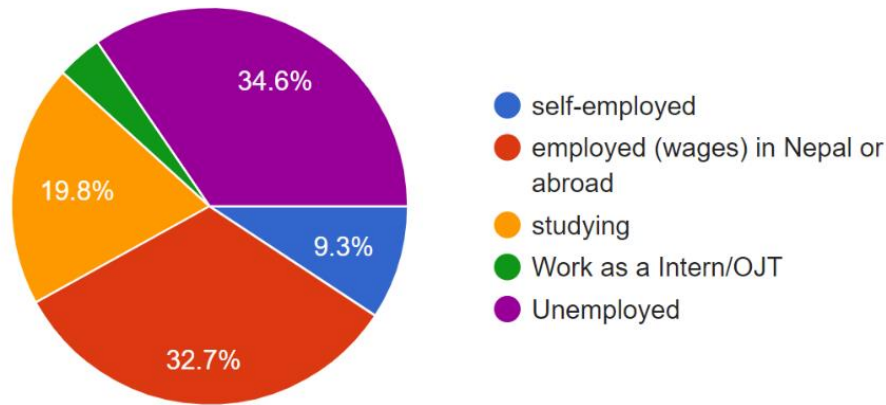
However, graduates were only partly satisfied with the opportunities provided to gain Work Experience Program (WEP) experience and practical experience. 6.5% of traced graduates disagreed or strongly disagreed that there were “sufficient opportunities to gain practical and/or WEP experience”. They also were dissatisfied with the amount of market and exposure visits that they completed while completing their diploma course experience. 59.4% with majority were said that there were sufficient opportunities to learn about market through exposure and industry visits. 12.3% said the curriculum being highly contextual to the market needs. According to the current curriculum provided by CTEVT, neither an industrial visit nor WEP are mandatory to be provided in diploma courses. Market linkages as an issue is further explored in the Issues and Challenges section.



**Chart 9: Respondents by program curriculum and human resources linkage with market**

### 3.4 Current Situation

Of the 160 graduates that data was collected on, 32.7% are either employed in Nepal or abroad, 34.6 are unemployed, 9.3% are self-employed, and 19.8% are studying. Combining both employed and self-employed graduates, the total portion of traced graduates making an income is 42% (n = 68).

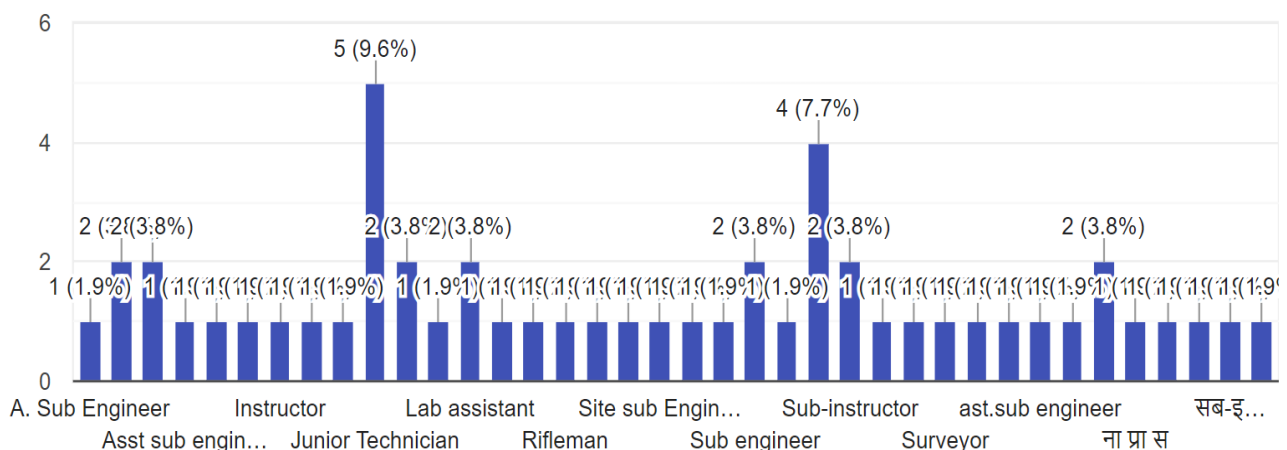


**Chart 10: Respondents by current employment status**

Regarding their location, none of the graduates have left Nepal for abroad job or further studies according to tracer study surface.

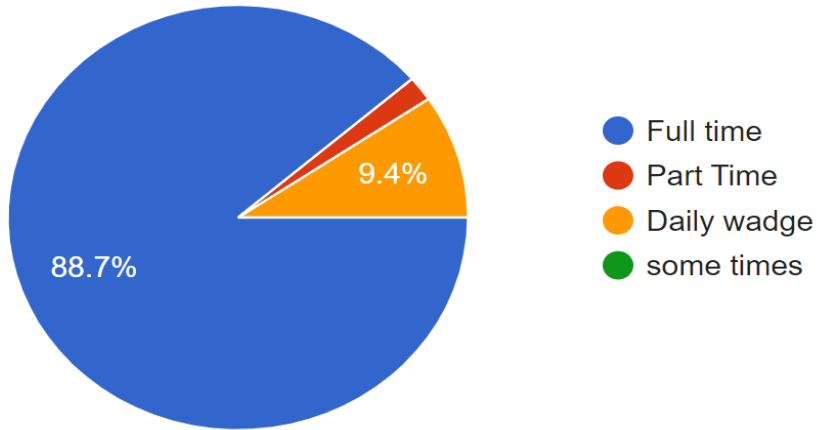
### 3.5 Employed Graduates

**Job relevancy:** Of the 52 employed graduates who responded in employment survey, 9.6% are working as junior technicians. 7.7% of the respondents are working in sub-engineer post. Other various fields they are working on are assistant instructor, assistant sub-engineer, civil supervisor, instructor, junior technical assistant, lab assistant, rifle man, site engineer, site sub-engineer, surveyor, trainer, field technician, etc. For those that pursued jobs not related to their field, their reasons included low wages, lack of opportunity, and personal interest and skillset.



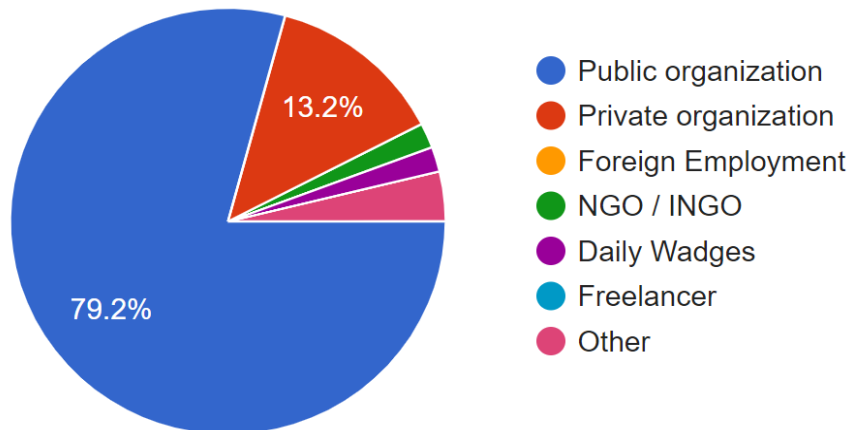
**Chart 10: Respondents by their designation**

**Job engagement:** Majority of the graduates are working on full time basis with 88.7% (n = 47) out of 53 respondents. 9.4% being paid on daily wages and very few are working on part time basis.



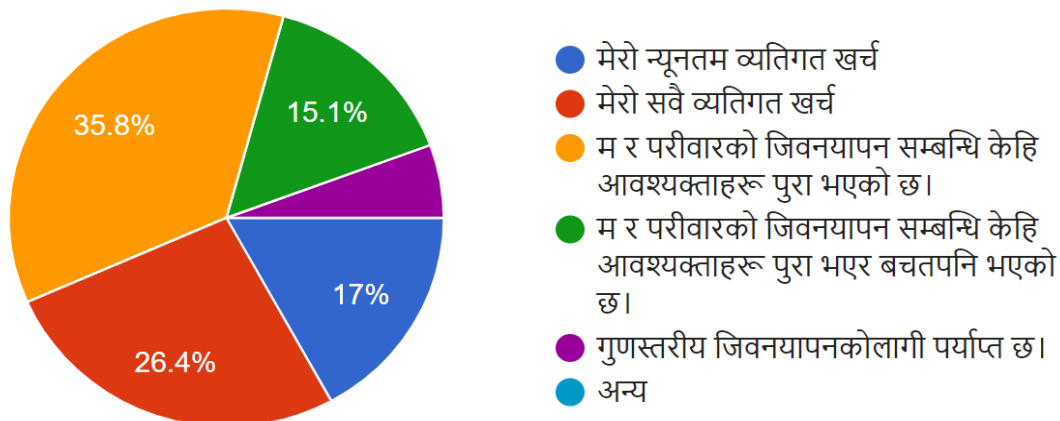
**Chart 11: Respondents by their job engagement**

**Job nature:** Out of the 53 respondents, 79.2% (n=42) are currently working in public sectors while 13.2% (n = 7) being private employees. Other working in daily wages and in NGOs/INGOs. None of them are found to be freelancer.



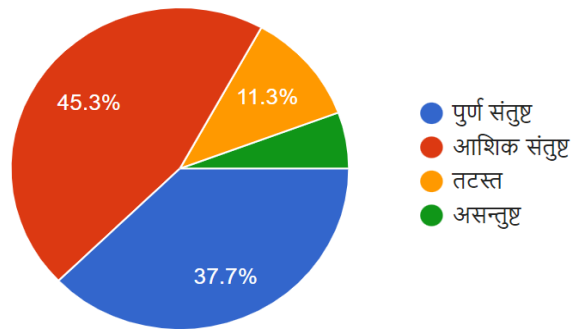
**Chart 12: Respondents by their employment type**

**Job satisfaction:** Overall, most graduates expressed that they were satisfied with their employment situation, with the most of 35.8% said they were able to fulfill the some needs of their family as well. While 26.4% being in second, it was found that they were only able to full their personal needs. The minimal of 5.7% respondents stated their salary was enough to live quality life.



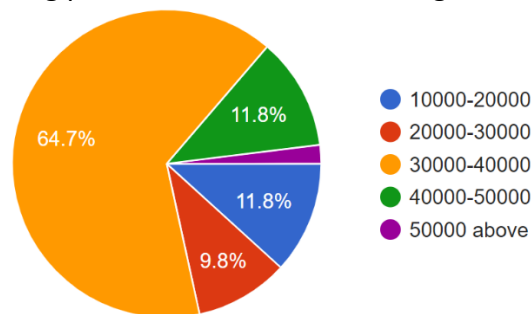
**Chart 13: Respondents by job satisfaction fulfillment**

45.3% of the 53 respondents, they stated that they were only partially satisfied with their current job. While 37.7% responded that they are fully satisfied with their current employment status. 5.7% said they are not quite satisfied with their present job.



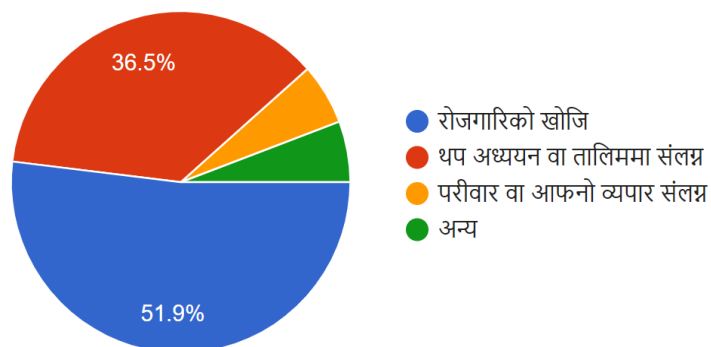
**Chart 14: Respondents by job satisfaction level**

**Income of employed graduates:** Graduates are anticipated to make between 10,000 to 40,000 NPR per month with average of 24,286 NPR at entry-level jobs both in the nation and abroad. This is higher than the National Labour Survey which calculated average income for sales and service workers across Nepal at 14,125 NPR per month in 2018. 64.7% responded that they are paid around 30,000 to 40,000 NPR per month, which shows a good indication that they are paid handsome amount in their entry level. 11.8% being paid 45,000 on an average per month while the same number of graduates being paid below 20,000 NPR being the least in wages paid.



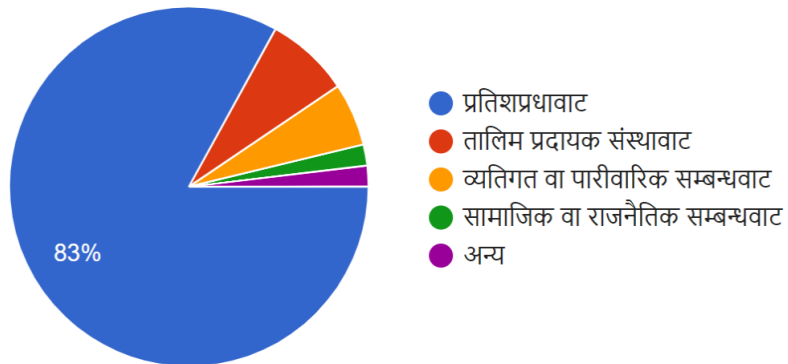
**Chart 15: Respondents by income**

**After graduation:** Graduates were asked how did they spend time after getting technical education and before getting a job. 51.9% of the responded that they were in search of the job while 36.5% said they were involved in further studies or in trainings. Minority of them stated they were involved in family or personal business.



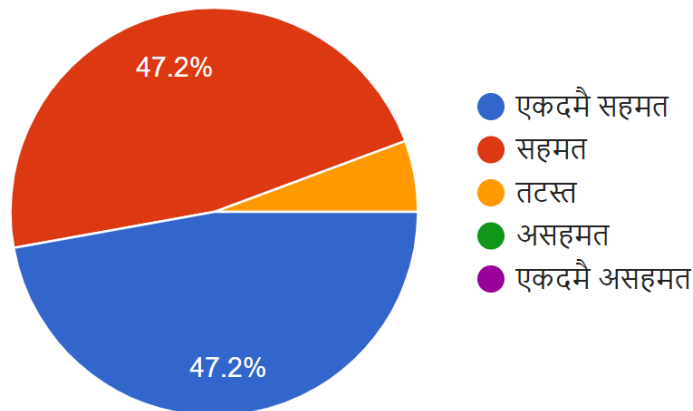
**Chart 16: Respondents by after graduation**

**Job source:** 83% of graduates reported that they found jobs after training from their own personal initiative through competition. The next most common method of obtaining a job was through training providers, friends and family and social/political relation.



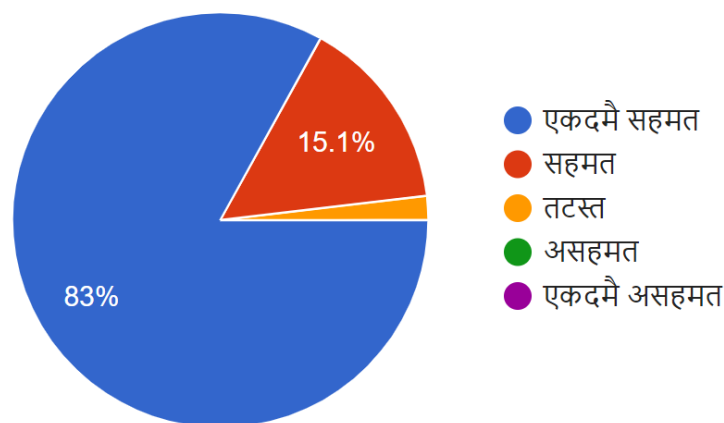
**Chart 17: Respondents by job source**

**Employers' satisfaction:** The major of respondents with 47.2% believed that their employers were completely and partly satisfied with their performance and efficiency in their field. Out of 53 respondents, none of them believed that their employers were dissatisfied with their working ability.



**Chart 18: Respondents by employers' satisfaction**

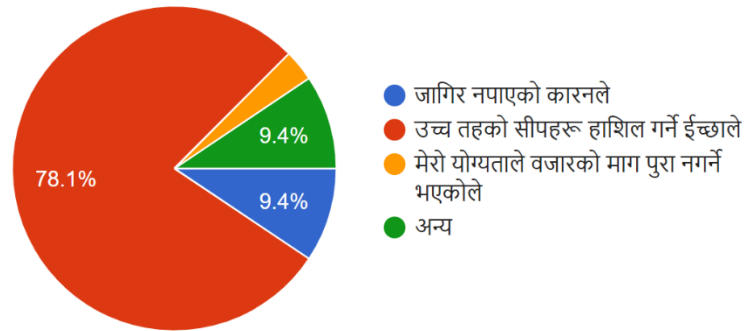
**Job responsibilities:** When asked about to what extent do you agree that you have fulfilled your job responsibilities, 83% of the respondents agreed they are pleased with their duties and responsibilities. None of the graduates stated they had not fulfilled their job responsibilities.



**Chart 19: Respondents by employers' satisfaction**

### 3.6 Studying Graduates

**Higher Education:** 56 traced graduates are currently unemployed, representing 34.6% of the total sample while 32 graduates being 19.8% are studying at present. When asked about why do they want to pursue higher technical education, 78.1% of the respondents said the reason willingness to acquire advanced skills in their technical field. Other responses include not getting job at 9.4% and their qualifications not meeting the market demand at 3.1%. Note that these responses include multiple reasons as indicated by the same survey respondent.



**Chart 20: Respondents for higher education**

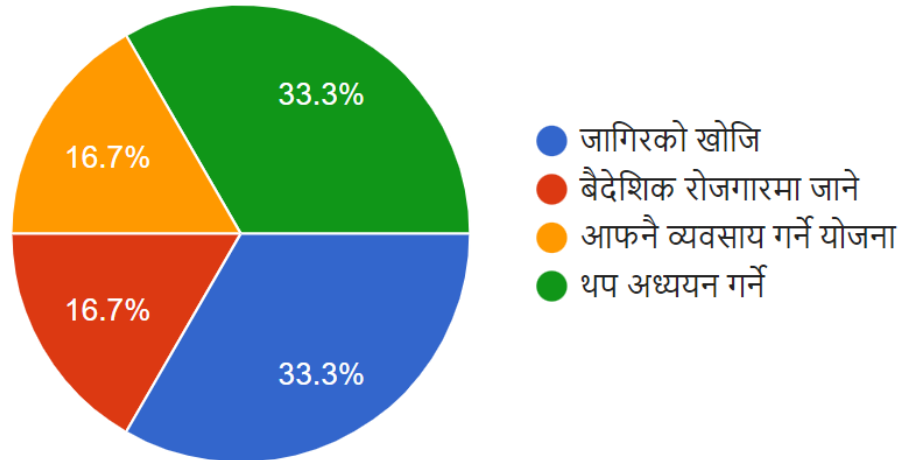
**Institute:** Graduates were asked name of the institutes where they are pursuing higher technical education, they responded some of the following institutes:

- Hill side college of engineering
- G.P. Koirala College of Agriculture and Research Center, Gorhgau, Morang
- Purvanchal Krishi Campus Agriculture and Forestry University
- Victoria Tuition Center, Tulshipur, Dang
- Nepal Polytechnic Institute, Bharatpur, Chitwan
- Ilam community agriculture campus, Ilam 9 Shera
- University of Portsmouth
- Gauradaha Agriculture Campus, Jhapa
- Kyushu University, Fukuoka, Japan
- Maya college of science and technology, India
- College of Natural Resources Management, Pakhribas, Dhankuta
- Tokyo Je Language School, Japan
- Purbanchal Krishi Campus
- Purbanchal University, Gothgau
- Ilam Community Agriculture Campus, Ilam

**Further studies:** 27 graduates responded to which subject they are studying as higher technical education, 14.8% said B.Sc. Agriculture. Other responses were Bachelors in Sociology, B.E. Civil and Loksewa preparation. 66.6% responded it was 4 years course. Few mentioned they are studying 3 years course. 66.8% mentioned it was bachelor's degree.

### 3.7 Self-Employed Graduates

Of the traced graduates, 1 reported to utilize of the time before getting job and 5 reported as wanting to gain some experience. All of them responded they are working on their respective technical field. 5 respondents said they totally agree that they fully fulfill their responsibilities while 1 just agreed with the fact. 3 of the 6 respondents totally agree that the institution they are working on is fully satisfied while the other 3 just agreed with the detail. they have started businesses, representing 10% of the sample. When asked about their future plans, we received following facts as shown in the chart below:

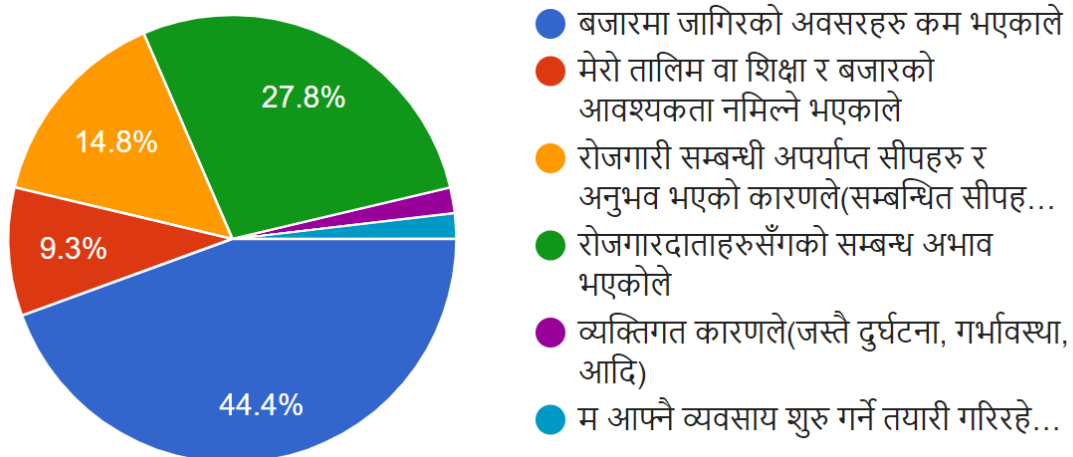


**Chart 21: Respondents by future plans**

### 3.8 Unemployed Graduates

Of the traced graduates, 56 responded that they are currently unemployed. 73.2% reported that they were searching for jobs. 10.7% said they are planning for foreign employment. 1 graduate responded that it is difficult to acquire job in their respective field. 3 grads were planning to initiate their own business.

Graduates were also asked multiple choice questions; if they were unemployed even with the technical education, what were the reasons, 44.4% stated that there were less opportunities in the market while others responded various factors as shown in the chart below:

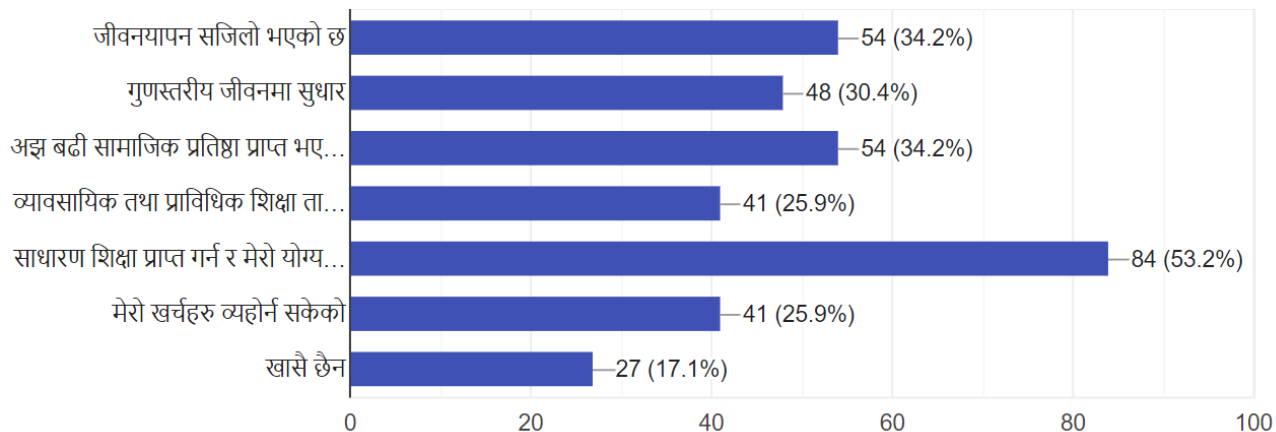


**Chart 22: Respondents by unemployment reasons**

### 3.9 Quality and relevance of technical education

The survey asked respondents to provide open-ended feedback on the positive outcomes and areas of improvement of the technical course they completed. Open-ended feedback was quite homogenous among respondents and was grouped into several key topics.

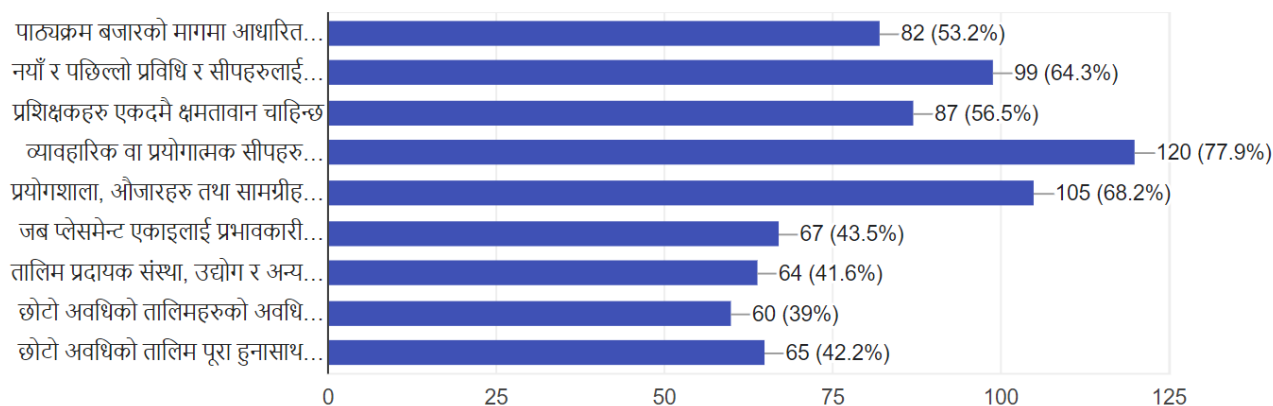
**Socio-economic impact:** Graduates were asked what socio-economic impact did the technical education had in your life. 84 graduates said that it helped them to gain basic technical education and improve their skills. Other responses were to ease their livelihood, improvement in quality life, social prestige, to broaden their relationship with other technicians and to meet their needs.



**Chart 23: Respondents by socio-economic impact**

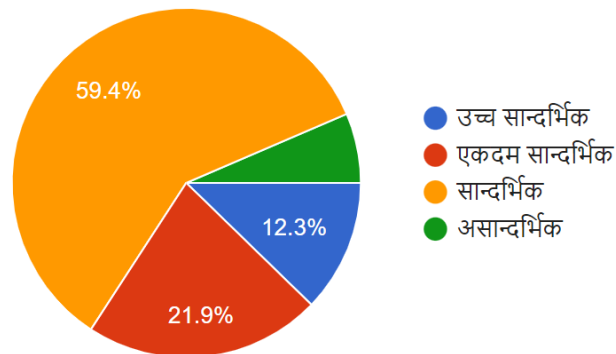
**Suggestions:** In order to improve the technical and vocational education, graduates provided some multiple suggestions to the stakeholders. 120 graduates said that the technical education needs to be more practical than theoretical. 105 graduates that the labs, tools and equipment should be provided more effectively. 67 graduates stated that the job placement unit must be made effective. Some honourable suggestions were:

- Curriculum should meet market demands
- Incorporation of new and latest technologies and skills
- Instructors need to be very competent
- Monitoring and supervision during short term trainings
- There should be a skill test on completion of their trainings



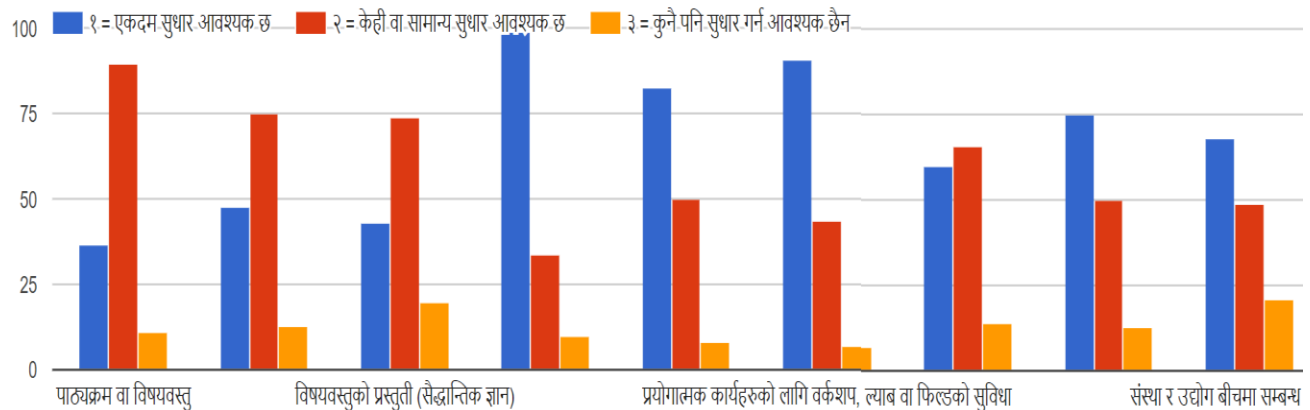
**Chart 24: Respondents by suggestions**

**Overall quality:** Graduates were asked about the overall quality of technical education they received in Sumnima Polytechnic Institute. Out of 155 responses, 57.4% said it was satisfactory, 24.5% said it has high quality. 4.5% responded that they received very poor-quality education. When asked about how did they find the relationship between the curriculum of technical education and the need of manpower in the market, following were the stats about its relevancy:



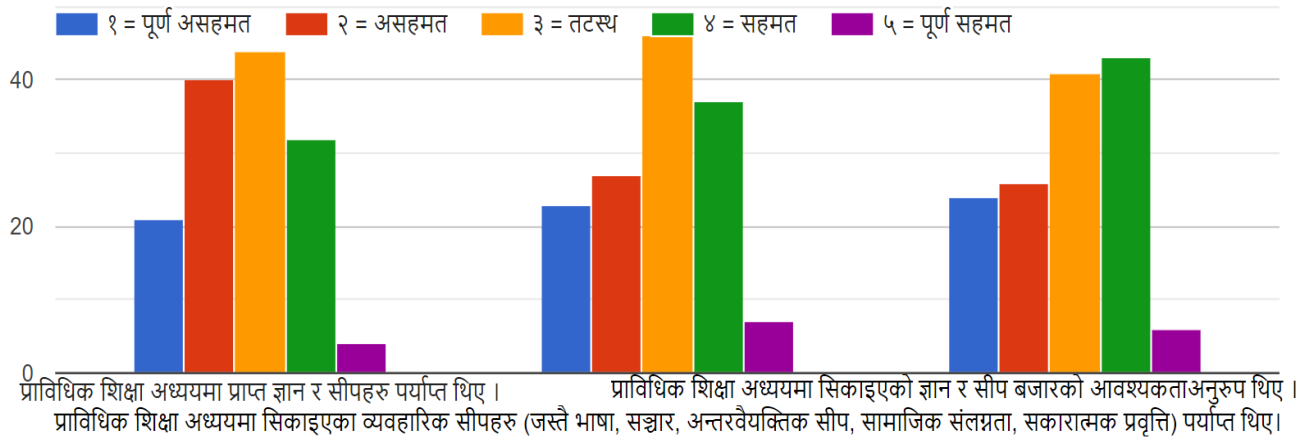
**Chart 25: Respondents by relevancy of the curriculum**

Graduates were inquired which of the following aspects need to be improved to improve technical education, none favored the third option about any improvement needed. About 75% said that they need few improvements in curriculum and theoretical knowledge. While 80% said they need improvements in practical works including workshop, lab and field amenities. Majority of them said that in order to improve quality education, the institute must collaborate with market/industry /entities linkage for internships and job placement.



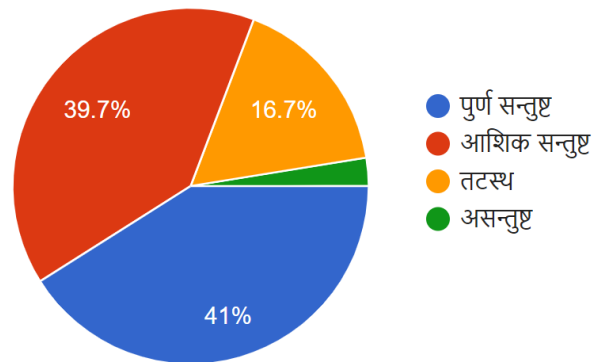
**Chart 26: Respondents by aspects to improve technical education**

Graduates were asked to select the statement with the degree of agreement and disagreement regarding the technical education they have taken and its market needs. Majority of graduates remained neutral in all statements. 40 grads disagreed with the statement that said the knowledge and skills they acquired through technical education while only 32 agreed with it. 37 graduates agreed with the behavioral skills (like language, communication, interpersonal skills, social engagement, positive attitude, etc.) taught during technical education courses were adequate, however, 50 grads disagreed or strongly disagreed with the fact. The data is similar in case of the knowledge and skills they gained met the market demands.



**Chart 27: Respondents by technical education with market needs**

Graduates were queried about how satisfied were they with the technical education they received. 41% of them were totally satisfied, 39.7% partly satisfied and 2.6% with the least were dissatisfied with the technical education they received at Sumnima Polytechnic Institute.



**Chart 28: Respondents by satisfaction with technical education**

The most frequently mentioned positive feedback topics were:

- Increased confidence and discipline as a result of completing the course
- Opportunity to meet people and make new friends
- Ability to become employed and become self-dependent as result of completing the diploma course
- The free structure was not quite affordable for all people
- Instructors were qualified and skilled at teaching

The most frequently mentioned negative feedback topics were:

- Institute needs to provide internships and/or job placement to students
- Curriculum needs to be more practical
- More field visits need to be organized
- The diploma course should be revised as per market demand
- Additional career-based workshops should be provided for those that completed diploma and want to advance in their careers and upgrade their skills

## 4. Issues and Challenges

### 4.1 Low Wages and Migration of Talent Abroad

Migration of the young skilled labour force in Nepal to foreign countries is a major issue for the domestic job market. In our sample, 10 graduates (6.1% of all traced graduates) said they enrolled in the diploma program to go abroad and work to countries across Europe, Asia and the Middle East, including Qatar, Oman, India, Malaysia, China, Japan, Korea and UAE. In addition, 34.6% of unemployed graduates noted that they were preparing to abroad to work despite some planning to stay in Nepal for further career. Many are likely drawn by the comparatively higher wages: the average monthly income by graduates abroad is higher compared to the domestic average graduate monthly income. This contributes to growing a domestic skilled labour shortage for the local market. Several employers complained of high staff turnover and/or “skills drain” due to skilled labourers preparing to go abroad for work, with employers mentioning that staff stayed a maximum of one year before they left.

### 4.2 Targeting Needy People

Socioeconomic data shows that almost all graduates completed their Diploma level. Furthermore, average family monthly income for graduates was higher than the national average found by CTEVT suggesting that the graduates completing their diploma course are not from economically disadvantaged backgrounds. Thus, more assessment needs to be done to ensure that needy people are accessing the diploma course offered by the institute.

38.7% of graduates said that they first heard of the 3 years diploma course offered by Sumnima Polytechnic Institute through family and friends and 45.4% mentioned because of their personal interest in the technical education. Relying on word of mouth to promote the programs puts at a disadvantage to those that don't have access to such networks of information. Targeting the needy will require a more strategic and comprehensive approach that involves stakeholders with access to disadvantaged people, including community leaders, social service sectors, and other local government sectors.

### 4.3 Gender Issues: Barriers Facing Female Graduates

As with many other sectors in Nepal, women are under-represented in the engineering sector. However, there are signs that this is changing: the intake of 2076 clearly shows that this number is also likely to increase in the coming years in the engineering sectors as well.

At Sumnima Polytechnic Institute, the gender bias is not very pronounced in the diploma courses that it has been providing. The problem begins at the enrollment stage: in the civil engineering course conducted by Sumnima Polytechnic Institute between 2073 and 2075, only 9 students were female, representing 7% of all students. Reasons for low participation of females in engineering field given by employers include societal pressures, specifically the stigma of working late hours in the field, working in environments with contractors and other local representatives and had to deal with the social factors. These issues were quite less pronounced in the agriculture sector.

Some employers interviewed have expressed negative perceptions of women's suitability to working in the field, mostly relating to physical fitness. Some employers complained that women are less likely to want to or can't complete more demanding physical labour such as lifting or

carrying heavy things. Another bias mentioned against female employees was that women have more health issues such as menstruation and expect to receive time off during this period. Lastly, women have a higher burden of housework and are more likely to self-select out of the workforce after marriage, thus reducing their availability to work. These perceptions and biases need to be changed from the side of employers so that more women are given more opportunity in the workforce, and where possible, Nepalese women themselves need to prove in the workplace that they are just as capable of working as men by not perpetrating this bias.

#### 4.4 Communication, English, and Other Soft Skills

When asked about the most important skills that an entry-level overseer or agriculturalist should possess, almost all employers talked about the importance of soft skills such as character, discipline, attitude, customer service, professionalism, grooming, and communication skills. 27 of the traced grads disagreed with the behavioral skills they gained through technical education. To prepare students better for entering the workforce, more emphasis should be placed on developing soft skills, as many employers, when making hiring decisions for inexperienced hires, place heavy emphasis on soft skills. Emphasizing the importance of grooming and punctuality during training, giving trainees more opportunity to build confidence speaking, and providing interviewing practice are all examples of ways to develop soft skills of trainees. Lastly, increasing opportunities for internships where graduates can develop the soft skills required for the workforce on a trial period could help.

Employers report that one of the main weaknesses of graduates of CTEVT is that they are weaker in English speaking skills. The students that Sumnima Polytechnic Institute is targeting are more likely to be from disadvantaged backgrounds, or have studied at government schools, and as a result, have weaker English language skills. Students should go through supplementary training in speaking English as part of their training.

#### 4.5 Market Linkage Including WEP and Industry Exposure

A theme that has occurred frequently in research both specifically within Sumnima Polytechnic Institute and for CTEVT programs overall is student and graduate dissatisfaction with the quantity and quality of market linkages provided by CTEVT institutes. This problem can be divided into 3 parts: lack of WEP training for engineering graduates, low interaction with market/industry during the diploma course, and low support upon completion of their course in job placement.

Despite of being minor and major projects in civil engineering course, Work Experience Program training (WEP) or internship is not mandatory for students to graduate. Only 6 of traced graduates worked as volunteers in their respective field. It is no surprise then that 77.9% of traced graduates disagreed that there were “sufficient opportunities to gain practical and/or WEP experience”. 41.6% disagreed that “There were sufficient opportunities to learn about market and industry through exposure and expert visits.” This is confirmed from open-ended feedback from the graduates, where many expressed that the diploma program should provide job placements or WEP opportunities.

Practical experience is an essential part of technical education learning, as theoretical knowledge and practical training limited to labs are not enough to create employable graduates. It seems that the private sectors are willing to fill in the gap, as many employers interviewed said they were

willing to hire inexperienced graduates for an unpaid trial period similar to WEP/internship. However, responsibility should be on CTEVT and its constituent institutes to provide opportunities to gain practical, on-the-job experience to create the best outcomes for its trainees.

#### 4.5 Guidance and Counseling

On the issue of guidance and counseling, students are not quite satisfied with receiving enough support in searching for a job. 43.5% of graduates mentioned that the job placement unit must effectively work in counselling graduates at Sumnima Polytechnic Institute.

At Sumnima Polytechnic Institute, the current established Placement and Career Counselling Unit (PCCU) comprises of the instructors, who on top of providing career guidance, does everything from promotions, recruiting students, working on the website, teaching, among other tasks. Other staff and instructors also provide guidance but on an informal basis. More emphasis should be placed on linking students with practical job experience upon graduation their diploma course to improve their employability and reduce the number of unemployed graduates.

## 5. Conclusions and Recommendations

As this study found, 42% of graduates are either currently employed or self-employed. While this is moderately good result, there is much that can be done to improve the outcomes of graduates from Sumnima Polytechnic Institute. Based on the results of the research conducted for this tracer study and lessons learned, the following recommendations are made to Sumnima Polytechnic Institute for the improvement of the three years diploma course quality and outcomes of graduates:

- 1. Improve targeting of needy participants for the diploma programs:** Evidence from this tracer study suggests that those completing the diploma course are not all disadvantaged or needy. If the goal is to improve outcomes for those with fewer opportunities, more needs to be done to market the diploma programs to reach needy people. Instead of relying on word of mouth to transmit information on training opportunities, Sumnima Polytechnic Institute should take a more proactive role in identifying needy people through collaboration with community groups, political leaders, and/or other local government sectors.
- 2. Include Work Experience Program (WEP)/internships and exposure to market as part of the diploma program for all graduates:** Currently, WEP and market visits are not well facilitated for the graduates. While employers indicated that they are willing in specific cases to provide training to inexperienced graduates, the responsibility of linking graduates to opportunities to gain practical experience should be on the school itself. Internships should be guaranteed for students so that they become more employable afterwards, as just theoretical knowledge is not enough.
- 3. Dedicate more resources to supporting students in their transition into employment or further studies upon completion of their course:** Sumnima Polytechnic Institute should provide more support to its graduates in their transition into the workforce. Skill workshops such as job-hunting, networking and interviewing and employment linkage opportunities such as networking events and job fairs should be organized by the institute to help its graduates gain employment or access internship opportunities.
- 4. Increase focus on developing communication skills in English:** In the diploma courses, supplementary English support should be provided to make graduates more employable afterwards. This could include additional classes in English, English tutoring, or extracurriculars in English conversation.
- 5. Increase focus on developing necessary soft skills of graduates for success in the workforce:** Almost all employers indicated that they hire inexperienced staff based on their soft skills such as attitude, discipline and communication skills: Whether inside or outside the curriculum, the institute should increase focus on the development of desirable soft skills such as confidence, discipline, punctuality, communication, grooming, and attitude to better prepare them mentally for the workforce. These soft skills can be developed through extracurriculars at the institute, within classrooms through instructors, through practical experience, or through career guidance and job support activities.
- 6. Address the additional challenges of females entering the workforce:** Females face barriers to entering the workforce in many sectors. In civil engineering service, this involves the hours worked and physical labour requirements. The institute should recognize these additional barriers and help female graduates become aware of them and overcome them, and advocate for female graduates with industry partners. For example, knowing that there are biases towards hiring females in civil engineering service, the institute

should take a more active role in facilitating internship opportunities for them. As another example, female role models from market can be invited to talk about the specific barriers in that profession and how to address them.

**7. Competition with other schools providing technical education:** One of the major reasons behind the low rate of enrollment in Sumnima Polytechnic Institute is many schools providing the similar technical education in the Bhojpur district like 9-12 technical education, 18 months pre-diploma courses and another CTEVT constituent institutes within or near the district. Those students who have been studying their primary level rather prefer to study further technical education in their own schools.

## Appendices I: Questionnaire

SUMNIMA POLYTECHNIC INSTITUTE -GRADUATE TRACER STUDY

### SUMNIMA POLYTECHNIC INSTITUTE - GRADUATE TRACER STUDY

प्रिय विद्यार्थीहरू

यस अध्ययनको प्राथमिक उद्देश्य यस सुम्निमा बहुप्राविधिक शिक्षालय बाट अध्वनपुरा गरेको विद्यार्थीहरूको अवस्था पत्ता लगाउनु हो। यस सर्वेक्षणको निष्कर्षले सुम्निमा बहुप्राविधिक शिक्षालय को गुणस्तर सुधार गर्नमा मदत पुग्ने छ। तपाईंको व्यक्तिगत जानकारी गोप्य राखिने छ। हामी अत्याधिक खुशी हुन्छौ यदि तपाईं यो प्रश्नावली पुर्णरूपमा पुरा गर्नु भयो भने। तपाईंको सहयोगको लागि धन्यवाद।

\* Indicates required question

1. Graduates Name प्रशिक्षार्थीको नाम \*

\_\_\_\_\_

2. I am लिङ्ग \*

Mark only one oval.

Male पुरुष

Female महिला

Other अन्य

3. सम्पर्क(मोबाइल)नम्बर \*

\_\_\_\_\_

4. Address (न.पा./गा. पा- वार्ड नं- जिल्ला-प्रदेश) \*

\_\_\_\_\_

5. Ethnic group जात जाति समूह \*

*Mark only one oval.*

- Hill Brahman/Chhetri
- Terai Brahman/Chhetri
- Hill Adivasi/Janajati
- Terai Adivasi/Janajati
- Hill Dalit
- Terai Dalit
- Muslim
- Other
- Other: \_\_\_\_\_

#### Program Information

6. Name of Program कार्यक्रमको नाम \*

*Mark only one oval.*

- Diploma in Civil Engineering
- Diploma in Agriculture-Plant Science

7. In which year did you enroll in the curricular program? ब्याच(भर्ना वर्ष) \*

*Mark only one oval.*

- 2070 B.S.  
 2071 B.S.  
 2072 B.S.  
 2073 B.S.  
 2074 B.S.  
 2075 B.S.  
 2076 B.S.  
 2077 B.S.  
 2078 B.S.

8. In which year did you graduate? उत्तीर्ण वर्ष \*

*Mark only one oval.*

- 2072 B.S.  
 2073 B.S.  
 2074 B.S.  
 2075 B.S.  
 2076 B.S.  
 2077 B.S.  
 2078 B.S.  
 2079 B.S.

9. How did you hear about the program? \*

*Mark only one oval.*

- SPI website
- SPI Facebook Page
- From friends and family
- From former graduates
- Through the institute itself
- News paper, Radio, FM, Television
- Others

10. What was your motivation to enroll in the program? (Multiple answers possible) \*

*Check all that apply.*

- For High Pay Employment
- For Self Employment
- For Foreign Employment
- Because Friends and Family advised me to enroll
- Because of interest in the subject
- Other

11. What is your current employment status?

*Mark only one oval.*

- self-employed    *Skip to question 12*
- employed (wages) in Nepal or abroad    *Skip to question 18*
- studying    *Skip to question 29*
- Work as a Intern/OJT    *Skip to question 34*
- Unemployed    *Skip to question 39*

Self Employment स्वरोजगारको अवस्था

12. Name and address of your organization संस्थाको नाम  
ठेगाना

---

13. तपाईं संलग्न व्यवसाय परिवारको पहिलेकै व्यापार/व्यवसायको निरन्तरता हो?

*Mark only one oval.*

Yes

No

14. तपाईंको संलग्न व्यवसाय कस्तो प्रकृतिको रहेको छ?

*Mark only one oval.*

Family run Business

Singal ownership

Partnership

15. उक्त व्यवसायमा तपाईं कुन भुमिकामा रहनु भएको छ?

*Mark only one oval.*

Manager

shareholder

worker

Other

16. What is your monthly income

*Mark only one oval.*

10000-20000

20000-30000

30000-40000

40000-50000

50000 above

17. How satisfied are you with your current Business?

*Mark only one oval.*

Really Satisfied

Satisfied

Dissatisfied

Really dissatisfied

*Skip to question 41*

रोजगारको अवस्था

18. Name and Address of your working organization संस्थाको नाम ठेगाना

---

19. Your Designation पद

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20. तपाईं कुन प्रकारको रोजगारीमा संलग्न हुनुहुन्छ?

*Mark only one oval.*

- Full time
- Part Time
- Daily wadge
- some times

21. I work in a तपाईंको रोजगार तलका मध्ये कुन प्रकृतिको हो?

*Mark only one oval.*

- Public organization
- Private organization
- Foreign Employment
- NGO / INGO
- Daily Wadges
- Freelancer
- Other

22. What is your monthly income तपाईंको अहिलेको मासिक पारिश्रमिक कति (नेपाली रुपैयाँमा) छ?

*Mark only one oval.*

- 10000-20000
- 20000-30000
- 30000-40000
- 40000-50000
- 50000 above

23. तपाईंको मासिक पारिश्रमिकले दैनिक जीवनका के के आवश्यकता पूर्ति भएका छन् ?

*Mark only one oval.*

- मेरो न्यूनतम व्यक्तिगत खर्च
- मेरो सबै व्यक्तिगत खर्च
- म र परीवारको जिवनयापन सम्बन्धि केहि आवश्यकताहरू पुरा भएको छ।
- म र परीवारको जिवनयापन सम्बन्धि केहि आवश्यकताहरू पुरा भएर बचतपनि भएको छ।
- गुणस्तरीय जिवनयापनकोलागी पर्याप्त छ।
- अन्य

24. प्राविधिक शिक्षा लिएपछि र रोजगार पाउनु अधिको समय कसरी बिताउनु भयो?

*Mark only one oval.*

- रोजगारको खोजि
- थप अध्ययन वा तालिममा संलग्न
- परीवार वा आफ्नो व्यपार संलग्न
- अन्य

25. तपाईंले उक्त रोजगारी कसरी पाउनुभयो?

*Mark only one oval.*

- प्रतिशप्रधावाट
- तालिम प्रदायक संस्थावाट
- व्यक्तिगत वा पारीवारिक सम्बन्धवाट
- सामाजिक वा राजनैतिक सम्बन्धवाट
- अन्य

26. अहिलेको रोजगारीबाट तपाईं कतिको सन्तुष्ट हुनुहुन्छ?

Mark only one oval.

- पूर्ण संतुष्ट  
 आंशिक संतुष्ट  
 तटस्त  
 असन्तुष्ट

27. तपाईंको कार्यक्षमता र दक्षतामा तपाईंको रोजगारदाता सन्तुष्ट हुनुहुन्छ भन्ने कुरामा कतिको सहमत हुनुहुन्छ?

Mark only one oval.

- एकदमै सहमत  
 सहमत  
 तटस्त  
 असहमत  
 एकदमै असहमत

28. आफ्नो कामको जिम्मेवारी पूर्ण रूपले निभाएको छु भन्नेमा तपाईं कतिको सहमत हुनुहुन्छ?

Mark only one oval.

- एकदमै सहमत  
 सहमत  
 तटस्त  
 असहमत  
 एकदमै असहमत

Skip to question 41

विद्यार्थी (निरन्तर पढाइ)को लागि प्रश्नावली

29. तपाईं उच्च तहको प्राविधिक शिक्षा किन लिन चाहनु भयो?

*Mark only one oval.*

- जागिर नपाएको कारनले
- उच्च तहको सीपहरू हाशिल गर्ने ईच्छाले
- मेरो योग्यताले वजारको माग पुरा नगर्ने भएकोले
- अन्य

30. तपाईंले उच्च प्राविधिक शिक्षा लिइरहेको शैक्षिक संस्थाको नाम

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31. कोर्सको नाम

---

32. कोर्सको अवधि

---

33. तह

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*Skip to question 41*

कार्यक्रम उत्तीर्ण परिक्षार्थी (स्वयंसेवक)को लागि प्रश्रावली

34. तपाईं किन स्वयंसेवकको रूपमा काम गरिरहनु भएको छ?

*Mark only one oval.*

- जागिर पाउनु अधिको समय सदुपयोग गर्न
- केहि अनुभव हासिल गर्न चाहेकोले
- अन्य

35. हाल तपाईंले गर्नु भएको स्वयंसेवा तपाईंले लिएको प्राविधिक शिक्षासगँ सम्बन्धित छ?

*Mark only one oval.*

- छ
- छैन

36. स्वयंसेवकको रूपमा तपाईंले पाएको जिम्मेवारी पूर्ण रूपले निभाएको छु भन्नेमा कतिको सन्तुष्ट-असन्तुष्ट हुनुहुन्छ?

*Mark only one oval.*

- एकदमै सहमत
- सहमत
- तटस्थ
- असहमत
- एकदमै असहमत

37. तपाईंको स्वयंसेवाप्रति उक्त संस्था कतिको सन्तुष्ट छ?

Mark only one oval.

- एकदमै सहमत
- सहमत
- तटस्थ
- असहमत
- एकदमै असहमत

38. तपाईंको आगामी योजना के छ?

Mark only one oval.

- जागिरको खोजि
- बैदेशिक रोजगारमा जाने
- आफनै व्यवसाय गर्ने योजना
- थप अध्ययन गर्ने

Skip to question 41

कार्यक्रम उत्तीर्ण परीक्षार्थी (बेरोजगार)को लागि प्रश्नावली

39. तपाईं अहिले के गर्दै हुनुहुन्छ?

Mark only one oval.

- जागिरको खोजिमा छु
- मेरो क्षेत्र सम्बन्धि जागिर पाउन गाह्रो
- बैदेशिक रोजगारको तयारी
- आफनै व्यावसाय सुरू गर्ने योजना
- अन्य

40. यदि प्राविधिक शिक्षा लिएर पनि तपाईं बरोजगार हुनुहुन्छ भने त्यसका कारणहरु के के होलान?  
(एकभन्दा बढी प्रतिक्रिया दिन सकिनेछ)

Mark only one oval.

- बजारमा जागिरको अवसरहरु कम भएकाले
- मेरो तालिम वा शिक्षा र बजारको आवश्यकता नमिल्ने भएकाले
- रोजगारी सम्बन्धी अपर्याप्त सीपहरु र अनुभव भएको कारणले(सम्बन्धित सीपहरु, नरम सीपहरु, व्यापारिक धारणाहरु, आदि)
- रोजगारदाताहरुसँगको सम्बन्ध अभाव भएकोले
- व्यक्तिगत कारणले(जस्तै दुर्घटना, गर्भावस्था, आदि)
- म आफ्नै व्यवसाय शुरु गर्ने तयारी गरिरहेकाले

प्राविधिक शिक्षाको गुणस्तर र सान्दर्भिकता

41. तपाईंको जीवनमा तपाईंले लिनुभएको प्राविधिक शिक्षाले कस्तो सामाजिक-आर्थिक प्रभाव पारेको छ ?  
(एकभन्दा धेरै प्रतिक्रिया दिन सकिनेछ)

Check all that apply.

- जीवनयापन सजिलो भएको छ
- गुणस्तरीय जीवनमा सुधार
- अझ बढी सामाजिक प्रतिष्ठा प्राप्त भएको छ
- व्यावसायिक तथा प्राविधिक शिक्षा तालिमका सरोकारवालाहरुसँग सम्बन्ध फराकिलो भएको छ
- साधारण शिक्षा प्राप्त गर्न र मेरो योग्यता बृद्धि गर्न सहयोग भएको छ
- मेरो खर्चहरु व्यहोर्न सकेको
- खासै छैन

42. प्राविधिक तथा व्यावसायिक शिक्षा प्रदायक संस्थाहरूको गुणस्तर सुधारको लागि केही सुझावहरू छन् (एकभन्दा धेरै प्रतिक्रिया दिन सकिनेछ)

*Check all that apply.*

- पाठ्यक्रम बजारको मागमा आधारित बनाइनुपर्छ
- नयाँ र पछिल्लो प्रविधि र सीपहरूलाई समावेश गर्नुपर्छ
- प्रशिक्षकहरू एकदमै क्षमतावान चाहिन्छ
- व्यावहारिक वा प्रयोगात्मक सीपहरूलाई अझ बढी प्राथमिकता दिनुपर्छ
- प्रयोगशाला, औजारहरू तथा सामग्रीहरूको उपलब्धता सुधार हुनुपर्छ
- जब प्लेसमेन्ट एकाइलाई प्रभावकारी बनाउनु पर्छ
- तालिम प्रदायक संस्था, उद्योग र अन्य पार्टनरहरूको सम्बन्ध हुनुपर्छ
- छोटो अवधिको तालिमहरूको अवधिमा अनुगमन र सपरीवेक्षण
- छोटो अवधिको तालिम पूरा हुनासाथ सीप परीक्षण हुनुपर्छ

43. तपाईंले प्राप्त गर्नुभएको प्राविधिक शिक्षाको समग्र गुणस्तरलाई कसरी व्याख्या गर्न चाहनुहुन्छ?

*Mark only one oval.*

- एकदम उच्च
- उच्च
- संतोषजनक
- एकदम कमजोर

44. प्राविधिक शिक्षाको पाठ्यक्रम र बजारमा जनशक्तिको आवश्यकताबीचको सम्बन्ध कस्तो पाउनुभयो?

*Mark only one oval.*

- उच्च सान्दर्भिक
- एकदम सान्दर्भिक
- सान्दर्भिक
- असान्दर्भिक

45. प्राविधिक शिक्षा सुधारका लागि तलका मध्ये कुन-कुन पक्षहरू सुधार गर्न जरुरी छ?

Mark only one oval per row.

	१ = एकदम सुधार आवश्यक छ	२ = केही वा सामान्य सुधार आवश्यक छ	३ = कुनै पनि सुधार गर्न आवश्यक छैन
पाठ्यक्रम वा विषयवस्तु	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
पाठ्यपुस्तक वा सन्दर्भ सामग्रीहरू	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
विषयवस्तुको प्रस्तुती (सैद्धान्तिक ज्ञान)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
प्रयोगात्मक सीपहरूको लागि अभ्यास वा समय	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
प्रयोगात्मक कार्यहरूको लागि सामग्रीहरू, औजागरहरू र साधन	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
प्रयोगात्मक कार्यहरूको लागि वर्कशप, ल्याब वा फिल्डको सुविधा	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
शिक्षण सिकाइको सुविधाहरू	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

जागिरको  
पदस्थापनाको  
लागि अवसर

संस्था र  
उद्योग बीचमा  
सम्बन्ध र  
साझेदारी

46. तपाईंले लिएको प्राविधिक शिक्षा र बजारको आवश्यकताको सम्बन्धमा तलका भनाई छान्नुहोस्।

Mark only one oval per row.

१ = पूर्ण  
असहमत

२ =  
असहमत

३ =  
तटस्थ

४ =  
सहमत

५ = पूर्ण  
सहमत

प्राविधिक शिक्षा  
अध्ययमा प्राप्त ज्ञान  
र सीपहरु पर्याप्त  
थिए ।

प्राविधिक शिक्षा  
अध्ययमा  
सिकाइएका  
व्यवहारिक सीपहरु  
(जस्तै भाषा, सञ्चार,  
अन्तरवैयक्तिक  
सीप, सामाजिक  
संलग्नता,  
सकारात्मक प्रवृत्ति)  
पर्याप्त थिए।

प्राविधिक शिक्षा  
अध्ययमा  
सिकाइएको ज्ञान र  
सीप बजारको  
आवश्यकता अनुरूप  
थिए ।

47. तपाईंले लिएको प्राविधिक शिक्षाप्रति तपाईं कतिको सन्तुष्ट हुनुहुन्छ?

*Mark only one oval.*

- पुर्ण सन्तुष्ट
- आशिक सन्तुष्ट
- तटस्थ
- असन्तुष्ट

48. तपाईंले लिएको प्राविधिक शिक्षाको बारेमा केही भन्न चाहनुहुन्छ जसले सीटीईभीटी वा प्राविधिक शिक्षा प्रदायक संस्थाहरुलाई प्राविधिक शिक्षाको पाठ्यक्रम तथा पाठ्यवस्तु निर्माण गर्न तथा गुणस्तर सुधार गर्न सहयोग पुर्याउछ?

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