

**SUKUNA MULTIPLE CAMPUS**

**Sundarharaincha-12, Morang**

**TRACER STUDY REPORT-2017**

*(Based on Graduate Batch-2015)*

**Submitted to**

**University Grants Commission**

**Sanothimi, Bhaktapur**

**Nepal**



Affiliated to Tribhuvan University  
**SUKUNA MULTIPLE CAMPUS**  
 QAA Certified by UGC, Nepal  
 KOSHIHARAICHA, MORANG

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**Subject: Submission of Tracer Study Report-2017**

The Chairperson,  
 University Grants Commission  
 Sanothimi, Bhaktapur, Nepal  
 Dear Sir,

With reference to the notice issued by the University Grants Commission on the website, Sukuna Multiple Campus (SMC) has prepared a Tracer Study Report based on the filled out forms of the pass out graduates of the year- 2015. So, we would like to submit the report along with the copies of the endorsement made by both the tracer study task team as well as Campus Management Committee.

We expect that UGC will kindly accept this report.

*Pit Kumar Shrestha*

With regards,  
 Pit Kumar Shrestha  
 Campus Chief

**Attachments**

- 1 Application for submission (Cover Letter)
- 2 Tracer Study Report-2017 (With Annexes)
- 3 Copy of the decision of tracing and batch selection.
- 4 Copy of endorsement by Campus Management Committee
- 5 Copy of endorsement made by the tracer task team.

## ACKNOWLEDGEMENTS

This report was prepared with the tremendous financial, academic, institutional and technical support. We would like to highly appreciate the support provided by **University Grants Commission (UGC)**, Sanathimi, Bhaktapur, Nepal. Particularly, we would like to acknowledge **Dr. Lekh Nath Sharma** and **Dr. Amuda Shrestha** for their expert advice about considerations on carrying out a Tracer Study Survey. The report would not have been complete without the great support of the Commission.

We are heartily grateful to **Mr. Pit Kumar Shrestha**, Campus Chief, for his permission, advice and encouragement to complete this work. Our sincere thanks go to Assistant Campus Chiefs **Mr. Prem Prasad Bhattarai** and **Mr. Laxmi Kumar Shrestha** for their help and inspiration. We would like to offer our special thanks to **Mr. Chanda Mani Rai**, Assistant Campus Chief and Focal Person of HERP, Sukuna Multiple Campus, for his invaluable suggestions on carrying out the study.

Our warm thanks also go to all the graduates, who provided valuable information required for the study. We would also like to thank all our staff at Sukuna Multiple campus for helping us to collect data.

Finally we express our gratitude to Examination Section, Sukuna Multiple Campus, for providing the record of the graduates.

## **EXECUTIVE SUMMARY**

Sukuna Multiple Campus has carried out this study with the assistance of University Grants Commission (UGC), Nepal. The main objective of the study is to find out the employment status of the graduates. To meet the objective, we have attempted to analyze the proportion of the employed graduates over the total number of graduates from the campus. The graduates have been put into three main categories: Employed Graduates, Unemployed Graduates and Graduates Pursuing Further Studies (GPFS). The condition of the graduates in each category has been analyzed in terms of program of study, gender, age, ethnicity geographical location parents' education and occupation. Moreover, the employed graduates have been analyzed in terms of the field of employment, job type (full time/ part time), and level of employment. Furthermore, the self-employed graduates' income has been analyzed to assess the relative standard of their living. In this way we have attempted to sketch a rough picture of the state of the graduates from this campus.

The collected data were analyzed in terms of the following five main categories.

- Employment status of the graduates
- Issues related to characteristics, expectations and aspirations of graduates
- Issues related to the employment experience of graduates
- Issues related to the quality and relevance of higher education
- Education and their contribution to graduates' personal development.

The study targeted the graduates of 2015 from four programs of study at the campus: Three year BBS, three year B Ed, three year BA and M Ed. Data and information obtained from graduates were collected using the questionnaire accompanied by unstructured interviews. The questionnaires were distributed to the graduates after six months of their graduation. The questionnaires were administered to graduates with assistance of Research Management Cell (RMC) of the campus. Responses were collected between February 15 and March 15 of 2015. Mainly quantitative data were collected from the questionnaire.

The total number of graduates in 2015 was 192, but only 106 graduates could be traced. The findings show that out of 106 traced graduates, The study revealed that

more than one third (39.62%) of the graduates were employed. Out of 106 graduates involved in the study, there were 42 employed graduates (39.62%) 16 unemployed graduates (15.09%) and 48 GPFS (45.28%).

Among the employed graduates, the proportion of the male graduates was higher than that of the female graduates with male constituting 69.04% as opposed to 30.95% female graduates.

Among the various programs conducted at the campus, employment rate was found among the graduates from M Ed (80.76%) and the lowest rate was found among the BA graduates (12.5%).

The largest proportion of the employed graduates was from Brahmin and Chhetry communities, which occupied more than two third of the employed graduates. No graduate was found to be employed from the Madhesi and Muslim groups.

Most of the graduate from Bachelor's Degree programs stated that they got their job mainly through personal contact (friends and relatives), whereas most graduates from M Ed program said that they got their job mainly through advertisement.

Most of the employed graduates were found to be doing full-time work. In terms of the field of employment, most graduates were found to be teachers.

The proportion of the self-employed graduates was found to be very small. Out of 42 employed graduates, only 2 (4.74%) were self-employed, and were from B Ed program.

Excluding the graduates pursuing further studies, the number of unemployed graduates was low. Only 15.09% of the graduates were found to be unemployed. The rate of unemployment was found higher among females than among males.

In terms of the gender, female graduates were slightly outnumbered by male graduates (53.77% male and 46.22% female).

Most of the Bachelor's Degree graduates were in their early twenties whereas most of the Master's Degree graduates were in their thirties.

Most of the graduates were from Morang district. It was found that all the graduates were from Province No. 1 of Nepal except one graduate, who was from Nawalparasi district.

The study of the graduates' parents' occupation revealed that almost three quarters (74.52) of fathers were involved in farming. Likewise similar proportion (66.03) of mothers was doing housework.

Nearly half (45.28%) of the graduates were found to be pursuing further studies. The study programs of all the graduates at the time of data collection were closely related to the programs of graduation. None of the graduates from M Ed program were found to be undertaking further studies.

Almost three quarters (31 or 73.80%) said that they had no problems in their current job assignments, and one quarter (11 or 26.19%) said that they were facing some remarkable problems. The main problem they were facing in their jobs was that they were not getting enough salary.

Only 3 (2.83%) of the graduates had some kind of job experience prior to their present job at the time of data collection.

On the whole, favorable opinions were expressed with regard to the quality and relevance of the program of study.

Almost all the graduates provided no response about the relevance of their programs of study to their jobs.

In general, respondents rated the positive options about the contribution of their programs of study to their personal knowledge, skills and attitudes.

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## ABBREVIATIONS

BA	Bachelor of Arts
BBS	Bachelor of Business Studies
B Ed	Bachelor of Education
F	Female
Fa	Father
GPFS	Graduates Pursuing Further Studies
Gov	Government
INGO	International Non-Governmental Organization
M	Male
MA	Master of Arts
MBS	Master of Business Studies
M Ed	Master of Education
Mo	Mother
N	Number
NGO	Non-Governmental Organization
RMC	Research Management Cell
SMC	Sukuna Multiple Campus
SE	Self Employed
T	Total
TU	Tribhuvan University
UGC	University Grants Commission
WFT	Working Full Time
WPNSFW	Working Part-time but Seeking Full-time Work
WPSFW	Working Part-time but Seeking Full-time Work

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background/ Rationale**

Educational institutions serve an important role in preparing people for work, by crafting their skills needed for their professional life. The quality and standard of education offered by an institution impacts not only the employment rate of its graduates, but on their performance in the competitive labor market. The employment condition of the graduates, therefore, is closely linked to the efficiency of an educational center.

Sukuna Multiple Campus has launched various programs of study in the Faculty of Education, Management and Humanities and Science with the mission of empowering students with quality education, thereby preparing them as successful professionals and practitioners.

This campus produces hundreds of graduates every year with the expectation that their qualification is valued in the job market. Our concern is not on whether our graduates are employed but on whether the education they get here is utilized in their employment. For example if a graduate with a degree in education is employed as a supervisor of workers in a factory, we believe that her education is not properly utilized. However, if she gets a well paid job of a teacher, we will be satisfied, for her education is utilized in the employment. Even if the graduates are unemployed but are pursuing further studies, their education is thought to be valued. Unemployed graduates without any further education will force us to review the quality of education we have been offering to the students.

A tracer study of graduates is regarded an appropriate means of assessing the results of an educational institution, as it brings together certain basic information related to the level of employment amongst graduates, and assembles their experience about their program of study and about their employment. In this way it helps to find out about their previous and current work position and the connection between educational qualifications and required work skills. It helps to find not only connection between educational qualifications and employment status of the

graduates, but it also gives a glimpse of the graduates' experience of studying at an institution. The findings of the study are quite useful in finding out possible weaknesses in our educational programs and assist in better planning for future improvements.

With the careful consideration of this view, Sukuna Multiple Campus has undertaken this study with the assistance of University Grants Commission, Nepal. As can be seen in the following sections, we have attempted to carry out an analysis of the extent to which the graduates are employed and how long it takes them to secure employment in the job market. We have attempted to study the status of our graduates in terms of different categories such as gender, age, program of study, area of employment, and so on.

## **1.2 Objectives of the Study**

The main objectives of the study were to:

- i. find out the employment status of the graduates
- ii. analyze the characteristics, expectations and aspirations of graduates
- iii. assemble the employment experience of the graduates
- iv. measure the contribution of the programs of study to graduates' personal development and the quality and relevance the program of study to world of employment.

## **1.3 Institutional Arrangements to Conduct the Study**

In order to carry out the study, a committee of five members was formed. The members of the committee are as follows.

Mr. Nara Prasad Bhandari	Coordinator
Mr. Basudev Dahal	Member
Mr. Yubaraj Subedi	Member
Mr. Yogesh Kumar Khawas	Member
Mr. Pushpa Raj Ghimire	Member

Among them, Nara Prasad Bhandari was assigned the task of coordinating among the committee members, Basudev Dahal was mainly responsible for analysis of the collected data, Yubaraj Subedi and Pushpa Raj Ghimire were involved in collecting

data, and Yogesh Kumar Khawas was assigned the task of keeping the record of the graduates. The appendices were prepared collectively by the committee members.

### **1.4 Graduation Batch Taken for the Study**

Although the campus has launched various programs, this study targeted the graduates from only four programs (Three Year BA, Three Year BBS, Three Year B Ed and M Ed) of the year 2015. The reason for excluding Four Year B Sc and MBS programs from the study is that they are newly launched programs at this campus, and no one has graduated in these programs thus far. The list of graduates from each faculty for the year 2015 is presented in Appendix II.

### **1.5 Data Collection – Instruments and Approach**

The main instrument used to obtain information from the graduates was questionnaire developed by UGC, Nepal. Mainly quantitative information was obtained through the questionnaire. The questionnaire consisted of 15 questions (both closed-ended and open-ended). The questions were related to the graduates' personal information, employment status, past work experience, aspirations, their response to the quality and relevance of the education they received from the campus, suggestions for the betterment of the campus, and so on. The questionnaire was accompanied by unstructured interviews whenever the respondents felt difficulty understanding the questions.

The questionnaires were distributed to the graduates after six months of their graduation. The questionnaires were administered to graduates with assistance of Research Management Cell (RMC) of the campus. Responses were collected between February 15 and March 15 of 2015. Out of 192 graduates, 106 responses were collected on completion of the fieldwork.

Information from most of the employed graduates was collected from their workplace. Their information was verified by their employers. Very few graduates provided the information at the campus rather than at their workplaces. Their information was verified by the Campus Chief. The graduates who were pursuing further study at Sukuna Multiple campus were distributed questionnaires in their respective classrooms. The graduates who were pursuing further studies in Kathmandu returned the filled questionnaires through other people.

During the collection of data, some graduates felt difficulty understanding questions in English. Therefore, the questions were translated into Nepali by the committee members. Some graduates refused to provide responses to open-ended questions due to difficulty in using English, so their responses were translated and written by the committee members.

## **1.6 Scope and Limitation of the Study**

The study covered the graduates from four programs of three faculties (Education, Management and Humanities). Those programs were Three Year BA, Three Year BBS, Three Year B Ed and M Ed. The graduates were mainly categorized into three groups: Employed, Unemployed and Graduates Pursuing Further Studies (GPFS) were studied. The employed graduates were pursuing both full-time and part-time work.

The study had the following limitations.

- i. The study analyzed the graduates from the year 2015 only.
- ii. All the graduates could not be contacted during the collection of the questionnaires.  
Out of 192 graduates, only 106 responses were analyzed.
- iii. Of the total number of graduates, only 42 employed, 16 unemployed and 48 graduates pursuing further studies GPFS were studied.
- iv. The data were collected using questionnaires accompanied by unstructured interviews.
- v. The graduates working and pursuing further studies in foreign countries were not included in the study.



## **CHAPTER II**

### **DATA PRESENTATION AND ANALYSIS**

This chapter is based primarily on the quantitative data collected from the questionnaire developed by UGC, Nepal. This questionnaire was distributed to the graduates to collect a wide range of information about them. We have attempted to analyze the data according to the objectives of the study. During the survey, we sought to discover the employment status of the graduates, past job experience, their aspirations during study at this institution, their response to their respective programs of study at Sukuna Multiple Campus (SMC), suggestions for the betterment of this institution, and so on. The analysis mainly focuses on these components related to SMC.

#### **2.1 Employment Status of the Graduates**

Out of 106 graduates involved in the study, there were 42 employed graduates (39.62%), 16 unemployed graduates (15.09%) and 48 GPFS (45.28%). Among the employed graduates the percentage of the males was higher than that of the females (50.87% compared to 26.53%).

#### **2.1.1 Employed Graduates at the Time of Study**

The graduates involved in this survey were asked about their current position with regard to paid work. As their responses showed, out of 106 samples, 42 (39.62 %) graduates were found to be employed. Among the employed graduates, 29 (69.04%) were male and 13 (30.95%) were female. Thus more than two third of the employed graduates were males.

##### **2.1.1.1 Employed Graduates from Different Programs**

Among the various programs conducted at the campus, the highest percentage of employed graduates was from M Ed (80.76%), and it was followed by B Ed (34.11%). BBS program stood in the third position employing 19.35% of the graduates. The lowest percentage of employed graduates was from BA program, accounting for just 12.5% of the graduates. On the whole, the proportion of the employed graduates was larger among males than among females (50.87% of the

male graduates and 26.53% of the female graduates). However, in BBS and BA programs, employed male graduates were outnumbered by employed female graduates. Interesting thing is that among the male graduates, all from M Ed program but none from BA program were employed. The distribution of the employed graduates by gender in each program is presented in Table No. 1.

**Table No. 1**  
**Employed Graduates from Each Program**

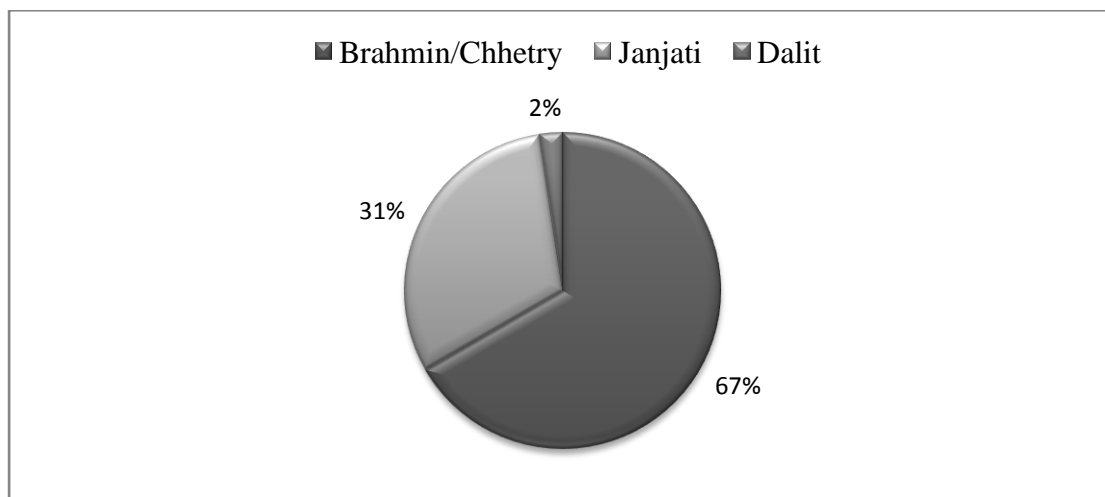
Program	Number of Respondents			Number of Employed			% of Employed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
BBS	11	20	31	2	4	6	18.18	20	19.35
B Ed	25	16	41	10	4	14	40	25	34.11
BA	4	4	8	0	1	1	0	25	12.5
M Ed	17	9	26	17	4	21	100	44.44	80.76
<b>Total</b>	<b>57</b>	<b>49</b>	<b>106</b>	<b>29</b>	<b>13</b>	<b>42</b>	<b>50.87</b>	<b>26.53</b>	<b>39.62</b>

From the observation of the data it can be interpreted that Faculty of Education has produced the largest number of employed graduates, as both M Ed and B Ed programs are run under this faculty.

#### **2.1.1.2 Employed Graduates from Different Ethnic Groups**

The analysis on the basis ethnicity shows that the largest proportion of the employed graduates was from Brahmin and Chhetry communities. Out of 42 employed graduates, 28 (66.66%) were from Brahmin and Chhetry groups; 13 (30.95%) were from Janjati group; 1(2.38%) was from Dalit group and no one from Madhesi and Muslim groups.

**Figure No. 1**  
**Employment by Ethnicity**



The study of the employed graduates shows that there is domination of Brahmin and Chhetry groups in all the programs except BA, where the only one employed graduate was Janjati. The program wise representation of employed graduates representing various ethnic groups is presented in the following table.

**Table No. 2**  
**Employed Graduates by Ethnicity from Different Programs**

Group	BBS	B Ed	B A	M Ed	Total
Brahmin/ Chhetri	4	9	0	15	28
Janjati	2	4	1	6	13
Madhesi	0	0	0	0	0
Dalit	0	1	0	0	1
Muslim	0	0	0	0	0
<b>Total</b>	<b>6</b>	<b>14</b>	<b>1</b>	<b>21</b>	<b>42</b>

This table indicates that graduates representing Madhesi, Dalit and Muslim communities of SMC have rarely got job opportunities.

### 2.1.1.3 Types of Employed Graduates

Among the 42 employed graduates, 35 (83.33%) were working full time (WFT); 3 (7.14%) were working part-time but seeking full-time work (WPSFW); 2 (4.76%) were working part-time but not seeking full-time work (WPNSFW); and 2 (4.76%) were self-employed (SE). The number and percentage of different types of graduates from the four programs of SMC are presented in the following table.

**Table No. 3**  
**Types of Employed Graduates**

Program	WFT			WPSFW			WPNSFW			SE			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BBS	2	4	6	-	-	-	-	-	-	-	-	-	2	4	6
B Ed	3	4	7	3	-	3	2	-	2	2	-	2	10	4	14
BA	-	1	-	-	-	-	-	-	-	-	-	-	-	1	1
M Ed	17	4	21	-	-	-	-	-	-	-	-	-	17	4	21
<b>Total</b>	<b>22</b>	<b>13</b>	<b>35</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>29</b>	<b>13</b>	<b>42</b>

This table shows that the highest percentage of employed graduates was occupied by full-time workers. Except 7 graduates from B Ed program, all the employed graduates were full time workers.

### 2.1.1.4 Time Taken by Graduates to Find Jobs

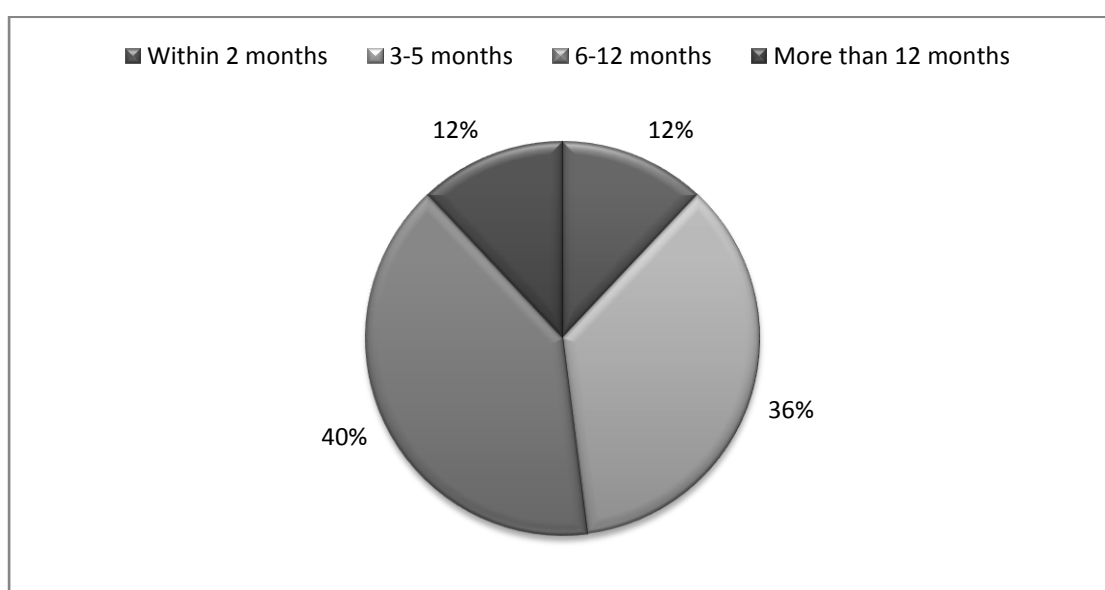
The employed graduates were asked whether they were working at the time of graduation from SMC. Out of 42 graduates, 17 reported that they were working, and 25 said they were not working at the time of graduation.

Of the 25 graduates who were not working at the time of graduation, 3 (12%) responded that they got employment within two months of graduation; 9 (36%) said that they got

employed within three to five months; 10 graduates (40%) responded that they secured employment within six to twelve months of obtaining degree from this institution; and 3 (12%) graduates said that it took them more than 12 months to secure employment. Time taken by the graduates to get employment after graduation is shown in Figure No. 2 below.

**Figure No. 2**

**Time Taken by Graduates to Secure Employment**



The graduates who did not have job at the time of graduation but at the time of data collection gave various reasons for time gap between obtaining their degree and first employment. The reasons given by the graduates are presented in the following table.

**Table No. 4**

**Reasons for Time Gap between Graduation and Finding Job**

Reason	Number of graduates giving the reason				
	BBS	B Ed	BA	M Ed	Total
Job not found	4	2	1	-	7
Family problems	1	1	1		3

Did not try	-	4	1	-	5
Got training during time gap	-	3	-	-	3
Studied during the gap	-	1	-	-	1
Personal reasons	-	1	-	3	4
Health problems	-	1	-	1	2

As can be observed in the above table, the main reason given by graduates is that despite their efforts, they were not able to find the job. Another major reason was that they did not try for the job.

### 2.1.1. 5 Knowledge about the job

All the employed graduates were asked to mention how they came to know about their job. They were asked to choose five options: through friends, through relatives, through written enquiries, through advertisement in the media, and other sources. The responses given by the graduates are summarized in the following table.

**Table No. 5**  
**Source of Information about the Job**

Source of finding the job	Number of reasons				
	BBS	B Ed	BA	M Ed	Total
Through friends	1	6	-	4	11
Through relatives	4	2	1	2	9
Through written enquiries	1	4	-	4	9
Through advertisement in the media	-	1	-	11	12
Other (Themselves)	-	1	-	-	1
<b>Total</b>	<b>6</b>	<b>14</b>	<b>1</b>	<b>21</b>	<b>42</b>

The table shows that in Master's Degree about half of the employed graduates responded that they got information about their employment through advertisement. As the M Ed graduates have shared, the second source of information about the job was written enquiries. Majority of Bachelor's Degree graduates responded that they came to know about their current jobs through personal contact (friends and relatives).

This is a clear indication that as the level goes up it will be more and more difficult to get a job through personal contact.

### 2.1.1.6 Employment Information

In order to get the details of the employers, the employed graduates were asked about the type of organization for which they were working. Among them, the number of graduates working in government organization was found to be slightly larger than that of the graduates working private and public organization. The detailed information about the types of organization of the employed graduates is presented in the following table.

Type of organization	Number of graduates				
	BBS	B Ed	BA	M Ed	Total
Private/ Public	4	8	1	4	17
NGO/INGO	-	1	-	2	3
Self-Employed	-	2	-	-	2
Government	2	3	-	15	20
<b>Total</b>	<b>6</b>	<b>14</b>	<b>1</b>	<b>21</b>	<b>42</b>

Among the jobs of various kinds held by the graduates, teaching constituted the biggest area, employing almost all the graduates. Out of 42 employed graduates, 29 (69.04%) reported that they were involved in teaching; 4 (9.52%) in said that they were involved in government service; 4 (9.52%) said that they were in business related profession; 2 (4.76%) responded that they were working in industries; and 3 (7.14%) were doing other jobs (two journalists and an assistant in hospital administration). Type of employment held by graduates from different programs is presented in the table below.

**Table No. 6**  
**Types of Graduates' Employment**

Field	Number of graduates working in the field														
	BBS			B Ed			BA			M Ed			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Agriculture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching	1	2	3	5	4	9	-	1	1	13	3	16	19	10	29
Business	1	1	2	2	-	2	-	-	-	-	-	-	3	1	4
Gov. Service	-	-	-	1	-	1	-	-	-	2	1	3	3	1	4
Industry	-	-	-	2	-	2	-	-	-	-	-	-	2	-	2
Other	-	1	1	-	-	-	-	-	-	2	-	2	2	1	3
<b>Total</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>10</b>	<b>4</b>	<b>14</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>17</b>	<b>4</b>	<b>21</b>	<b>29</b>	<b>13</b>	<b>42</b>

Another question asked to the graduates was whether they had part-time or full-time job. Most of the graduates responded that they had full-time jobs. The type of employment of the graduates belonging to different programs is presented in the following table.

**Table No. 7**  
**Employment Type**

Employment Type	Number of graduates														
	BBS			B Ed			BA			M Ed			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Part-Time	-	-	-	5	-	5	-	-	-	-	-	-	5	-	5
Full Time	2	4	6	5	4	9	-	1	1	17	4	21	24	13	37
<b>Total</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>10</b>	<b>4</b>	<b>14</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>17</b>	<b>4</b>	<b>21</b>	<b>29</b>	<b>13</b>	<b>42</b>

#### 2.1.1.7 Job status of the Graduates

The employed graduates were also asked to provide information about their status of job. They were asked to choose among four options: senior level, mid level,



operational level and assistant level. Almost half (47.61%) of the employed graduates said that they were working in the mid level. They were followed by the graduates working in the senior level (28.57% of the employed graduates). Similarly, 16.66% of the employed graduates mentioned that they were working in the operational level, and 7.14% of the employed graduates responded that they were working only in the assistant level. The number of graduates working in these four levels from different programs of SMC is presented in the following table.

**Table No. 8**  
**Job Status of the Graduates**

Level	Number of graduates														
	BBS			B Ed			BA			M Ed			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Senior Level	-	-	-	2	-	2	-	-	-	9	1	10	11	1	12
Mid Level	1	-	1	6	2	8	-	1	1	8	2	10	15	5	20
Operational Level	1	1	2	2	2	4	-	-	-	-	1	1	3	4	7
Assistant Level	-	3	-	-	-	-	-	-	-	-	-	-	-	3	3
<b>Total</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>10</b>	<b>4</b>	<b>14</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>17</b>	<b>4</b>	<b>21</b>	<b>29</b>	<b>13</b>	<b>42</b>

As can be observed in this table, the number of male graduates working in the senior and mid levels is higher than that of the female graduates. In operational and assistant levels, the female graduates have outnumbered the male graduates. In the same way, most the graduates working in the senior level are from M Ed. This indicates that the level of qualification has a close relation with the status of job held by a graduate.

With the help of the graduates' date of appointment, it was also studied how long the graduates had been working in their position. It has already been mentioned that majority of the employed graduates were not working at the time of graduation. Since many graduates did not have a long experience of their job, it can be argued that the institutional programs of SMC had positive effects on finding jobs.

The employed graduates were put into four categories on the basis of their job experience: Graduates working for more than ten years, graduates working for five to ten years, graduates working for one to five years, graduates working for six to twelve

months, and graduates working for less than six months. The number of graduates falling in these categories is presented in the following table.

**Table No. 9**  
**Duration of Job**

Period	Number of graduates														
	BBS			B Ed			BA			M Ed			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
More than 10 years	-	-	-	-	-	-	-	-	-	6	2	8	6	2	8
5-10 years	-	-	-	-	-	-	-	-	-	3	-	3	3	-	3
1-5 years	2	3	5	7	3	10	-	1	1	8	-	8	17	7	24
6 months-1 year	-	1	1	2	-	2	-	-	-	-	1	1	2	2	4
Less than 6 months	-	-	-	1	1	2	-	-	-	-	1	1	1	2	3
<b>Total</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>10</b>	<b>4</b>	<b>14</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>17</b>	<b>4</b>	<b>21</b>	<b>29</b>	<b>13</b>	<b>42</b>

#### 2.1.1.8 Self-employed Graduates

Out of 42 employed graduates only two were self-employed. They were from B Ed program. No graduates from other programs were self-employed. Both of the self-employed graduates were males and were employed in the field of business. One was the owner of stationery and another had a general store. Both of them became employed within six months of graduation. Since they were from B Ed program, their jobs were not very relevant to the intuitional program they attended at SMC. In terms of ethnicity, one belonged to Brahmin group and the other belonged Dalit group.

The self-employed graduates were asked about their annual income. Both the self-employed graduates mentioned that their annual income was between Rupees 200,000 and 300,000. Other employed graduates were not asked about their income.

#### 2.1.1.9 Unemployed Graduates

The graduates' unemployment rate has been calculated as the number of graduates not working and looking for a job over the total number of graduates. In other words, the unemployed graduates are considered as the total graduate population excluding the Graduates Pursuing Further Studies (GPFS). Out of 106 graduates involved in the

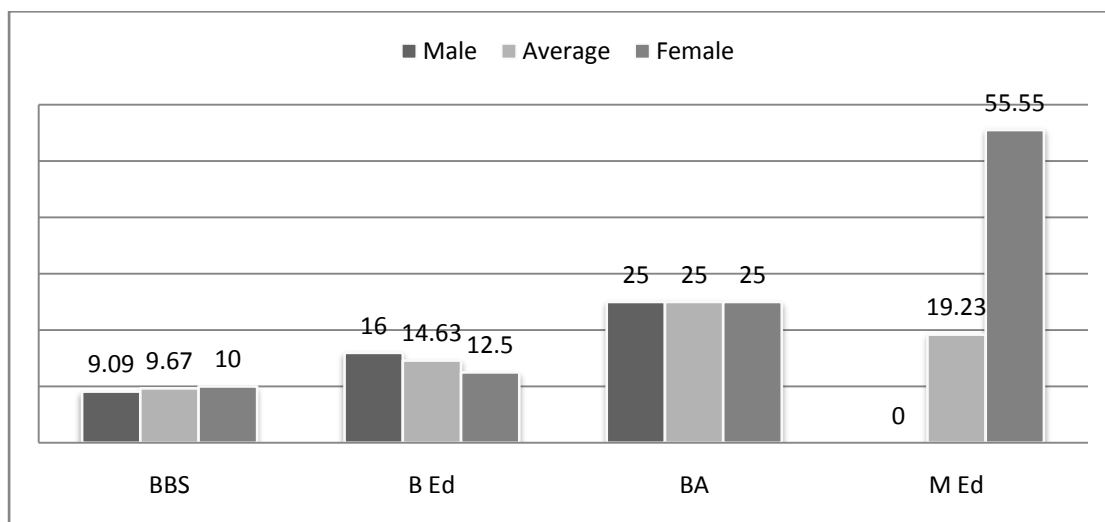
study 16 (15.09%) were unemployed. The following table outlines the unemployed graduates from different programs of SMC.

**Table No. 10**  
**Unemployed Graduates**

	Total Number of graduates			Number of Unemployed			% of the unemployed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
BBS	11	20	31	1	2	3	9.09	10	9.67
B Ed	25	16	41	4	2	6	16	12.5	14.63
BA	4	4	8	1	1	1	25	25	25
M Ed	17	9	26	-	5	5	0	55.55	19.23
<b>Total</b>	<b>57</b>	<b>49</b>	<b>106</b>	<b>6</b>	<b>10</b>	<b>16</b>	<b>10.52</b>	<b>20.40</b>	<b>15.09</b>

The rate of unemployment was almost twice higher among female (20.4%) than among male (10.52%) although it is not consistent in all the programs. Surprisingly, while none of the male graduates were unemployed in M Ed, the unemployment rate of this level is higher than the rate of other levels because of a large number of unemployed female graduates. This shows an inverse correlation between the level of graduation and the rate of employment. The following diagram shows the distribution of unemployed graduates' percentage by program of study.

**Figure No. 3**  
**Unemployed Graduates**



## 2.2 Issues Related to the Characteristics, Expectations and Aspirations of Graduates

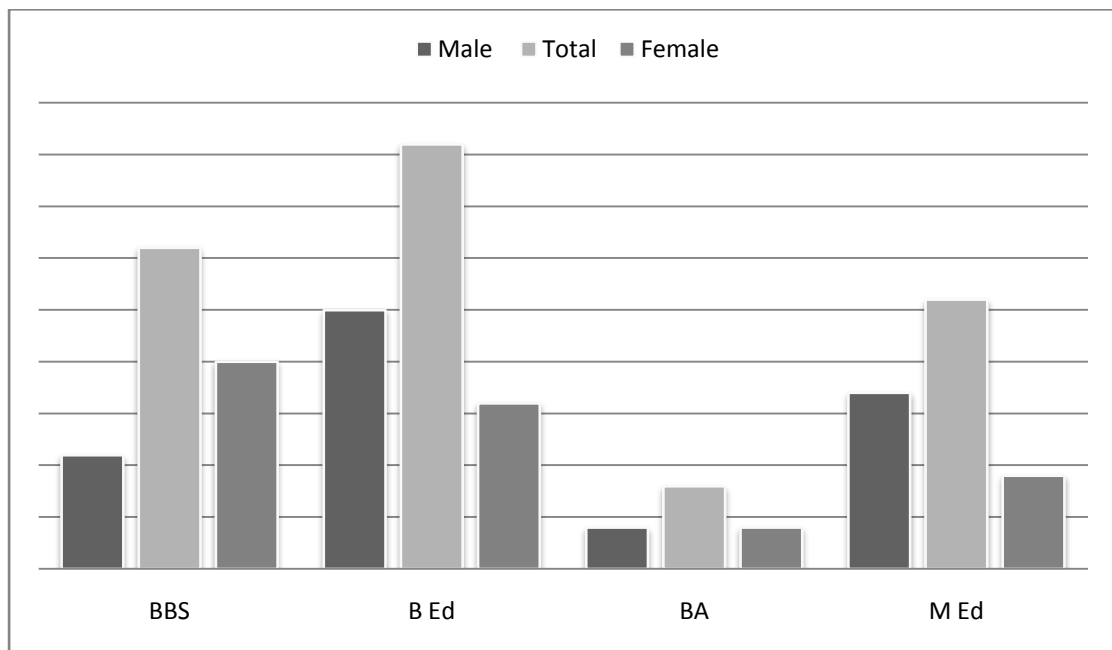
This section primarily focuses on the analysis of the characteristics of graduates (gender, age, ethnicity etc, and their socio-economic background in terms of their parents' educational background and occupation.), their expectations and aspirations while they were studying at SMC.

### 2.2.1 Characteristics of Graduates

#### 2.2.1.1 Graduates' Gender

Out of 106 samples, there were 57 (53.77%) percent male and 49 (46.22%) female graduates. In BBS program, there were more female graduates than the male graduates. In BA program, the number of male and female graduates was equal. In other two programs, the number of male graduates was higher than that of the female graduates. The following figure shows the gender wise proportion of graduates from each program of study.

**Figure No. 4**  
**Gender-wise Proportion from Each Program**



The figure shows that there were more male graduates from the Faculty of Education, more female graduates from the Faculty of Management, and equal number of graduates from the Faculty of Humanities and Social Sciences.

#### **2.2.1.2 Graduates' Age**

The average age of respondents was 22.87 years, male being on average Slightly older than female ones (22.93 years compared with 22.77 years). The graduates have been put into five age groups according to their age groups: Graduates who were 20 years old, graduates between the ages of 21 and 23, graduates who were between the ages of 24 and 26, graduates who were between the ages of 27 and 30, and graduates who were above the age of 30. The distribution of the respondents among different age groups is presented in the following table.

**Table No. 11**  
**Duration of Job**

Age group	Number of graduates in the age group														
	BBS			B Ed			BA			M Ed			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
20 or younger	1	-	1	1	-	1	-	-	-	-	-	-	2	-	2
21-23 years	7	17	24	12	8	20	2	2	4	-	-	-	21	27	48
24-26	3	2	5	7	3	10	2	-	2	-	-	-	12	5	17
27-30	-	-	-	4	3	7	-	2	2	2	3	7	6	8	14
Older than 30	-	1	1	1	2	3	-	-	-	15	6	21	16	9	25
<b>Total</b>	<b>11</b>	<b>19</b>	<b>31</b>	<b>25</b>	<b>16</b>	<b>41</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>17</b>	<b>9</b>	<b>26</b>	<b>55</b>	<b>49</b>	<b>106</b>

The table-11 shows that in Bachelor's Degree most of the graduates were in their early twenties whereas most of the Master's Degree graduates were in their thirties.

### 2.2.1.3 Graduates' Geographical Representation

The graduates' permanent addresses were recorded to find out about their geographical representation. It was found that three quarters (75.47%) of the graduates were from Morang district. Comparatively there were very few graduates from the hill districts of the Eastern Part of Nepal. This could be because of the fact that many graduates in those districts could not be traced. It was found that all the graduates were from Province No. 1 of Nepal except one graduate, who was from Nawalparasi district. The district-wise representation of the graduates from each program is presented in the following table.

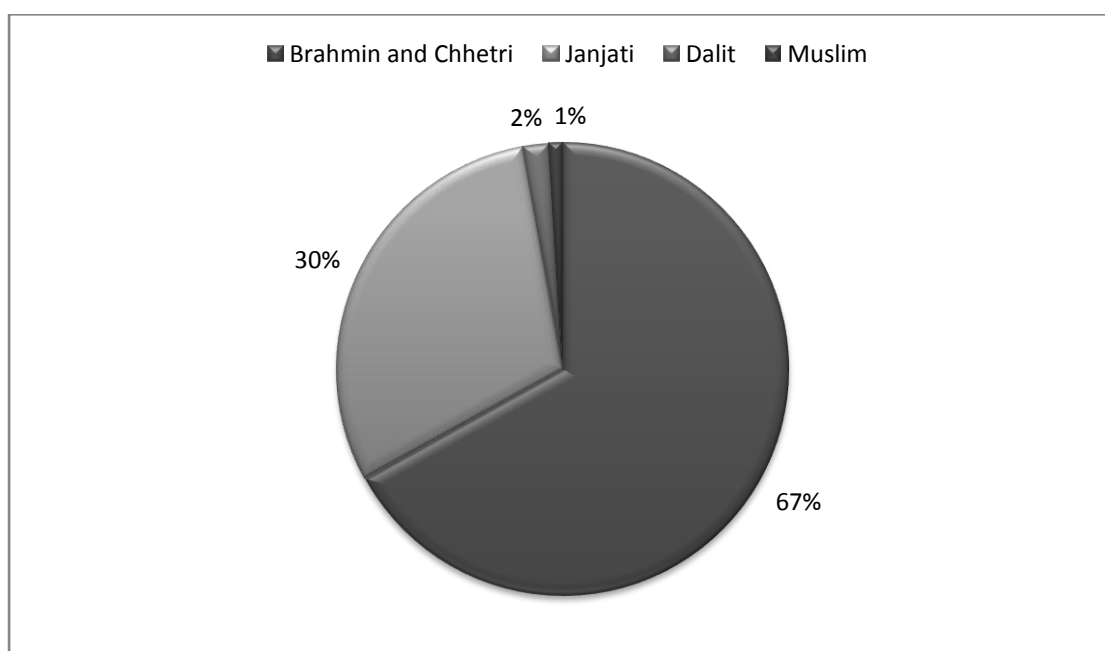
**Table No. 12**  
**Graduates' District-wise Representation**

District	Number of graduates in the district														
	BBS			B Ed			BA			M Ed			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Morang	11	19	30	16	12	28	2	4	6	11	5	16	40	40	80
Jhapa	-	1	1	-	-	-	-	-	-	3	-	3	3	1	4
Sunsari	-	-	-	-	2	2	-	-	-	-	2	2	-	4	4
Dhankuta	-	-	-	2	1	3	-	-	-	-	1	1	2	2	4
Sankhuwa Sabha	-	-	-	-	1	1	-	-	-	1	-	1	1	1	2
Bhojpur	-	-	-	-	-	-	-	-	-	1	-	1	1	-	1
Terhathum	-	-	-	1	-	1	-	-	-	-	-	-	1	-	1
Taplejung	-	-	-	2	-	2	-	-	-	-	-	-	2	-	2
Panchthar	-	-	-	1	-	1	-	-	-	1	-	1	2	-	2
Ilam	-	-	-	1	-	1	1	-	1	-	-	-	2	-	2
Udayapur	-	-	-	1	-	1	-	-	-	-	-	-	1	-	1
Khotang	-	-	-	1	-	1	1	-	1	-	-	-	2	-	2
Nawalparasi	-	-	-	-	-	-	-	-	-	-	1	1	-	1	1
<b>Total</b>	<b>11</b>	<b>20</b>	<b>31</b>	<b>25</b>	<b>16</b>	<b>41</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>17</b>	<b>9</b>	<b>26</b>	<b>57</b>	<b>49</b>	<b>106</b>

#### 2.2.1.4 Graduates' Ethnic Representation

The analysis showed that the largest proportion of the sample was covered by Brahmin and Chhetry group (66.98%). It is also surprising to note that no graduate was from the Madhesi group despite the fact that the campus is located in the Tarai region. Likewise, the graduates from the Dalit and Muslim groups were also very low (1.88% and 0.94% respectively). The representation of graduates from different ethnic groups is shown in the following figure.

**Figure No. 5**  
**Proportion of the Graduates by Ethnic Groups**



The detailed information about the ethnic representation of the graduates is presented in the following table

**Table No. 13**  
**Ethnic Representation of the Graduates in Different Programs**

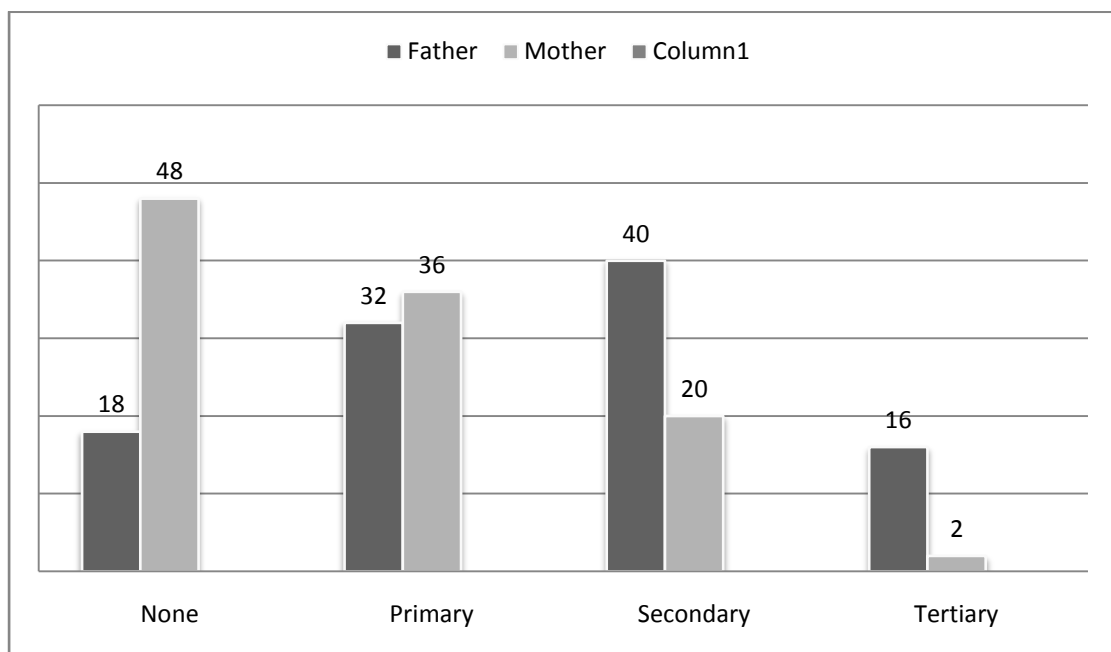
Ethnic group	Number of graduates in the ethnic group														
	BBS			B Ed			BA			M Ed			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Brahmin/Chettery	8	15	23	18	7	25	2	2	4	13	6	19	41	30	71
Janjati	3	5	8	4	9	13	2	2	4	4	3	7	13	19	32
Dalit	-	-	-	2	-	2	-	-	-	-	-	-	2	-	2
Muslim	-	-	-	1	-	1	-	-	-	-	-	-	1	-	1
Madhesi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>11</b>	<b>20</b>	<b>31</b>	<b>25</b>	<b>16</b>	<b>41</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>17</b>	<b>9</b>	<b>26</b>	<b>57</b>	<b>49</b>	<b>106</b>



### 2.2.1.5 Parents' Education and Occupation

In order to find out the graduates' socio-economic background, they were asked to mention their parents' educational level and occupation. The study shows that 18 (16.98%) of the fathers and 48 (45.28%) of the mothers did not have any formal education. The formal education of the graduates' parents is presented in the following figure.

**Figure No. 6**  
**Parents' Education**



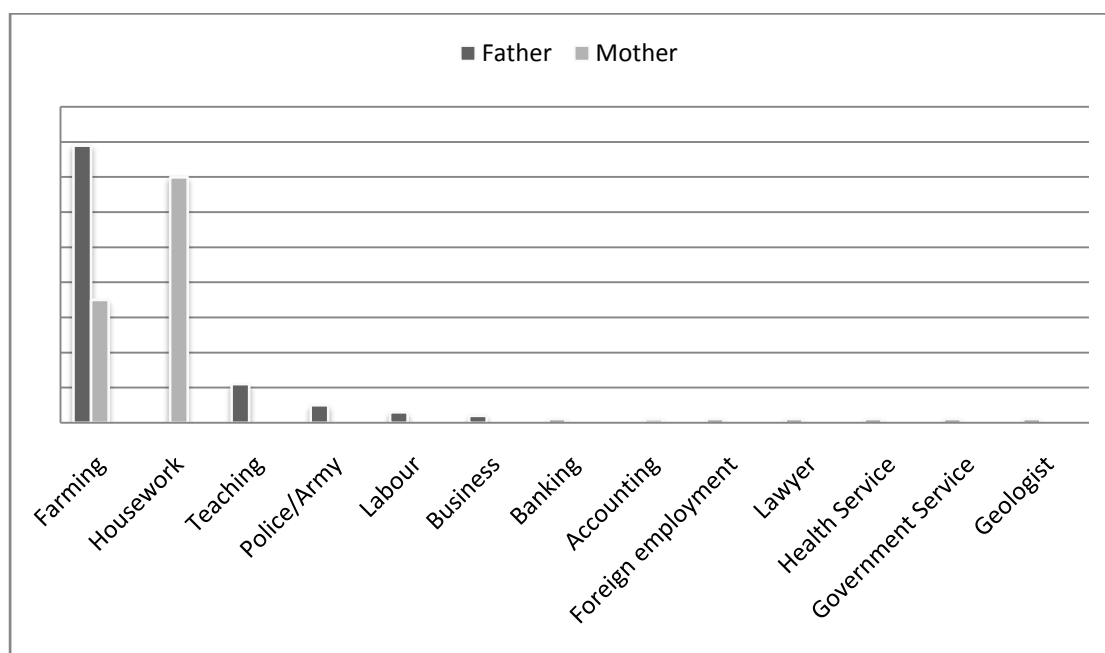
The table shows that there are more fathers who have got secondary and tertiary education, but more mothers who are uneducated and have got primary education. The detailed information about the parents' education is presented in the following table.

**Table No. 14**  
**Parents' Education by Programs**

Level of Education	Number of parents									
	BBS		B Ed		BA		M Ed		Total	
	Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo
None	5	13	5	18	1	2	7	15	18	48
Primary	6	11	14	12	2	5	10	8	32	36
Secondary	15	6	15	11	3	-	7	3	40	20
Tertiary	5	1	7	-	2	1	2	-	16	2
<b>Total</b>	<b>31</b>	<b>31</b>	<b>41</b>	<b>41</b>	<b>8</b>	<b>8</b>	<b>26</b>	<b>26</b>	<b>106</b>	<b>106</b>

The study revealed that almost three quarters (74.52) of fathers were involved in farming. Likewise similar proportion (66.03) of mothers was doing housework. The occupations of the graduates are presented in the following figure

**Figure No. 7**  
**Parents' Occupation**



The figure shows a strange picture of parents whose children have graduated from SMC. While most mothers are reported to have been doing housework as their main occupation, none of the fathers are reported to have been involved in this occupation. Parents are rarely found to have been involved in other occupations.

The detailed information about the parents' occupation is presented in the following table.

**Table No. 15**  
**Parents' Occupation by Programs**

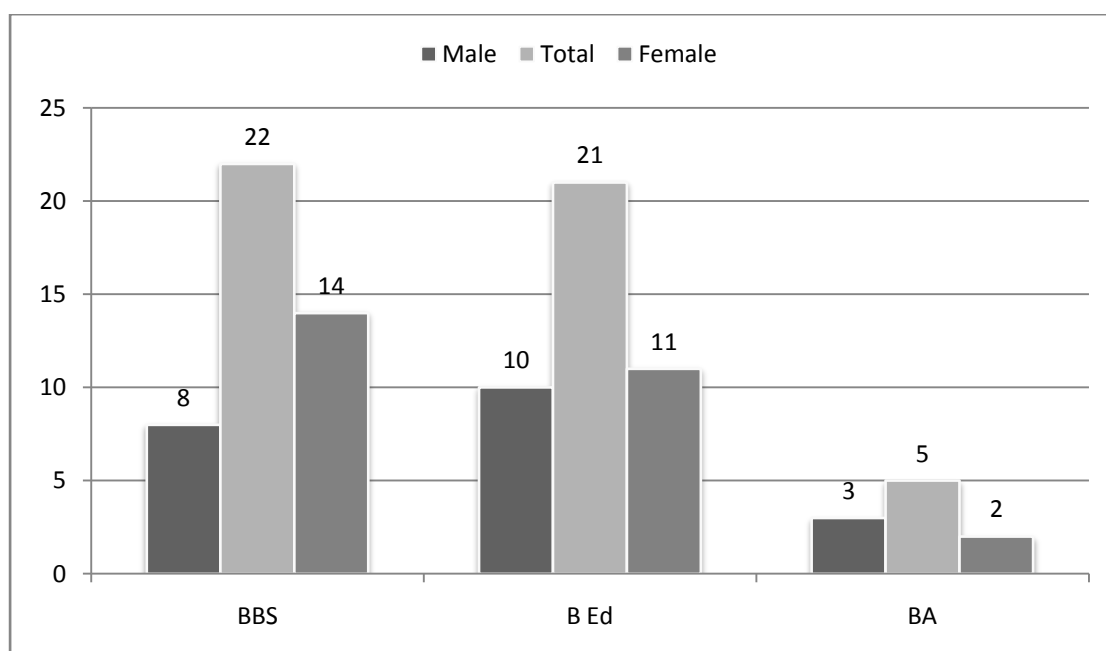
Level of Education	Number of parents									
	BBS		B Ed		BA		M Ed		Total	
	Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo
Farming	19	5	32	20	6	-	22	10	79	35
Housework	-	26	0	21	-	7	-	16	-	70
Teaching	4	-	5	-	-	-	2	-	11	-
Police/Army	3	-	1	-	-	-	1	-	5	-
Labor	2	-	1	-	-	-	-	-	3	-
Business	1	-	-	-	1	-	-	-	2	-
Banking	1	-	-	-	-	-	-	-	1	-
Accounting	-	-	-	-	-	1	-	-	-	1
Foreign employment	-	-	-	-	1	-	-	-	1	-
Lawyer	-	-	1	-	-	-	-	-	1	-
Health service	-	-	1	-	-	-	-	-	1	-
Government service	-	-	-	-	-	-	1	-	1	-
Geologist	1	-	-	-	-	-	-	-	1	-
<b>Total</b>	<b>31</b>	<b>31</b>	<b>41</b>	<b>41</b>	<b>8</b>	<b>8</b>	<b>26</b>	<b>26</b>	<b>106</b>	<b>106</b>

### 2.2.1.6 Graduates Pursuing Further Studies

The graduates were asked whether they were undertaking further studies after their graduation. Out of 106 graduates sampled for the study, 48 (45.28%) graduates responded that they were pursuing further studies in different educational institutions. Among the graduates from different programs of study, none of the M Ed graduates

found to be studying in the upper levels. The graduates from other programs were studying in the related programs of the upper levels. Out of 31 graduates from BBS program, 22 (70.96%) graduates were undertaking further studies in MBS. Similarly, 21 (51.21%) graduates from B Ed program were doing further studies in M Ed. In the same way, 5 (62.5%) graduates from BA program said that they were doing further studies in MA. The number and percentage of the graduates pursuing further studies are presented in the following figure.

**Figure No. 8**  
**Graduates Pursuing Further Studies**



It should be noted here that there were more graduates from B Ed program involved in the study, but the number of graduates pursuing further studies was more among the BBS graduates.

### 2.2.2 Expectations and Aspirations of the graduates

The graduates were asked what type of job they were expecting while they were studying under their respective programs. On the whole their expectations had a close link to the institutional programs they had attended. For example, out of 67 graduates from Faculty of education (B Ed and M Ed), 57 (85.07%) expected to get a job in the

field of teaching, and out of 31 graduates from BBS, 21 (67.7%) responded that they wanted to get jobs related to banking and finance. The following table outlines the expected jobs of the graduates when they chose their programs of study.

**Table No. 16**  
**Graduates' Expected Jobs at the Time of Study**

Expected Jobs	Number of graduates in the ethnic group														
	BBS			B Ed			BA			M Ed			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Teaching	1	-	1	20	15	35	1	-	1	13	9	22	35	24	59
Banking/finance	7	14	21	-	-	-	-	-	-	-	-	-	7	14	21
Government Job	3	5	8	3	1	4	3	4	7	2	-	2	11	10	21
Business	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1
Self-employed	-	-	-	1	-	1	-	-	-	-	-	-	1	-	1
NGO related	-	-	-	1	-	1	-	-	-	1	-	1	2	-	2
Journalism	-	-	-	-	-	-	-	-	-	1	-	1	1	-	1
<b>Total</b>	<b>11</b>	<b>20</b>	<b>31</b>	<b>25</b>	<b>16</b>	<b>41</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>17</b>	<b>9</b>	<b>26</b>	<b>57</b>	<b>49</b>	<b>106</b>

This table shows that most graduates wanted to get a job that would be supported by their education.

An attempt was made to compare the graduates' expectations and their jobs at the time of data collection. Except for the graduates from BBS and BA, most of the graduates' expectations were found to have been met when they were employed. However, more than two quarters (67.74%) of the BBS graduates expected to get job related to banking and finance, but only one graduate was found to have been working in this field. It could not be properly investigated whether BA graduates' expectations were met or not because most of them were found to have been pursuing further studies in MA program.

The graduates were asked to provide suggestions and recommendations for the betterment of SMC. Their suggestions are also put under the category of graduates'

expectations. Main suggestions given by the graduates are summarized in the following table.

**Table No. 17**  
**Graduates' Suggestions**

Suggestion	Number of suggestions				
	BBS	B Ed	B A	M Ed	Total
Teachers should be regular and punctual	13	4	-	1	18
Maintain discipline and regularity of students	-	9	-	-	9
Provide bus facility to students	4	11	-	5	20
Administration should be open in all shifts	-	4	-	3	7
Improve administration	-	3	-	1	4
Teachers should complete course in time	12	1	-	-	13
Use technology in the class	2	3	1	3	9
Do not discriminate students in facilities	-	-	-	2	2
improve library	7	7	-	1	15
Give monthly tests/internal tests regularly	-	4	-	1	5
Provide hostel facility	2	5	2	-	9
Focus on Practical activities in class	3	2	-	3	8
Minimize political activities	1	3	1	-	5
Launch new/professional/technical courses	4	1	1	2	8
Update lab	-	2	-	-	2
Appoint more qualified teachers	1	-	1	1	3
Use better methods of teaching	-	2	1	-	3
Provide enough materials for thesis students	-	-	-	3	3
Improve students' technological skills	-	3	-	-	3
Organize more extra-curricular activities	2	1	-	-	3
Help students find job	-	1	-	-	1
Follow semester system	-	1	-	-	1
Organize interaction between students and administration	1	-	-	-	1

Focus on research	1	-	-	-	1
No suggestion	3	7	-	4	14

## 2.3 Issues Related to the Employment Experience of the Graduates

All the employed graduates were asked some questions related to their job experiences. These questions were related to the level of satisfactions, their willingness to stay in the job, problems they were facing and so on.

### 2.3.1 Problems Faced by the Graduates

Out of 42 graduates, almost three quarters (31 or 73.80%) said that they had no problems in their current job assignments, and one quarter (11 or 26.19%) said that they were facing some remarkable problems. Surprisingly, 4 graduates from BBS program were involved in teaching, and half of them said they were satisfied with the job. Comparatively, M Ed graduates seemed more satisfied with their job assignments.

The graduates facing problems in their jobs were asked to mention their problems. Most of the graduates said that the main problem was that they were not getting enough salary. Of the 42 employed graduates 8 (19.4%) said that their low salary was causing the problem. The second major problem was work overload, but only 2 (4.74%) graduates reported that they were facing this problem. Other problems they mentioned were work overload, temporary job, distance from home location, political interference and job not matching their education. While some graduates mentioned a single problem they were facing, some other graduates reported that they had more than one problem. Therefore, the number of graduates and number of problems are not same. The main problems reported by the graduates in their job assignments are outlined in the following table.

**Table No. 18**  
**Problems faced in the job assignments**

Problems	Number of graduates facing the problem				
	BBS	B Ed	BA	M Ed	Total
Salary is low	2	4	1	1	8
Work overload	1	1	-	-	2
Job is temporary	-	-	-	1	1
The workplace is far from the home location	-	-	-	1	1
Job is not suitable to the education	-	-	-	1	1
Political interference	-	-	-	1	1

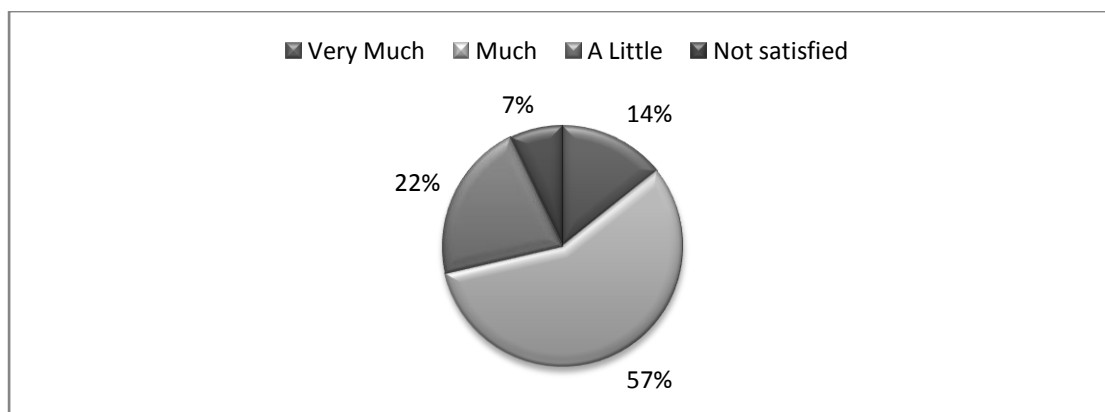
From this table it is revealed that the number of graduates facing problems was very low.

### 2.3.2 Job Satisfaction

It was observed that there was close relation between the problems faced by the graduates to level of job satisfaction. The employed graduates were asked to what extent they were satisfied with their jobs. Majority of the graduates (57.14%) said that they were much satisfied with their jobs. The graduates experiencing problems were naturally not very satisfied with their jobs. The employed graduates were asked to choose among four options to rate their job satisfaction level. The overall percentage of the graduates choosing different satisfaction levels is presented in the following figure.

**Figure No. 9**  
**Level of Job Satisfaction of the Employed Graduates**





The level of satisfaction was not same among the graduates from different programs. The graduates from M Ed programs seemed more satisfied to their jobs in comparison to other programs of study. Different satisfaction levels chosen by graduates from different programs of study are presented in the following table.

**Table No. 19**  
**Graduates' Job Satisfaction**

Level	Number of graduates														
	BBS			B Ed			BA			M Ed			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Very much	-	-	-	1	1	2	-	-	-	4	-	4	5	1	6
Much	1	2	3	6	2	8	-	-	-	11	2	13	18	6	24
A little	-	2	2	2	1	3	-	1	1	2	1	3	4	5	9
Not satisfied	1	-	1	1	-	1	-	-	-	-	1	1	2	1	2
<b>Total</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>10</b>	<b>4</b>	<b>14</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>17</b>	<b>4</b>	<b>21</b>	<b>29</b>	<b>13</b>	<b>42</b>

### 2.3.2 Past Job Experience

The graduates were also asked about their past job experience. It is a surprising fact to note that out of 106 traced graduates, only 3 (2.83%) stated that they had some kind of job experience prior to their present job. They were all male graduates, and had worked as teachers. Among them, one was from B Ed program and two were from M Ed program. No graduates from BBS and BA programs stated their previous job experience.

## 2.4 Issues Related to the Quality and Relevance of Higher Education

In an effort to better understand the quality and relevance of different programs of study at SMC, two closed ended questions were asked to the graduates.

### 2.4.1 The Quality of Institutional Programs

Graduates were asked to assess the quality of their study programs in order to obtain information about major strengths and weakness of those programs. For this purpose, they were asked to rate twelve indicators, namely *Range of courses offered*, *Number of optional Subjects*, *Relevance of the program professional requirements*, *Extracurricular activities*, *Problem Solving*, *Inter-disciplinary learning*, *Work placement/attachment*, *Teaching/learning environment*, *Quality of delivery*, *Teacher student relationship*, *Library/Lab, etc.*, and *Others* Each indicator had a range of six ratings viz. ‘Does not apply’ Very little, Little, Moderate, High and ‘Very high’ (0, 1, 2, 3, 4, 5) On the whole majority of responses were geared in favor of the institution. The respondents’ opinion on each indicator is analyzed in the following tables.

**Table No. 20**  
**Graduates’ Response on the Range of Courses Offered.**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	2	6.45	1	2.43	1	12.5	-	0	4	3.77
High (4)	9	29.03	17	41.46	4	50	6	23.07	36	33.96
Moderate (3)	13	41.93	14	34.14	1	12.5	13	50	41	38.67
Little (2)	5	16.12	8	19.51	1	12.5	6	23.07	20	18.86
Very Little (1)	1	3.22	1S	2.43	-	0	1	3.84	3	2.83
Does not Apply (0)	1	3.22	-	0	1	12.5	-	0	2	1.88

**Table No. 21**  
**Graduates’ Response on the Number Optional Subjects**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	4	12.90	4	9.75	-	0	2	7.69	10	9.43
High (4)	12	38.70	12	29.26	3	37.5	10	38.46	37	34.90
Moderate (3)	9	29.03	13	31.70	4	50	7	26.92	33	31.13
Little (2)	1	3.22	11	26.82	1	12.5	7	26.92	20	18.86
Very Little (1)	-	0	1	2.43	-	0	-	0	1	0.94
Does not Apply (0)	5	16.12	-	0	-		-		5	4.71

**Table No. 22**

**Graduates' Response on the Relevance of the Program to  
Professional Requirement**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	1	3.22	3	7.31	-	0	1	3.84	5	4.71
High (4)	10	32.25	11	26.87	3	37.5	15	57.69	39	36.79
Moderate (3)	17	54.83	17	41.46	3	37.5	7	26.92	44	41.50
Little (2)	3	9.67	7	17.07	1	12.5	2	7.69	13	12.26
Very Little (1)	-	0	2	4.87	-	0	1	3.84	3	2.83
Does not Apply (0)	-	0	1	2.43	1	12.5	-	0	2	1.88

**Table No. 23**

**Graduates' Response on Extracurricular Activities**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	3	9.67	2	4.87	1	12.5	-	0	6	5.66
High (4)	10	32.25	18	43.90	2	25	12	46.15	42	39.62
Moderate (3)	9	29.03	7	17.07	4	50	8	30.76	28	26.41

Little (2)	5	16.12	9	21.95	1	12.5	3	26.92	18	16.98
Very Little (1)	3	9.67	4	9.75	-	0	2	7.69	9	8.49
Does not Apply (0)	1	3.22	1	2.43	-	0	1	3.84	3	2.83

**Table No. 24**  
**Graduates' Response on Problem Solving.**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	1	3.22	2	4.87	-	0	-	0	3	2.83
High (4)	15	48.38	4	9.75	-	0	6	23.07	25	23.58
Moderate (3)	6	19.35	18	43.90	7	87.5	12	46.15	43	40.56
Little (2)	4	12.90	11	26.87	1	12.5	4	15.38	20	18.86
Very Little (1)	4	12.90	6	14.63	-	0	4	15.38	14	13.20
Does not Apply (0)	1	3.22	-	0	-	0	-	0	1	0.94

**Table No. 25**  
**Graduates' Response on Interdisciplinary Learning**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	8	25.80	4	9.75	-	0	-	0	12	11.32
High(4)	9	29.03	14	34.14	2	25	11	42.30	36	33.96
Moderate (3)	10	32.25	16	39.02	4	50	9	34.61	39	36.79
Little (2)	1	3.22	4	9.75	1	12.5	4	15.38	10	9.43
Very Little (1)	2	6.45	3	7.31	1	12.5	2	7.69	8	7.54

Does not Apply (0)	1	3.22	-	0	-	0	-	0	1	0.94
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**Table No. 26**  
**Graduates' Response on Work Placement/Attachment**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	3	9.67	2	4.87	-	0	1	3.84	6	5.66
High (4)	13	41.93	11	26.87	1	12.5	8	30.76	33	31.13
Moderate (3)	6	19.35	13	31.70	1	12.5	6	23.07	26	24.52
Little (2)	6	19.35	9	21.95	4	50	8	30.76	27	25.47
Very Little (1)	2	6.45	4	9.75	2	25	1	3.84	9	8.49
Does not Apply (0)	1	3.22	2	4.87	-	0	2	7.69	5	4.71

**Table No. 27**  
**Graduates' Response on Teaching/Learning Environment**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	2	6.45	6	14.63	2	25	3	11.53	13	12.26
High (4)	11	35.48	19	46.34	2	25	9	34.61	41	37.87
Moderate (3)	15	48.38	14	34.14	2	25	9	34.61	40	37.73
Little (2)	3	9.67	2	4.87	2	25	3	11.53	10	9.43
Very Little (1)	-	0	-	0	-		2	7.69	2	1.88

Does not Apply (0)	-		-	0	-		-	0	-	0
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**Table No. 28**  
**Graduates' Response on Quality of Delivery**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	2	6.45	4	9.75	-	0	1	3.84	7	6.60
High (4)	16	51.61	20	48.70	3	37.5	14	53.84	53	50
Moderate (3)	9	29.03	8	19.51	1	12.5	6	23.07	24	22.64
Little (2)	4	12.90	8	19.51	3	37.5	2	7.69	17	16.03
Very Little (1)	-	0	1	2.43	1	12.5	3	11.53	5	4.71
Does not Apply (0)	-	0	-	0	-	0	-	0	-	0

**Table No. 29**  
**Graduates' Response on Teacher Student Relationship**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	14	45.61	8	19.51	3	37.5	6	23.07	31	29.24
High (4)	9	29.03	18	43.90	3	37.5	11	42.30	41	38.67
Moderate (3)	5	16.12	13	31.70	2	25	5	19.23	25	23.58
Little (2)	1	3.22	2	4.87	-	0	3	11.53	6	5.66
Very Little (1)	2	6.45	-	0	-	0	1	3.84	3	2.83

Does not Apply (0)	-	0	-	0	-	0	-	0	-	0
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**Table No. 30**  
**Graduates' Response on Library, Lab, etc.**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	1	3.22	5	12.91	-	0	1	3.84	7	6.60
High (4)	6	19.35	9	21.95	-	0	5	19.23	20	18.86
Moderate (3)	8	25.80	17	41.46	3	37.5	11	42.30	39	36.79
Little (2)	9	29.03	6	14.63	2	25	7	26.92	24	22.64
Very Little (1)	7	22.58	4	9.750	2	25	1	3.84	14	13.20
Does not Apply (0)	-	0	-	-	1	12.5	1	3.84	2	1.88

#### **2.4.2 The Relevance of Institutional Programs**

The employed graduates were asked to what extent their programs of study were relevant to their jobs. Most of them were found to be reluctant provide information about this question. Out of 42 graduates only 5 (11.90%) provided responses to this question. They were asked to rate among the same six ratings: 'Does not apply' Very little, Little, Moderate, High and 'Very high' (0, 1, 2, 3, 4, 5) their responses are summarized in the following table.

**Table No. 31**  
**Relevance of Institutional Program to the Graduates' Present Job**

Ratings	Number of ratings				
	Effective in Teaching in general	Helpful in using Teaching strategies	Helpful to conduct group discussion	Helpful in understanding child psychology	Helpful in using mass control skill
Very High (5)	2	-	1	-	-
High (4)	-	-	-	1	-
Moderate (3)	1	1	-	-	-
Little (2)	-	-	-	-	-
Very Little (1)	-	-	-	-	-
Does not Apply (0)	-	-	-	-	-

There is probably little sense in making generalizations from a very number of responses. Yet, the study of a small sample of the employed graduates shows that they have agreed on the relevance of their programs of study to their jobs, particularly in teaching. This suggests that SMC is providing education that is relevant to the job assignments of the graduates.

## 2.4 Education and their Contribution to Graduates' Personal Development

The respondents were asked to assess the contribution of the study programs to their personal development in terms of seven major skills: *academic knowledge, problem-solving skills, research skills, learning efficiency, communication skills, IT skills and team spirit*. Each indicator had a range of six ratings viz. 'Does not apply' Very little, Little, Moderate, High and 'Very high' (0, 1,2, 3, 4, 5) Majority of responses assessed the positive contribution of the programs of study to the graduates' personal development. The respondents' opinion on each skill is analyzed in the following tables.



**Table No. 32**  
**Graduates' Response on Academic Knowledge**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	2	6.45	2	4.87	-	0	3	11.53	7	6.60
High (4)	11	35.48	13	31.70	5	62.5	8	30.76	37	34.90
Moderate (3)	12	38.70	17	41.46	2	25	8	30.76	39	36.79
Little (2)	2	6.45	8	19.51	1	12.5	5	19.23	16	15.09
Very Little (1)	4	12.90	1	3.84	-	0	2	7.69	7	6.60
Does not Apply (0)	-	0	-	0	-	0	-	0	-	0

**Table No. 33**  
**Graduates' Response on Problem Solving Skills.**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	-	0	1	2.43	-	0	1	3.84	2	1.88
High (4)	13	41.93	14	45.61	3	37.5	10	38.46	40	37.73
Moderate (3)	10	32.25	16	51.61	2	25	9	34.61	37	34.90

Little (2)	4	12.90	9	29.03	2	25	5	19.23	20	18.86
Very Little (1)	3	9.67	1	2.43	1	12.5	-	0	5	4.71
Does not Apply (0)	1	3.22	-	0	-	0	1	3.84	2	1.88

**Table No. 34**  
**Graduates' Response on Research Skills**

Range	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	-	0	-	0	1	12.5	2	7.69	3	2.88
High (4)	11	35.48	10	24.39	1	12.5	13	50	35	33.01
Moderate (3)	9	29.03	14	34.14	5	62.5	7	26.92	35	33.01
Little (2)	5	16.12	8	19.51	-	0	-	0	13	12.26
Very Little (1)	4	12.90	8	19.51	1	12.5	4	15.38	17	16.03
Does not Apply (0)	2	6.45	1	2.43	-	0	-	0	3	2.83

**Table No. 35**  
**Graduates' Response on Learning Efficiency**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	5	16.12	2	4.87	1	12.5	3	11.53	11	10.37
High (4)	8	2.805	18	43.90	2	25	7	26.92	35	33.01
Moderate (3)	11	35.48	11	26.87	3	37.5	13	50	38	35.84

Little (2)	6	19.35	9	21.95	2	25	2	7.69	19	17.92
Very Little (1)	1	3.22	1	2.43	-	0	1	3.84	3	2.83
Does not Apply (0)	-	0	-	0	-	0	-	0	-	0

**Table No. 36**  
**Graduates' Response on Communication Skills**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	7	22.58	2	4.87	-	0	2	7.69	11	10.37
High (4)	6	19.35	12	29.26	4	50	9	34.61	31	29.24
Moderate (3)	10	32.25	11	26.87	1	12.5	6	23.07	28	26.41
Little (2)	4	12.90	12	29.26	2	25	5	19.23	23	21.69
Very Little (1)	2	6.45	4	9.75	1	12.5	4	15.38	11	10.37
Does not Apply (0)	2	6.45	-	0	-	0	-		2	1.88

**Table No. 37**  
**Graduates' Response on ICT Skills**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	-	0	2	4.87	-	0	-	0	2	1.88
High (4)	7	22.58	8	19.51	1	12.5	4	15.38	20	18.86
Moderate (3)	9	29.09	14	34.14	2	25	6	23.07	31	29.24

Little (2)	7	22.58	8	19.51	5	62.5	7	26.92	27	25.47
Very Little (1)	3	9.67	5	12.91	-	0	7	26.92	15	14.15
Does not Apply (0)	5	16.12	4	9.75	-	0	2	7.69	11	10.37

**Table No. 38**  
**Graduates' Response on Team Spirit**

Ratings	Number of ratings									
	BBS		B Ed		BA		M Ed		Total	
	N	%	N	%	N	%	N	%	N	%
Very High (5)	2	6.45	1	2.43	-	0	-	0	3	2.83
High (4)	16	51.61	12	29.26	2	25	5	19.23	35	33.01
Moderate (3)	6	19.35	13	31.70	2	25	7	26.92	28	26.41
Little (2)	6	19.35	7	17.07	3	37.5	6	23.07	22	20.75
Very Little (1)	1	3.22	8	19.51	1	12.5	5	19.23	15	14.15
Does not Apply (0)	-	0	-	0	-	0	3	11.53	3	2.83

## **CHAPTER -III**

### **MAJOR FINDINGS**

The major findings of this study are based mainly on quantitative data collected from 106 graduates of SMC. We have attempted to present the findings on the basis of the objectives of the study. The main objective of the study was to find out the employment status of the graduates. On the basis of the analysis of the relevant data obtained from the respondents, major findings have been drawn. We hope that the findings presented in this chapter will provide insights on the employment status of the graduates and the effectiveness of the various programs of study offered by the campus. The main results obtained from the analysis of the data have been discussed in the following sections.

#### **3.1 Employment Status of the Graduates**

- i. The study revealed that more than one third (39.62%) of the graduates were employed. Out of 106 graduates involved in the study, there were 42 employed graduates (39.62%) 16 unemployed graduates (15.09%) and 48 GPFS (45.28%)
- ii. Among the employed graduates, the proportion of the male graduates was higher than that of the female graduates. As the collected data show, more than two third of the employed graduates were male. Of the 42 employed graduates, 29 (69.04%) were male and 13 (30.95%) were female.
- iii. Among the various programs conducted at the campus, the highest percentage of employed graduates was from M Ed (80.76%), and it was followed by B Ed

(34.11%). BBS program stood in the third position employing 19.35% of the graduates. The lowest percentage of employed graduates was from BA program, which employed only 12.5% of the graduates.

- iv. Although M Ed. Program produced higher percentage of employed graduates, the proportion of the employed female graduates over the male graduates was lowest in this program.
- v. The largest number of employed graduates was from M Ed program, which was followed by B Ed program. The number of employed graduates from M Ed, B Ed and BBS was 21 (out of 26), 14 (out of 42) and 6 (out of 31) respectively. Out of 8 graduates from BA program only one graduate was found to be employed.
- vi. The analysis of the employed graduates on the basis their ethnicity shows that the largest proportion of the employed graduates was from Brahmin and Chhetry communities, which occupied more than two third of the employed graduates. Out of total employed graduates of SMC 28 (66.66%) were from Brahmin and Chhetry groups; 13 (30.95%) were from Janjati group; and 1(2.38%) was from Dalit group.
- vii. Despite the fact that the campus is located in the Tarai region no graduates from Madhesi and Muslim groups were found to be employed.
- viii. From the study of the different types of jobs, it was found that most (83.33%) of the employed graduates were found to be doing full-time work.
- ix. Only graduates from B Ed program were found to be doing part-time jobs.
- x. A good Majority (59.52%) of the graduates reported that they were not working at the time of their graduation. About three quarters (76%) of those graduates said that they secured employment within three to twelve months.
- xi. The main reason given by the graduates for why there was time gap between their graduation and first employment was that they did not find the job at the expected time.
- xii. The graduate from Bachelor's Degree programs stated that they got their job mainly through personal contact (friends and relatives), whereas graduates from M Ed program said that they got their job mainly through advertisement.
- xiii. On the whole the number of graduates having government job was slightly lower than other types of jobs (20 compared to 22). However, program-wise study shows that most of the employed graduates from M Ed program were involved in government jobs.

- xiv. A large majority (nearly 70%) of the employed graduates were involved in teaching. Even the graduates from BBS and BA programs were found to be working as teachers. Thus teaching appeared the largest employment area for the graduates of SMC.
- xv. Most of the employed graduates were found to be full-time workers. Out of 42 employed graduates, only 5 graduates were involved in part-time jobs.
- xvi. The study of the employed graduates' job positions shows that nearly half (47.6%) of them were working in the mid level.
- xvii. The study of the employed graduates' job experience showed that majority of them had the experience of one to five years. However, majority of (52.38%) the employed graduates from M Ed program had the experience of more than five years.
- xviii. The proportion of the self-employed graduates was found to be very small. Out of 42 employed graduates, only 2 (4.74%) were self-employed, and were from B Ed program. The self employed graduates' jobs were not related to the institutional program they had attended because both of them were employed in the field of business.
- xix. Excluding the graduates pursuing further studies, the number of unemployed graduates was low. Only 15.09% of the graduates were found to be unemployed. The rate of unemployment was found higher among females than among males.

### **3.3 Issues Related to the Characteristics, Expectations and Aspirations of Graduates**

- i. In terms of the gender, female graduates were slightly outnumbered by male graduates (53.77% male and 46.22% female). This proportion also correlated with gender wise employment rate among the graduates, as more male graduates were found to be employed.
- ii. The average age of respondents was 22.87 years, male being on average slightly older than female ones (22.93 years compared with 22.77 years). The study shows that in Bachelor's Degree most of the graduates were in their early twenties whereas most of the Master's Degree graduates were in their thirties.
- iii. It was found that most of the graduates were from Morang district. Comparatively there were very few graduates from the hill districts of the Eastern Part of Nepal. This could be because of the fact that many graduates in those districts could not be

traced. It was found that all the graduates were from Province No. 1 of Nepal except one graduate, who was from Nawalparasi district.

- iv. The study showed that about two quarters of the graduates were from Brahmin and Chhetry group (66.98%). A very surprising finding of the study was that no graduate was from the Madhesi group despite the fact that the campus is located in the Tarai region.
- v. The study of the graduates' parents' education revealed that almost half of the graduates' mothers had not got any formal education. Comparatively fathers were more educated than mothers of the graduates.
- vi. The study of the graduates' parents' occupation revealed that almost three quarters (74.52) of fathers were involved in farming. Likewise similar proportion (66.03) of mothers was doing housework.
- vii. Nearly half (45.28%) of the graduates were found to be pursuing further studies. The study programs of all the graduates at the time of data collection were closely related to the programs of graduation. None of the graduates from M Ed program were found to be undertaking further studies.
- viii. On the whole the expectations of the graduates had a close link to the institutional programs they had attended. For example, out of 67 graduates from Faculty of education (B Ed and M Ed), 57 (85.07%) expected to get a job in the field of teaching, and out of 31 graduates from BBS, 21 (67.7%) responded that they wanted to get jobs related to banking and finance. Thus, most graduates wanted to get a job that would be supported by their education.

### **3.3 Issues Related to the Employment Experience of the Graduates**

- i. Out of 42 graduates, almost three quarters (31 or 73.80%) said that they had no problems in their current job assignments, and one quarter (11 or 26.19%) said that they were facing some remarkable problems.
- ii. Most of the employed graduates said that the main problem they were facing in their jobs was that they were not getting enough salary. Of the 42 employed graduates 8 (19.4%) said that their low salary was causing the problem. The second major problem was work overload, but only 2 (4.74%) graduates reported that they were facing this problem. Other problems they mentioned were work



overload, temporary job, distance from home location, political interference and job not matching their education.

- iii. Majority of the graduates (57.14%) said that they were much satisfied with their jobs. The graduates experiencing problems were naturally not very satisfied with their jobs
- iv. The study showed that out of 106 traced graduates, only 3 (2.83%) had some kind of job experience prior to their present job at the time of data collection.

### **3.4 Issues Related to the Quality and Relevance of Higher Education**

- i. On the whole, favorable opinions were expressed with regard to the quality and relevance of the program of study.
- ii. Majority of the graduates showed positive impression about the range of courses offered by their institutional program.
- iii. The number of graduates satisfied with the number of optional subjects their institutional programs was found to be higher than the graduates not satisfied with the subjects.
- iv. More than half of graduates responded that they were satisfied with the relevance of the program of their study to their professional requirements.
- v. Nearly two third of the graduates were satisfied with the extracurricular activities offered by SMC.
- vi. About two third of the graduate showed their favorable response towards problem solving skills offered by the campus.
- vii. About one fourth of the graduates were found satisfied with the inter-disciplinary learning offered by their institutional program.
- viii. Just more than half of the graduates gave positive responses about work placement/ attachment service given by the campus.
- ix. A large majority of the graduates liked the teaching/learning environment offered by the campus
- x. More than three-fourth of the graduates acknowledged the quality of delivery to be a positive aspect of their institutional program.
- xi. Almost all of the graduates were satisfied with the teacher student relationship.
- xii. More than half of the graduates were happy with the library/ lab, etc.

- xiii. Almost all the graduates provided no response about the relevance of their programs of study to their jobs.
- xiv. Some graduates, especially those involved in teaching, acknowledged that their institutional program was highly relevant to their jobs.

### **3.5 Education and their Contribution to Graduates' Personal Development**

- i. In general, respondents rated the positive options about the contribution of their programs of study to their personal knowledge, skills and attitudes.
- ii. Slightly more than two-thirds of the graduates acknowledged that the programs of study enhanced their academic knowledge. Especially the BA graduates seemed more satisfied with the contribution of their study programs to their academic knowledge.
- iii. Nearly three quarters of the graduates accepted that the program of study improved their problem solving skills.
- iv. Although many graduates were not satisfied, on the whole more graduates admitted that the program of study improved their research skills.
- v. About two-third of the graduates acknowledged that the program of study improved learning efficiency.
- vi. The number of graduates who were satisfied with the improvement of communication skill through the institutional program was not significantly high.
- vii. Majority of the graduates were not satisfied with the IT skills developed by their institutional programs.

## **CHAPTER IV**

### **IMPLICATIONS TO INSTITUTIONAL REFORM**

The findings provide useful data to reveal the condition of the three main types of graduates: employed, unemployed and GPFS. From the findings of the study, some implications can be drawn. The employment rate is not as high as it should have been. The campus might be doing its best, but more active steps need to be taken to increase the employment opportunities of the graduates, who are seeking employment. The main secret to the graduates' high employment rate is the quality education offered to students. The suggestions given by the graduates should be duly considered. Along with the attempts to maintain regularity of teachers and discipline students, Placement Cell, one of the major units in the campus related to graduates' employment opportunity, needs to accelerate its speed to assist the graduates find employment in the competitive job market.

The job market in Nepal is demanding professionals having academic degree in technical subjects. Therefore programs of study in technical and professional subjects need to be launched.

There was not a good correlation between the type of institutional program attended by the graduates and the type of employment they were engaged in. Some graduates from BBS program were found to be working as teachers and some from B Ed programs were doing business. This implies that their employment was not fully utilizing their education.

Majority of the graduates seem convinced with the quality and relevance of the programs of study available in this institution. Yet, many of them are not fully satisfied with the facilities provided to the students. Serious attempts should be made to enhance their research skills and physical facilities available. Likewise, the use of technology in the classroom should be seriously considered. Therefore, action plans and implementation should be made urgently to gain students' favor.

Quality of education can be enhanced not only with the help of regular classes. Teachers should be given opportunities to attend more workshops and seminars to develop their professional skills.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

The main purpose of this study was to find out employment status of the graduates and their response to the quality of the programs they attended at this campus. The study covered four study programs from three faculties: Education, Management and Humanities. The total number of graduates in 2015 was 192, but only 106 were studied. Other graduates could not be traced for a number of reasons. The questionnaire developed by UGC Nepal was the main tool for the collection of data.

As the findings show, more than one-thirds (39.62%) of the graduates were involved in some kind of employment. Among the employed graduates, the number of male graduates was higher than that of the females. Most of the graduates, even those from BBS program, were found to be working in the field of teaching. On the other hand, some graduates from the faculty of education were found to be working.

Among the employed graduates, more graduates seemed to be satisfied with their job. Those who were not satisfied mainly had complaints about their salary.

Findings of the study imply that a significant number of graduates were not satisfied with the IT skills gained from the campus. This could be a major obstacle in getting a job in today's modern and competitive job market.

It is very difficult to attribute the number of unemployed graduates solely to the quality of education in an academic institution. Some factors such as employment opportunities, graduates' personality, job security, working environment, etc. also tend to be responsible.

#### **5.1 Recommendations**

Although the ICT courses in the Faculty of Education is expected to enhance learners' technical skills, the graduates' response about research and ICT skills indicates the need to emphasize ICT and research methodology courses. A research methodology course should be introduced in Bachelor Degree level so as to assist the graduates

undertaking research activities in their work. Even in the Master's Degree level, students should be given more research related assignments.

Since majority of graduates are involved in teaching only, the programs of Faculty of Management and Humanities should be critically reviewed. Most of the graduates from BBS and BA programs aspire to get jobs in banking finance and government offices, but they ultimately become teachers in schools. Therefore, serious consideration should be made about the job placement of those graduates in banking, industry, business and management sectors and government offices.

Many graduates were not satisfied with the library and lab related facilities in the campus. Therefore, in order to cater the needs of the students, it is necessary to upgrade the quality and condition of library and science lab. There should be more books in the library and lab equipments should be added.

Workshops and seminars for teachers should be organized on a regular basis in order to improve the quality of education and to develop their professional skills

Attempts should be made to increase the participation of employment sources surrounding the campus in Campus Management Committee so that they will be willing to support students who are graduating.

As a large number of graduates have suggested the students should be given more facilities including hostel, campus bus more efficient cafeteria.

