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Sukuna Multiple Campus

Koshiharaincha, Morang

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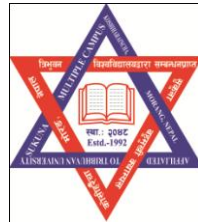
Graduate Tracer Study Report (Graduation Year 2014)



Submitted to
University Grants Commission Nepal
Sanothimi, Bhaktapur

Prepared by
Sukuna Multiple Campus
Koshiharaincha, Morang
2016

SUKUNA MULTIPLE CAMPUS
Koshiharaincha, Morang



TRACER STUDY REPORT-2016
(Based on Graduate Batch-2014)

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Our thanks go to Assistant Campus Chiefs **Mr. Prem Prasad Bhattarai**, **Mr. Laxmi Kumar Shrestha** and **Mr. Chandra Mani Rai**, and Head of Research Management Cell, **Mr. Ganesh Prasad Dahal**, for their help and inspiration.

We are especially thankful to all the respondents who provided valuable data required for the study

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

EXECUTIVE SUMMARY

Sukuna Multiple Campus has undertaken this study with the assistance of University Grants Commission, Nepal. The main objective of the study is to find out the employment status of the graduates. We have attempted to carry out an analysis of to what extent the graduates are employed and how long it takes them to secure employment in the job market. Moreover, we have tried to assess the relative standard of living of different categories of graduates such as gender, age, program of study, area of employment, and so on. Hence, it is an endeavor to sketch a rough picture of the state of the graduates from this campus.

The study targeted the graduates from three faculties (Education, Management and Humanities) of the year 2014. Data and information obtained from graduates were collected using questionnaires accompanied by unstructured interviews. The questionnaires were distributed to all the graduates at the time of graduation.

The collected data were analyzed in terms of 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 finds show that out of 103 graduates in the year 2014, 39 (37.87%) were found to be employed. Among them 30 were found to be having full-time job.

The proportion of male graduates securing employment was observed slightly higher than that of the female graduates, with male constituting 56.42 % of the total employed graduates as opposed to 43.58% female graduates.

In terms of the gender, female graduates were outnumbered by male graduates (54.25% male 43.75% female). This proportion also correlated with gender wise employment rate among the graduates.

Very few (42.7%) graduates reported having past work experience. Their previous work experience revolved around teaching (76% graduates said that they had worked as teachers).

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

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

On the basis of the findings of the study, some implications for institutional reform have been drawn. Finally, conclusion and recommendations have been given.

Supporting documents for data analysis have been attached in the appendices at the end of the report.

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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 launched various programs of study in the Faculty of Education, Management and Humanities with the mission of empowering students with quality education, thereby preparing them as successful professionals and practitioners. 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. The information obtained from the results of a tracer study also indicates the deficits in a program of study offered by an academic institution and serve as a momentum for future planning, at both the institutional and national levels.

With this view in mind, 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 to what extent the graduates are employed and how long it takes them to secure employment in the job market. Moreover, we have tried to assess the relative standard of living of different categories of graduates such as gender, age, program of study, area of employment, and so on. Hence, it is an endeavor to sketch a rough picture of the state of the graduates from this campus.

1.2 Objectives of the Study

The main objectives of the Tracer Study are to:

- i. find out the employment condition 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

Mr. Basudev Dahal

Mr. Yubaraj Subedi

Mr. Yogesh Kumar Khawas

Mr. Pushpa Raj Ghimire

1.4 Graduation Batch Taken for the Study

The study targeted the graduates from three faculties (Education, Management and Humanities) of the year 2014. The list of graduates from each faculty is presented in Appendix II.

1.5 Data Collection – Instruments and Approach

Data and information obtained from graduates were collected using questionnaires accompanied by unstructured interviews. The questionnaires were distributed to all the graduates at the time of graduation. The questionnaires were directly administered to graduates with assistance of Research Management Cell of the campus. Responses were collected in March and April of 2014. At the completion of the fieldwork 96 responses were received out of 163 graduates.

1.6 Scope and Limitation of the Study

The survey covered the study graduates from three faculties (Education, Management and Humanities). Employed, unemployed and graduates pursuing further studies were studied. Employed graduates were pursuing both full-time and part-time work. The study had the following limitations.

- i. Out of 163 graduates, 96 responses were analyzed.
- ii. The data were collected using questionnaires only.
- iii. Of the total number of graduates only 39 employed, 23 unemployed and 34 graduates doing further studies were studied.
- iv. The study analyzed the graduates from the year 2014 only.

CHAPTER II DATA PRESENTATION AND ANALYSIS

2.1 Employment Status of the Graduates

Out of 103 graduates involved in the study, employed graduates outnumbered the unemployed ones.

a. Employed Graduates at the Time of Study

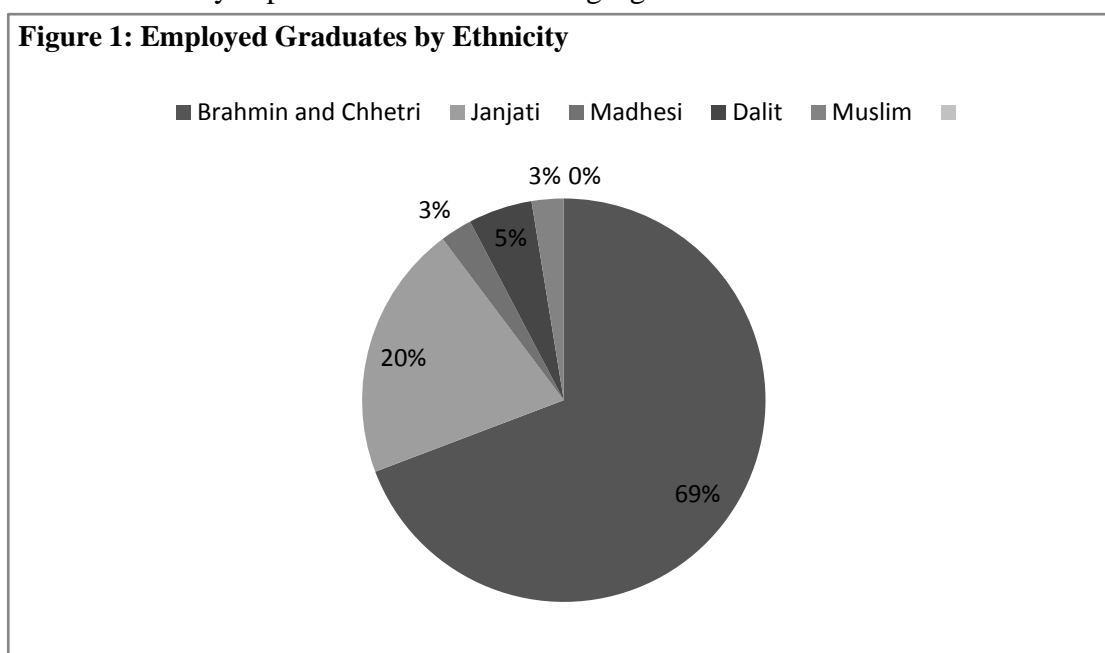
Graduates were asked about their current position with regard to paid work. It was observed that out of 103 samples, a total of 39 (37.87 %) graduates were involved in some kind of employment. Among them, 22 (56.42 %) were male 17 (43.58 %) were female. Among the various faculties, the highest percentage of employed graduates were from Education (82.06%), which was followed by Management (15.39%) , and Humanities (2.57%). The distribution of the employed graduates by gender and faculty is presented in Table 1.

Table 1: Employed Graduates from Each Faculty

Faculty	Number of Respondents (Including the rejected)			Number of Employed			% of Employed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Education	39	33	72	17	15	32	23.61	20.83	44.44
Management	18	10	28	4	2	6	14.29	7.14	21.42
Humanities	2	1	3	1	0	1	33.33	0	33.33
Total	59	44	103	22	17	39	37.28	38.64	37.87

On the basis ethnicity, highest percentage of the employed graduates was from Brahmin and Chhetri communities (accounting for 69.24 % of the employed graduates). Other employed ethnic groups found in the study were Janjati (20.52 %), Dalit (5.13%), Madhesi (2.57%) and Muslim (2.57%) . The distribution of the employed graduates in terms of ethnicity is presented in the following figure.

Figure 1: Employed Graduates by Ethnicity



Of the employed graduates, 30 (76.92%) were working full time, 2 (5.12%) were working part-time but seeking full-time work, 2 (5.12%) were working part-time but seeking no full-time work; and 5 (12.82%) were self-employed. The number and percentage of the employed graduates by the type of work are presented in Table No. 2 below.

Table 2: Employed Graduates by Type of Work

Faculty	Full Time	Part-time/Seeking Full-time Work	Part-time/ not Seeking Full-time Work	Self Employed	Total
Education	26 (66.67%)	1 (2.57%)	1 (2.57%)	4 (10.27%)	32 (82.1%)
Management	3 (7.67%)	1 (2.57%)	1 (2.57%)	1 (2.57%)	6 (15.39%)
Humanities	1 (2.57%)	0	0	0	1(2.57%)
Total	30 (76.93%)	2 (5.13%)	2 (5.13%)	5 (12.83%)	39

Among the various programs conducted at this campus, the highest percentage of employed graduates were from M Ed., which was followed by B Ed, , BBS and BA. This is presented in Table No. 3.

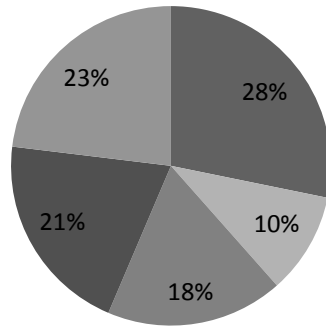
Table 3: Employed Graduates by Program

Faculty	Full Time	Part-time/Seeking Full-time Work	Part-time/ not Seeking Full-time Work	Self Employed	Total
3 year B Ed	11	1	0	3	15
M Ed	15	0	1	1	17
3 year BBS	3	1	1	1	6
3 year BA	1	0	0	0	1
Total	30	2	2	5	39

Two-thirds of the employed graduates (28/71.8%) responded that they secured employment after getting their degree from this institution. Among them 4 (14.29%) said that they got the employment as soon as they got the graduation (within one month of graduation); 7 (25 %) spent one to three months; 8 (28.58%) spent three to six months; and 9 (32.15 %) spent more than six months to get the graduation. The Study revealed that in general, it took about six months for almost two-thirds of the employed graduates to get a job. About 28.2% responded that they were employed at the time of graduation; Time taken by the graduates to get employment after graduation is shown in Figure No. 2 below.

Figure 2: Time Taken by Graduates to Secure Employment

■ Employed at the Time of Graduation ■ Within one Month
■ Within One to three months ■ Within three to six months
■ More than six months

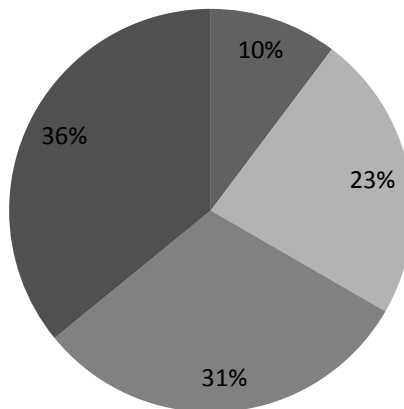


It was also observed that among the jobs of various kinds, teaching constituted the biggest area, employing almost all the graduates. Out of 36 employed graduates, 37 (92.30%) were involved in teaching, 2 (5.13%) in banking and finance and 1 (2.57%) in administration.

Graduates were asked about their annual incomes from their job and other sources. As far as the annual income of the employed graduates is concerned, most of the employed graduates responded that their annual income was between rupees 100,000-150,000. None of the graduates reported having annual income exceeding 300,000. The distribution of the employed graduates by their annual income is presented in the following figure

Figure 3: Graduates' Employment by Annual Income

■ Up to 100,000 ■ 100,000-150,000 ■ 150,000-200,000 ■ 200,000-300,000



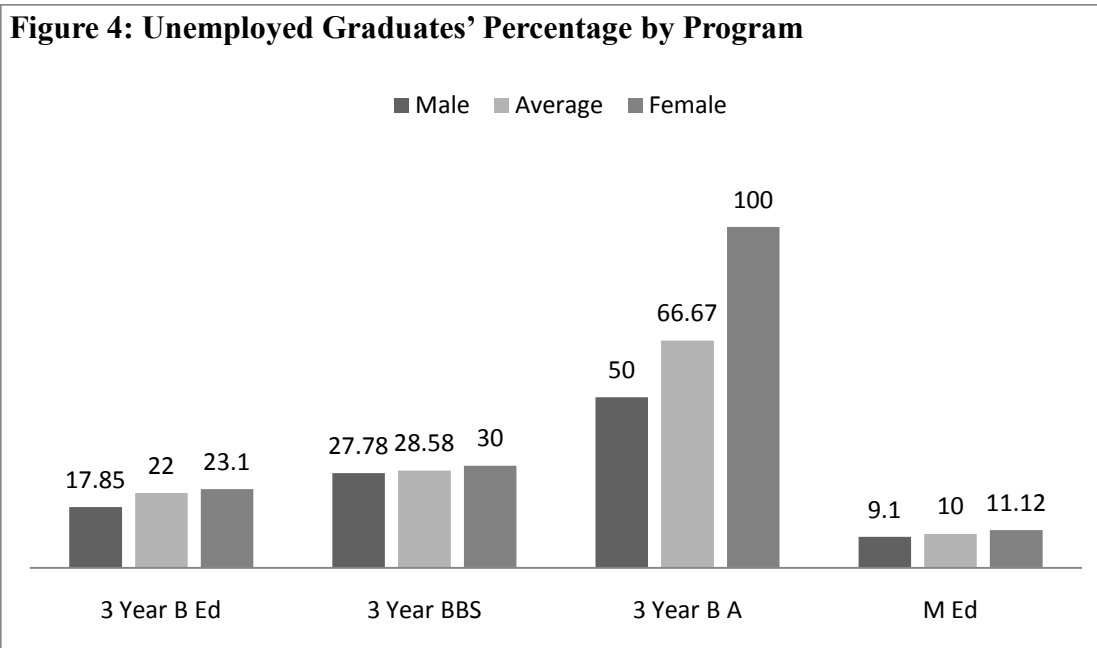
However there was no significant correlation among average annual income, program of study and area of employment. The involvement of the graduates from different faculties is shown in the following table.

Table 4: Employment of Graduates by Area

Faculty	Teaching	Banking and Finance	Administration
Education	31	1	
Management	4	1	1
Humanities	0	0	1
Total	35	2	2

b. Unemployed Graduates at the Time of the Study.

Excluding the graduates, pursuing further studies Almost one-fourth (23/22.34%) of the graduates were not employed at the time of the study with almost all (86.96%) having no work experience. The rate of unemployment was slightly higher among female (22.5%) than among male (22.2%). Also the unemployment rate was higher among Bachelor’s Degree graduates than among Master’s Degree Graduates (25.30% compared to (10%). This shows a direct correlation between the level graduation and the rate of employment. The following diagram shows the distribution of unemployed graduates’ percentage by program of study gender.

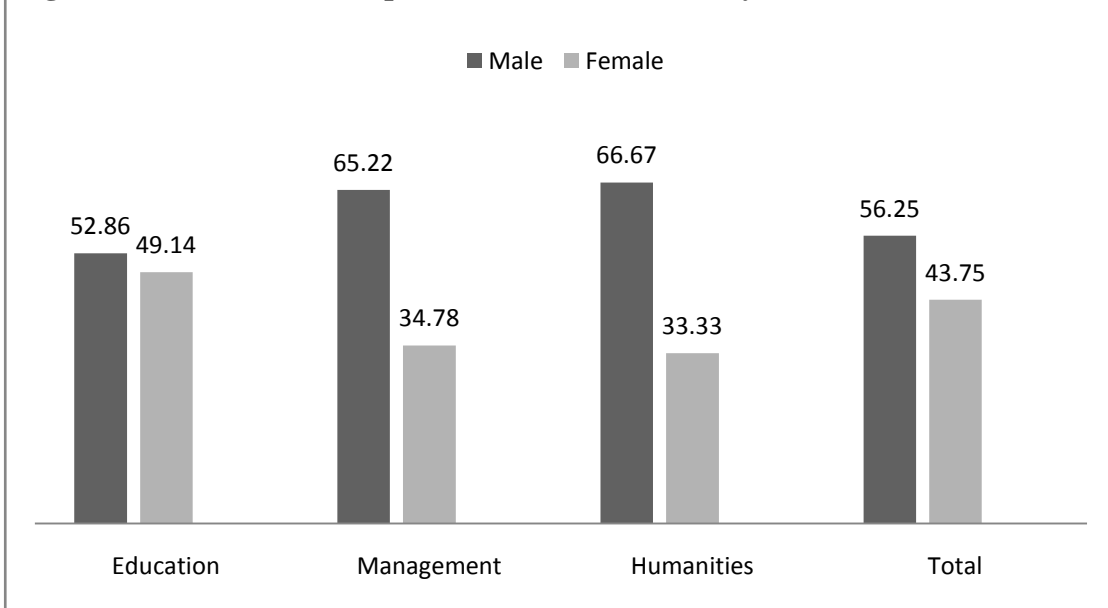


2.2 Issues Related to the Characteristics, Expectations and Aspirations of Graduates

This section analyses the characteristics of graduates (gender, age, ethnicity etc) and their socio-economic background in terms of their parents’ educational background and occupation.

Out of 96 responses obtained from the graduates, there were 54 (56.25%) percent male and 42 (43.75%) percent female graduates. The following figure shows the gender wise proportion of graduates from each faculty.

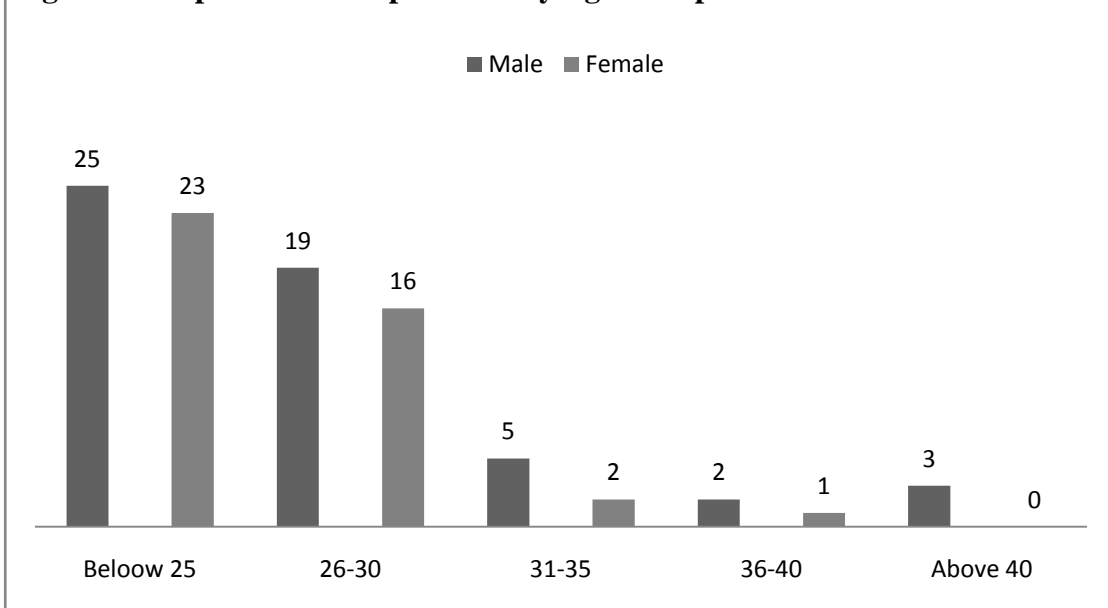
Figure 5: Gender-wise Proportion From Each Faculty



The average age of respondents was 23.4 years, female being on average slightly older than male ones (23.9 years compared with 23.6 years).

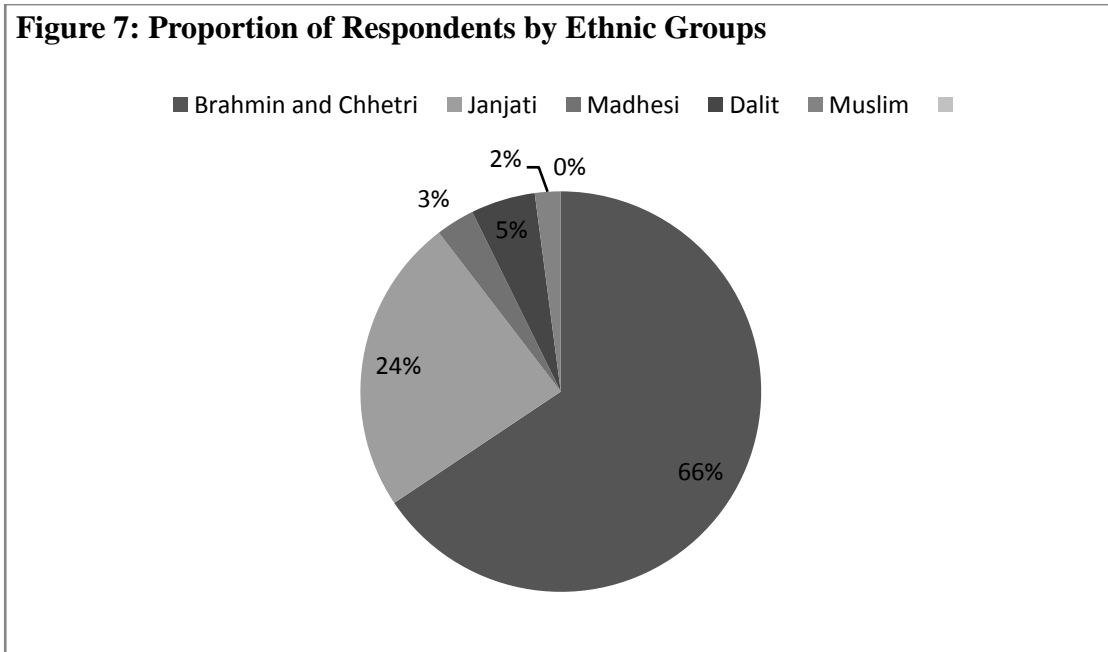
The distribution of the respondents among different age groups is presented in the following figure.

Figure 6: Proportion of Respondents by Age Group



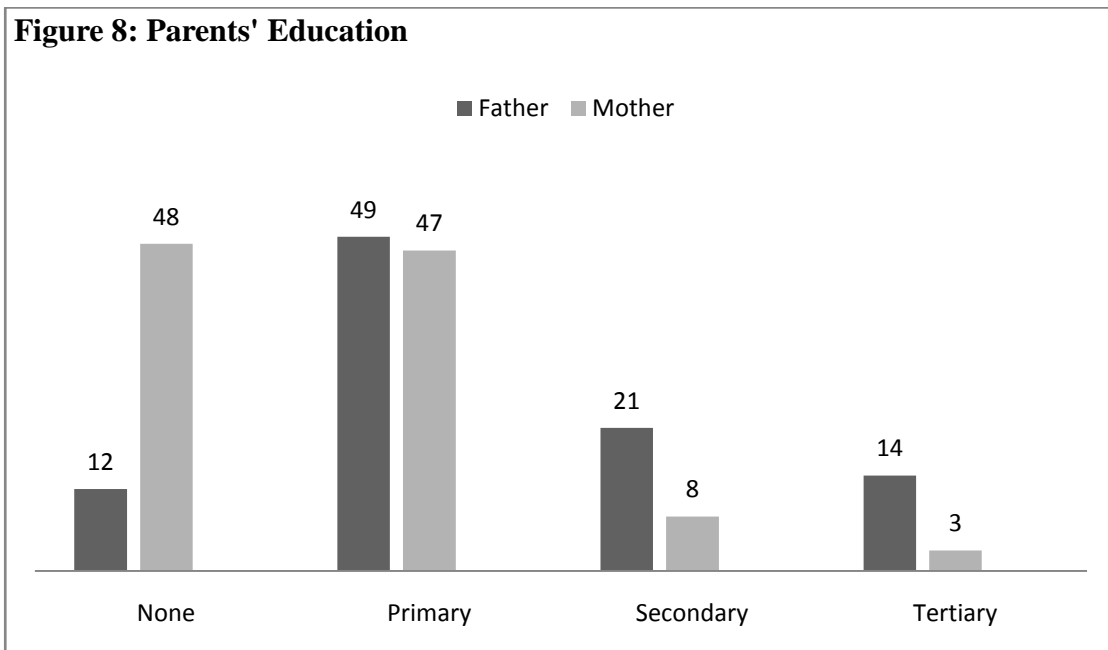
The analysis showed the higher proportion of Brahmin and Chhetri over other ethnic groups. The representation of graduates from different ethnic groups is shown in the following figure.

Figure 7: Proportion of Respondents by Ethnic Groups



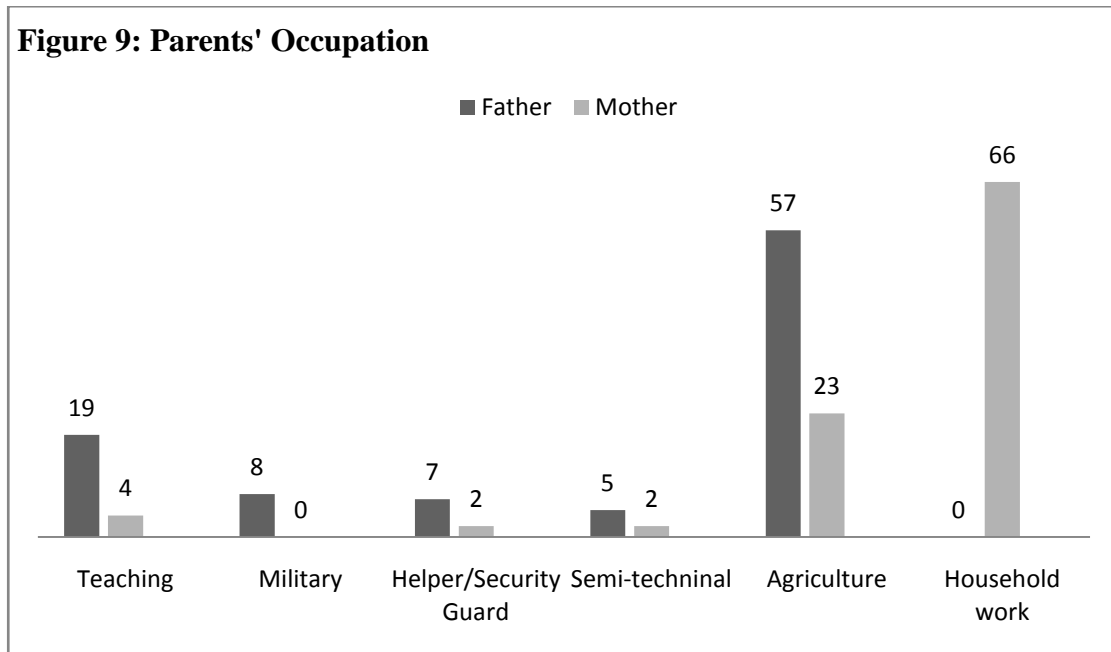
The respondents' socio-economic background was measured in terms of their parents' educational level and occupation. The study shows that 12.5% of fathers and 56.25% of mothers of respondents did not have any formal education; 51.1% of fathers and 48.96% of mother had primary education; 21.88% fathers and 8.33% of mothers had secondary education and 14.59% of fathers and 3.13% of mothers had education at tertiary level. The study clearly shows that majority of respondents' fathers had education at primary level and mothers had no formal education. The study also showed that 2.1% of the respondents' fathers but none of their mothers had tertiary education up to Master's Degree. The comparison between fathers' and mothers' education is shown in the following figure.

Figure 8: Parents' Education



The study revealed that 59.38 % fathers and 23.96% were involved in farming; 19.8% fathers and 4.17% the mothers were involved in teaching; 8.33% fathers and none of the mothers were involved in military service; 7.3% fathers and 2.1 % mothers were involved in elementary occupations such as helper, security guards sales persons, etc; 5.2 % of the fathers and 2.1% of the mothers were involved in semi-technical jobs such as carpenters, laborers, etc. ; and surprisingly, none of the fathers and 68.75% of the mothers were involved in doing housework.

The distribution of parents by their occupation is presented in the following figure.



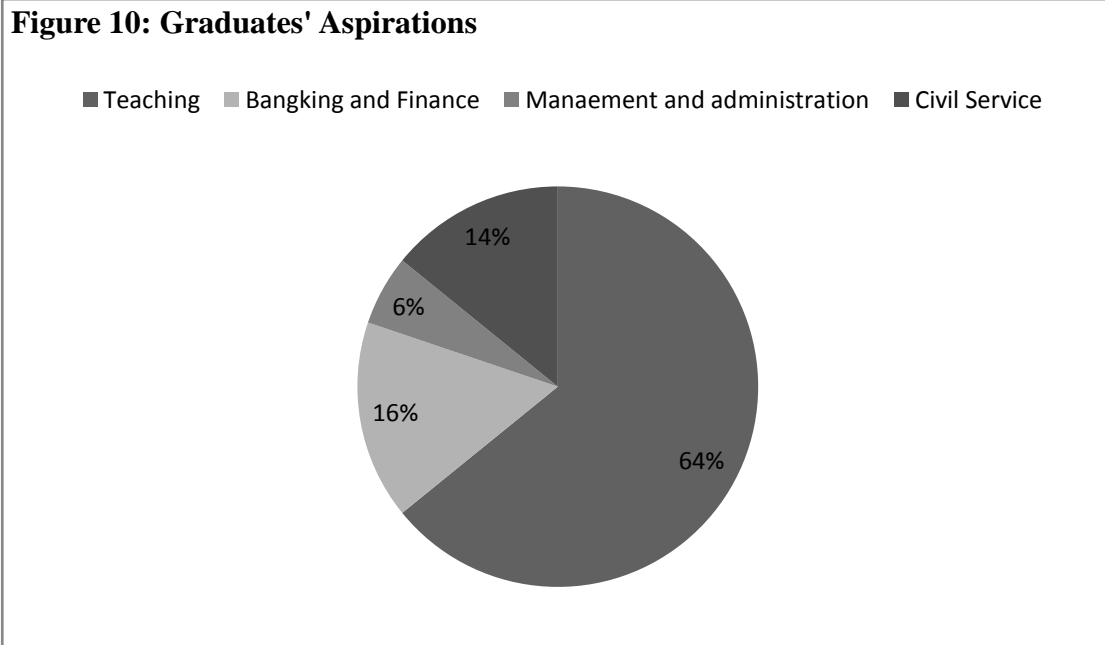
3.42% of respondents indicated that they were currently undertaking further studies. 61.77% of them were enrolled on M Ed, 38.23% on MBS/MBA and none of them were found in MA. The study showed that the number of male graduates pursuing further study was more than that of the female graduates. The number and percentage of the graduates undertaking further studies is presented in the following table.

Table 5: Graduates Undertaking Further Studies

Further Study Program	Male	Female	Total
M Ed	14 (66.67%)	7 (33.33%)	21
MBS/MBA	9 (69.23%)	4 (30.77%)	4
MA	0 (0%)	0 (0%)	0
Total	23 (67.65%)	11 (32.35%)	34

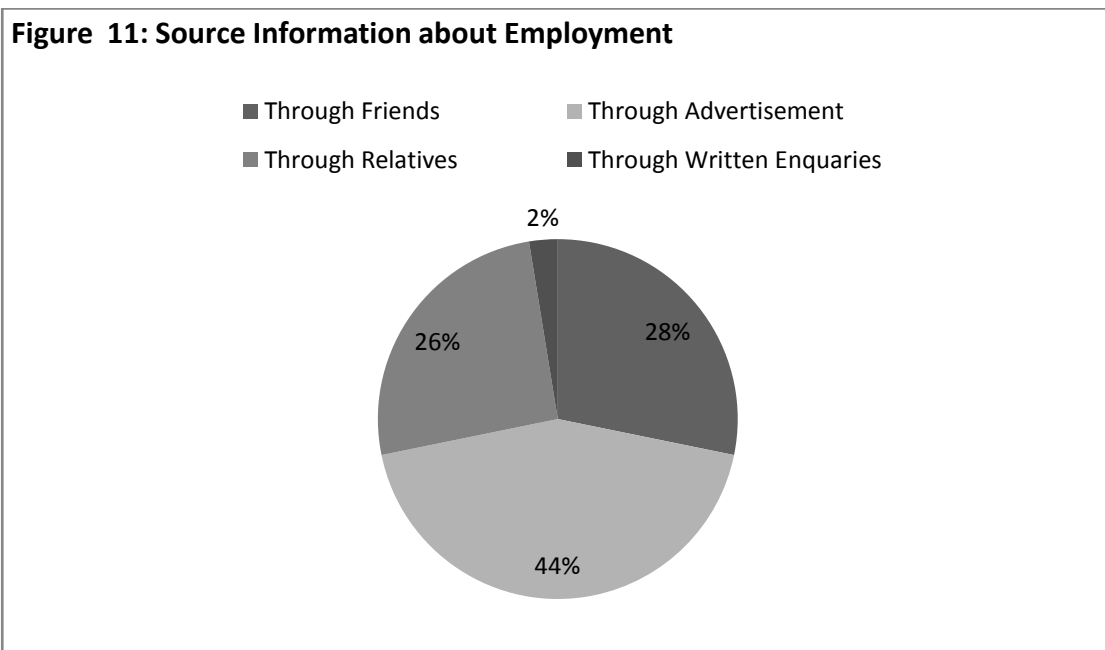
On the whole, nearly three quarters/ two quarters of respondents who obtained qualifications felt their job matched/ did not match their expectations.

Prior to undertaking their academic degree, the largest number (70.83%) of respondents were expecting a career in Teaching, which was followed by Banking and Finance (17.7%), Civil Service (15.63%), and Administration/Management (6.25%). The graduates' aspirations before embarking their academic degree is presented in the following figure.



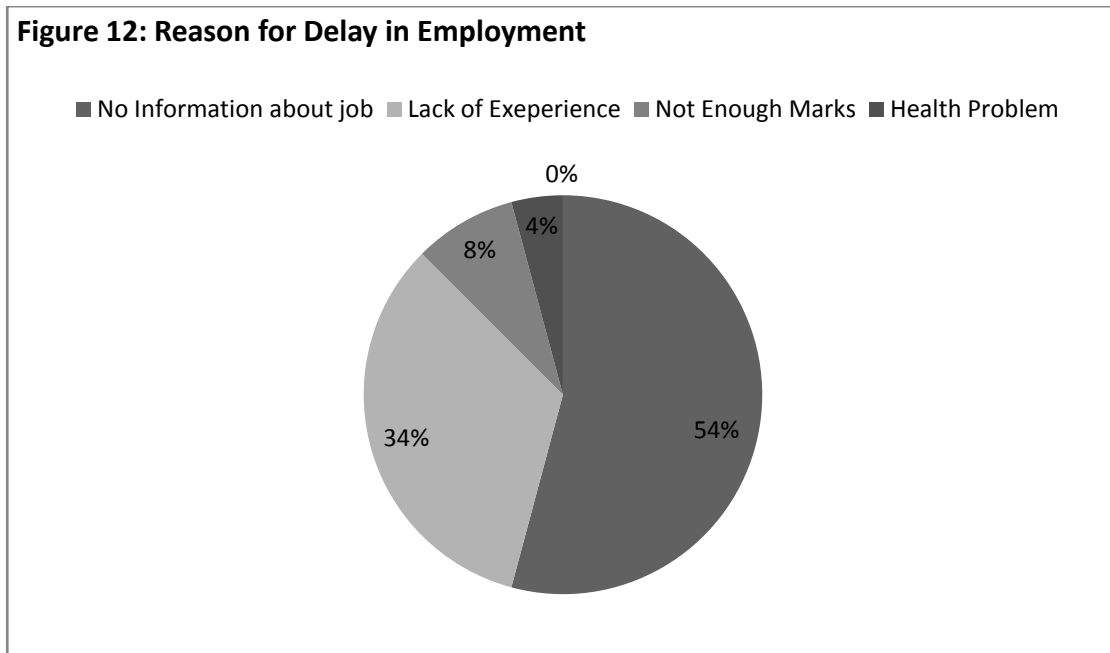
2.3 Issues Related to the Employment Experience of the Graduates

The graduates were asked about the source through which they got information about their current job. About two thirds of the employed graduates responded that they came to know about their current job through friends and relatives (53.85%). This category of graduates was followed by the graduates who came to know about their job through advertisements (43.59%), and through written enquiries (2.57%). The distribution of the source of information about the employment is shown in the following figure.



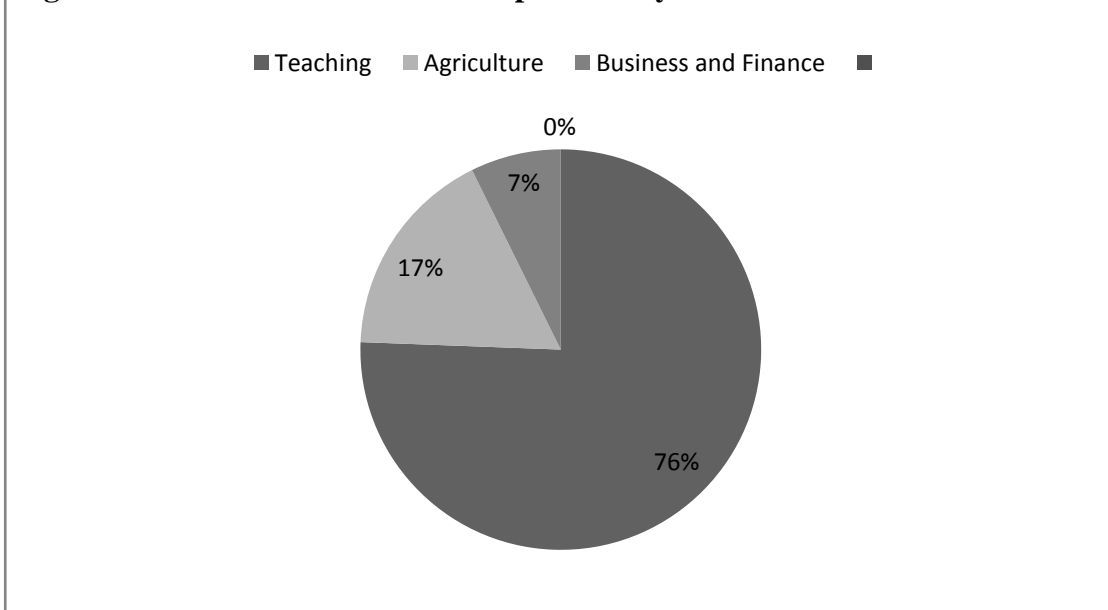
Majority of the employed graduates found in the study were not employed at the time of graduation (71.8% were employed and 28.2 %were unemployed). Two-thirds of the employed graduates (28/71.8%) responded that they secured employment after getting their degree from this institution. Among them 4 (14.29%) said that they got the employment as soon as they got the graduation (within one month of graduation); 7 (25 %%) spent one to three months; 8 (28.58%) spent three to six months; and 9 (32.15 %) spent more than six months to get the graduation. The Study revealed that in general, it took about six months for almost two-thirds of the employed graduates to get a job. Time taken by the graduates to get employment after graduation is shown in Figure 2 above.

The employed graduates were asked to give the reasons for the time gap between obtaining their degree and their job. Among them, 54.17 % reasoned that they did not get any information about employment opportunity; 33.33% said that they had problems to find a job because of the lack of experience; 8.33% indicated that they did not secure enough marks; and 4.17% said that they had health problems. The following figure shows the reason for gap between the graduates’ degree and their first employment.



The graduates were also asked about their past job experience, 42.7% percent of the graduates stated that they had some kind of job experience during or prior to their program of study. Among them, Teaching constituted the largest employment area, which was followed by Agriculture, Business and Finance. None of the respondents provided information about more than one job experience. The distribution of the graduates’ past job experience by area of employment is shown in the following figure.

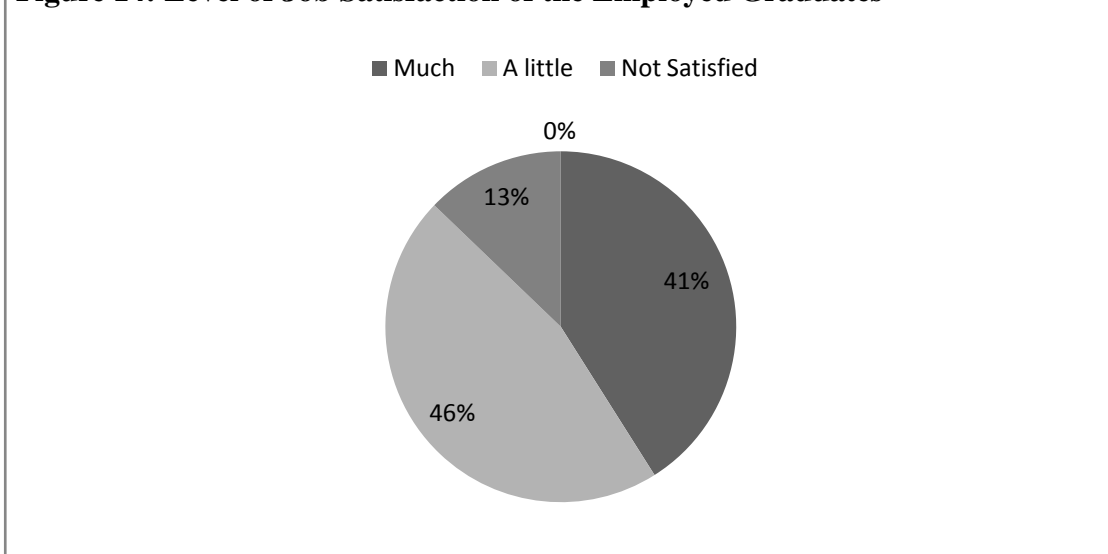
Figure 13: Graduates' Past Work Experience by Area



The respondents were asked whether they faced any major problem/s in their present job assignments 87.18% of the respondents stated that they did not face any remarkable problem. Among few respondents who felt major problems in their jobs had a variety of experiences. They said that they had low pay; they were facing work overload; and that they did not have job security.

They were also asked whether they were satisfied with their current job. None of the respondents said they were very satisfied. About 41.1% respondents said that they were satisfied much; 46.16 % of them said that they were satisfied a little; and 12.83% said that they were not satisfied. Only those who felt satisfied intended to stay in the same job. The following figure shows the level of satisfaction of the employed graduates.

Figure 14: Level of Job Satisfaction of the Employed Graduates



2.4 Issues Related to the Quality and Relevance of Higher Education

Graduates were asked to assess the quality and relevance of their study programs in terms 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 6: Graduates’ Response on the Range of Courses Offered.

Range of courses	Faculty		
	Education	Management	Humanities
Very High (5)	19	7	1
High (4)	31	8	2
Moderate	15	4	0
Little	4	3	0
Very Little	1	1	0
Does not Apply	0	0	0

Table 7: Graduates’ Response on the Number Optional Subjects

Optional Subjects	Faculty		
	Education	Management	Humanities
Very High (5)	16	4	0
High (4)	37	9	1
Moderate	14	6	1
Little (2)	2	4	1
Very Little (1)	1	0	0
Does not Apply	0	0	0

Table 8: Graduates’ Response on the Relevance of the Program to Professional Requirement

Range of courses	Faculty		
	Education	Management	Humanities
Very High (5)	20	5	1
High (4)	30	8	2
Moderate (3)	17	7	0
Little (2)	3	3	0
Very Little	0	0	0
Does not Apply (0)	0	0	0

Table 9: Graduates' Response on Extracurricular Activities

Extracurricular Activities	Faculty		
	Education	Management	Humanities
Very High (5)	18	1	0
High (4)	31	6	3
Moderate (3)	15	10	0
Little (2)	5	5	0
Very Little (1)	1	1	0
Does not Apply (0)	0	0	0

Table 10: Graduates' Response on Problem Solving

Problem Solving	Faculty		
	Education	Management	Humanities
Very High (5)	7	1	0
High (4)	27	2	1
Moderate (3)	23	8	0
Little (2)	12	5	2
Very Little (1)	1	5	0
Does not Apply (0)	0	2	0

Table 11: Graduates' Response on Interdisciplinary Learning

Interdisciplinary Learning	Faculty		
	Education	Management	Humanities
Very High (5)	13	0	1
High (4)	36	8	1
Moderate (3)	13	8	1
Little (2)	7	5	0
Very Little (1)	1	2	0
Does not (0)	0	0	0

Table 12: Graduates' Response on Work Placement/Attachment

Work Placement/Attachment	Faculty		
	Education	Management	Humanities
Very High (5)	1	0	0
High (4)	14	0	0
Moderate (3)	31	7	1
Little (2)	18	11	1
Very Little (1)	6	4	1
Does not Apply (0)	0	1	0

Table 13: Graduates' Response on Teaching/Learning Environment

Teaching/Learning Environment	Faculty		
	Education	Management	Humanities
Very High (5)	27	5	2
High (4)	32	7	0
Moderate (3)	9	6	1
Little (2)	1	3	0
Very Little (1)	1	2	0
Does not Apply (0)	0	0	0

Table 14: Graduates' Response on Quality of Delivery

Quality of Delivery	Faculty		
	Education	Management	Humanities
Very High (5)	18	4	1
High (4)	41	9	1
Moderate (3)	11	3	1
Little (2)	0	5	0
Very Little(1)	0	2	0
Does not Apply (0)	0	0	0

Table 15: Graduates' Response on Teacher Student Relationship

Teacher Student Relationship	Faculty		
	Education	Management	Humanities
Very High (5)	38	4	2
High (4)	23	9	1
Moderate (3)	7	7	0
Little (2)	1	3	0
Very Little (1)	1	0	0
Does not Apply(0)	0	0	0

Table 16: Graduates' Response on Library, Lab, etc.

Library, Lab, etc.	Faculty		
	Education	Management	Humanities
Very High (5)	10	1	0
High (4)	21	4	0
Moderate (3)	12	7	0
Little (2)	26	10	3
Very Little (1)	1	1	0
Does not Apply (0)	0	0	0

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, namely, *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 17: Graduates’ Response on Academic Knowledge

Library, Lab, etc.	Faculty		
	Education	Management	Humanities
Very High (5)	19	4	0
High (4)	32	12	1
Moderate (3)	15	4	1
Little (2)	3	2	0
Very Little (1)	1	1	1
Does not Apply (0)	0	0	0

Table 18: Graduates’ Response on Problem Solving Skills.

Library, Lab, etc.	Faculty		
	Education	Management	Humanities
Very High (5)	24	5	1
High (4)	28	10	2
Moderate (3)	16	3	0
Little (2)	1	3	0
Very Little (1)	1	2	0
Does not Apply (0)	0	0	0

Table 19: Graduates’ Response on Research Skills

Library, Lab, etc.	Faculty		
	Education	Management	Humanities
Very High (5)	10	1	0
High (4)	3	6	0
Moderate (3)	27	6	1
Little (2)	30	9	2
Very Little (1)	0	1	0
Does not Apply (0)	0	0	0

Table 20: Graduates’ Response on Learning Efficiency

Library, Lab, etc.	Faculty		
	Education	Management	Humanities
Very High (5)	30	5	3
High (4)	32	6	0
Moderate (3)	6	6	0
Little (2)	1	4	0

Very Little (1)	1	2	0
Does not Apply (0)	0	0	0

Table 21: Graduates' Response on Communication Skills

Library, Lab, etc.	Faculty		
	Education	Management	Humanities
Very High (5)	27	1	1
High (4)	22	7	0
Moderate (3)	19	10	2
Little (2)	2	3	0
Very Little (1)	0	2	0
Does not Apply (0)	0	0	0

Table 22: Graduates' Response on ICT Skills

Library, Lab, etc.	Faculty		
	Education	Management	Humanities
Very High (5)	6	0	0
High (4)	3	6	0
Moderate (3)	21	5	3
Little (2)	30	11	0
Very Little (1)	0	1	0
Does not Apply (0)	0	0	0

Table 23: Graduates' Response on Team Spirit

Library, Lab, etc.	Faculty		
	Education	Management	Humanities
Very High (5)	15	2	2
High (4)	33	10	1
Moderate (3)	14	5	0
Little (2)	7	3	0
Very Little (1)	1	2	0
Does not Apply (0)	0	0	0

CHAPTER III

MAJOR FINDINGS

The main goal 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. 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. Out of 103 graduates in the year 2014, 39 (37.87%) were found to be employed. Among them 30 were found to be having full-time job.
- ii. The proportion of male graduates securing employment was observed slightly higher than that of the female graduates, with male constituting 56.42 % of the total employed graduates as opposed to 43.58% female graduates.
- iii. The largest number of employed graduates was from the Faculty of education. Of the total graduates, 32 were from this faculty. It was followed by the Faculty of Management, from where 6 graduates were found employed, and Faculty of Humanities, from where only one graduate was found to be employed.
- iv. The comparative study of the employed graduates in terms of ethnic background showed that more than two thirds of the employed graduates were from Brahmin and Chhetri communities (69.24%). Although the institution is located in the Tarai, the proportion of employed graduates from Madhesi communities was found very low (2.57%).
- v. Among the various categories of the employed graduates, full-time workers constituted the largest number (76.92%), and only minimal number of employed graduates was part-time workers not seeking full-time work (5.12%).
- vi. None of the employed graduates responded that they had annual income exceeding Rupees 3000,000. Largest number (35.89%) of the employed graduates reported that their annual income was between Rupees 200,000-300,000.
- vii. An overwhelming majority (89.74%) of the employed graduates were found to be involved in teaching, irrespective of their program of study. None of them were found to be involved in the field of industry and jobs requiring high degree of technical skills (IT, Engineering, etc). Although majority of the graduated reported that their fathers' profession was agriculture, none of them stated that they were employed in this field.
- viii. Out of the total number of graduates about one fourth (24.34%) were unemployed at the time of the study with almost all having no work experience.
- ix. The proportion of unemployed graduates was found higher among females than among males.
- x. A close correlation was observed between the level graduation and employment rate. Employment rate was found higher among Master's Degree graduates than among Bachelor's Degree graduates. No significant correlation was found between program of study and graduates' employment.

3.2 Issues Related to the Characteristics, Expectations and Aspirations of Graduates

- i. In terms of the gender, female graduates were outnumbered by male graduates (54.25% male 43.75% female). This proportion also correlated with gender wise employment rate among the graduates.
- ii. The average age of graduates was 23.4 years. The average age of females was found slightly higher than that of males (23.9 years compared with 23.6 years).
- iii. The analysis of the graduates' parents' occupation shows that most of the graduates' fathers were involved in farming (59.38%) and mothers in household work (68.75%). This indicates the very low level of socio-economic family background of the graduates.
- iv. About one-fourth of the graduates were found to be undertaking further studies after they were awarded their academic degree. The number and percentage of the male graduates undertaking further studies was found higher than those of the female graduates. Amongst others, the largest number of graduates was pursuing further studies in Master of Education.
- v. Regarding the aspirations of the graduates prior to undertaking their academic degree, the largest number (76%) of respondents was expecting a career in Teaching, which was followed by Agriculture (7.6%).

3.3 Issues Related to the Employment Experience of the Graduates

- i. More than half of the employed graduates revealed that they came to know about their current employment through personal contact (friends and relatives).
- ii. Almost two-thirds (57.3%) of the employed graduates were found to be unemployed during their program of study. Most of them reasoned that there was time gap between obtaining their degree and their first employment due to lack of information about employment opportunity.
- iii. Very few (42.7%) graduates reported having past work experience. Their previous work experience revolved around teaching (76% graduates said that they had worked as teachers).
- iv. None of the employed graduates reported that they were 'Very much' satisfied with their current job. More than two thirds of the graduates were found to be satisfied 'Much'. About one fourth of the employed were found 'Not satisfied'.

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. Over ninety percent of the graduates showed positive impression about the range of courses offered by their institutional program.
- iii. A high level of satisfaction was observed regarding the number of optional subjects.
- iv. A fair number of graduates admitted the relevance of the program of their study to their professional requirements.
- v. Only half of the graduates were satisfied with the extracurricular activities offered by the institution.

- vi. Majority of the graduates were found convinced with the problem solving efforts made by the institution.
- vii. Slightly more than half of the graduated were found satisfied with the inter-disciplinary learning offered by their institutional program.
- viii. However, very few graduates were convinced about work placement/ attachment.
- ix. Significant number of graduates considered teaching/learning environment to be a strength of the institutional program.
- x. About three-fourth of the graduates acknowledged the quality of delivery to be a positive aspect of their institutional program.
- xi. Almost all the graduates were satisfied with the teacher student relationship.
- xii. Less than half of the graduates were not happy with the library/ lab, etc.

3.5 Education and their Contribution to Graduates' Personal Development

- i. In general, respondents rated the positive contribution of their programs of study to their personal knowledge, skills and attitudes.
- ii. More than two-thirds of the graduates acknowledged that the program of study enhanced their academic knowledge.
- iii. About three three-fourth of the graduates accepted that the program of study improved their problem solving skills.
- iv. Only few of the graduates admitted that the program of study improved their research skills.
- v. Significant number of the graduates acknowledged that the program of study improved learning efficiency.
- vi. Overwhelmingly large number of graduate endorsed the view that the program of study improved their communication skills.
- vii. Only one fourth graduates noted that the program of study improved their information technology skills.

CHAPTER IV

IMPLICATIONS TO INSTITUTIONAL REFORM

The findings provide ample data to reveal the condition of the graduates. From the study of the findings of the study, some implications can be drawn. The employment rate is not horribly low, but the institution should take some steps to increase to opportunities of the graduates, who are seeking employment. Especially, Placement Cell, one of the major units in the campus related to graduates' employment opportunity, needs to accelerate its speed to assist the graduates.

The job market in Nepal is demanding professionals having academic degree in technical subjects. Therefore programs of study in technical subjects need to be launched. Majority of the graduates seem convinced with the quality and relevance of the programs of study available in this institution. Yet they are not fully satisfied with the attempts made to enhance their research skills and physical facilities available. Therefore, action plans and implementation look urgent to gain students' favor.

In addition to regular classes workshops and seminars for teachers to develop their professional skills can improve the quality of their delivery.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study was carried out to find out employment condition and response of the graduates of this campus. The study covered four study programs from three faculties, namely Education, management and Humanities. Out of the total 163 graduates of the year 2014, only 103 were studied. Other graduates could not be traced for various reasons. Questionnaire was the main tool for the collection of data.

The findings show that more than one-thirds of the graduates were involved in some kind of employment, the number of male graduates being slightly more than that of the female ones. Most of them secured employment in the field of teaching. Most of the graduates did not seem to be satisfied with their job, especially regarding their salary.

In terms of the employment rate and average income, no significant difference was observed among the graduates from various programs of study. Findings of the study imply that a significant number of graduates were not satisfied with the IT skills gained from the campus. Therefore, owing to the lack of required skills, it is very difficult for them to get a job in this competitive world. 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.

Since majority of graduates are involved in teaching only, the programs of Faculty of Management and Humanities should be critically reviewed. Serious consideration should be made about the job placement of those graduates in banking, industry, business and management sectors.

Although majority of graduates had positive views about library and lab related facilities in the campus, introduction of new program on Science Faculty shows urgent need to upgrade the quality and condition of library and science lab. Workshops and seminars for teachers should be organized on a regular basis in order to improve the quality of education from the campus.

Attempts should be made to increase the participation and capacity of employment sources surrounding the campus so that they can support students who are graduating. Orientation programs and workshops on professional skills should be organized in order to support the graduates in job placement.

Academic Programs in Master's Level

MBS **M.ED.**

Academic Programs in Bachelor's Level






B.Ed. **B.B.S.**

B.Sc. **BICTE** **B.A.**

B.Ed. Science



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