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Sukuna Multiple Campus

Sundarharaincha, Morang

Accredited by University Grants Commission (UGC) Nepal (2015)

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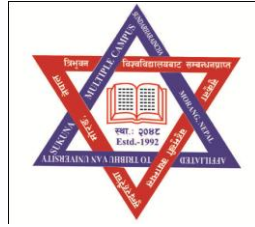
Graduate Tracer Study Report (Graduation Year 2016)



Submitted to
University Grants Commission Nepal
Sanothimi, Bhaktapur

Prepared by
Sukuna Multiple Campus
Sundarharaincha, Morang
2018

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

- **Tracer Study Task Team**

EXECUTIVE SUMMARY

Sukuna Multiple Campus has been performing various research related activities, especially after quality assurance was officially institutionalized by University Grants Commission, Nepal. We have been carrying out graduate tracer study surveys annually since 2015. Through these surveys we have got immense insights into the academic programs conducted at this campus. These surveys have helped us to consider the career success of our graduates, and reflect on the effectiveness of all the programs conducted at our institution.

This study has been carried out 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. Thus, this report has appeared in this form after a rigorous identification and follow-up of the students graduated from this campus in 2016. 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 and further study status of the graduates
- Issues related to the quality and relevance of programs
- Programs' contribution to graduates' professional and personal development
- Issues related to teaching/learning, teacher/ student relationship and education delivery efficiency
- Issues related to facilities provided at the campus

The study targeted the graduates of 2016 from six programs of study at the campus: Three-year BBS, three-year B Ed, three-year BA, four-year B Sc and M Ed and MBS. 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. Most of the employed graduates were distributed the questionnaires at their workplaces, where their employment status was verified by their office heads. Graduates pursuing further studies were met at their respective campuses. Responses were collected as soon as they supplied information.

Although the total number of students graduated from this campus in 2016 was 262. However, due to various reasons, we managed to trace only 210 graduates. This accounts for more than 80% of the total number of graduates. The findings show that out of 210

traced graduates, almost half (48.57%) of the graduates were employed. Similarly, (31.90%) were unemployed and (19.52%) were pursuing further studies.

Employment and Further Study Status of the Graduates

The proportion of the employed male graduates was higher than that of the female graduates. Among the employed graduates, almost three quarters were found to be male. Employment rate was also found to be higher among male graduates. Out of 131 traced male graduates, 75 (57.25%) were found to be employed. On the other hand, out of 79 female graduates, only 27 (34.17%) were found to be employed.

Among the various programs conducted at the campus, the highest employment rate was found among the graduates from MBS program (77.78%). No graduates were found to be employed from three-year BA program.

The largest proportion of the employed graduates was from Brahmin and Chhetry communities, which occupied nearly two third of the employed graduates. No graduate was found to be employed from the Muslim group. This was because no one was graduated from this group in the year 2016.

Most of the graduates 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. Even the graduates from the faculty of management were found to be teaching in educational institutions.

Of the total number of graduates, 75 reported that they were working, and 27 said they were not working at the time of graduation.

About two-third of the employed graduates from Master's Degree 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 friends. Majority of Bachelor's Degree graduates responded that they came to know about their current jobs through personal contact (friends and relatives).

Among the jobs of various kinds held by the graduates, teaching constituted the biggest area, employing almost all the graduates.

Almost all (97.05%) graduates were involved in full time work.

More than half (57.84%) of the employed graduates said that they were working in the mid level. They were followed by the graduates working in the senior level (21.57% of the employed graduates). Similarly, 20.59 % of the employed graduates mentioned that they were working in the operational level. However, none of the employed graduates responded that they were working in the assistant level.

Less than one quarters (22 or 21.57%) of the employed graduates said that they some problems in their current job assignments. This directly shows that 78.43% of the SMC graduates had no problems in their job assignments. Most of the graduates said that

the main problem was that they were not getting enough salary. Out of the 102 employed graduates 8 (7.84%) said that their low salary was causing the problem. Out of 102 employed graduates only five (4.90) were self-employed. Similarly 67 (31.90%) were unemployed.

The rate of unemployment was slightly higher among female (39.24%) than among male (27.48%) although it is not consistent in all the programs. Unlike other programs, the unemployment rate is higher among males than females among BBS graduates. Of the 210 graduates sampled for the study, 41 (19.52%) graduates responded that they were pursuing further studies in different educational institutions.

Issues Related to Quality and Relevance of Programs

On the whole the graduates had positive response towards the quality of their programs of study. Few graduates from each program are not much impressed by the extracurricular activities

A large number of graduates suggest using technological devices in classrooms in order to improve quality. Another major suggestion received from the graduates is launching new and technical programs.

Programs' Contribution to graduates' Professional and Personal Development

In general graduates from all programs were convinced with their programs' contribution to their professional and personal development.

Issues Related to Teaching/ Learning, Teacher/ Student Relationship and Education Delivery and Efficiency

On the whole graduates from all programs had positive response towards teaching learning environment, teacher-student relationship and quality of delivery offered in their program of study.

Graduates from MBS program have provided best response to teaching-learning environment, teacher-student relationship and quality of delivery.

Issues Related to Facilities Such as Library, Laboratory, Canteen, Sports Facilities, Urinals, etc.

A large number of respondents gave positive response to library and lab facilities in the campus.

Altogether 101 suggestions related to facilities were collected. The biggest suggestion was that there should be sufficient books in the library. About one third of the graduates have offered this suggestion.

Another major suggestion is that the urinals need to be clean. Similarly a fair number of graduates have suggested hostel facility for students from remote areas. In the same way some graduates have suggested bus facility and pointed out the need to keep campus premises clean.

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ABBREVIATIONS

Asst.	Assistant
BA	Bachelor of Arts
BBS	Bachelor of Business Studies
B Ed	Bachelor of Education
F	Female
GPFS	Graduates Pursuing Further Studies
Gov	Government
INGO	International Non-Governmental Organization
IT	Information Technology
M	Male
MA	Master of Arts
MBS	Master of Business Studies
M Ed	Master of Education
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

The role of educational institutions is very 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. The success of an academic institution depends also on the feedback given by students graduated from that institution. A tracer study serves as an important tool for collecting information about graduates from an educational institution.

Sukuna Multiple Campus offers six different programs in the Faculty of Education, Management, Humanities and Science with the mission of empowering students with quality education, thereby preparing them as successful professionals and practitioners. After the accreditation given by UGC Nepal, this campus has determined more to improve its quality. This institution 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. Moreover, we value our graduates' response on the quality offered by various programs of study. 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.

Although the immediate purpose of this graduate tracer study is to identify and follow up the students graduated from the campus in 2016, our long-term goal is to incorporate effective improvements into the various programs of study conducted at this campus. To meet this goal we have obtained our graduates' feedback on their current employment, current programs of study and previous programs of study. Our main concern is whether our graduates have been able to utilize their learning experiences in their employment and further studies.

After the collection and analysis of information on our graduates' study, and professional experiences, we are determined to incorporate necessary improvements into our academic activities.

Generally, graduates either enter into the work market or opt to pursue further studies after they are graduated. Tracer studies are carried out to find the link between their study programs, work and job satisfaction. Thus it is regarded as an effective means of assessing the results of an educational institution. 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 assembles 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 analyze the feedback of the graduates on their current employment and study programs. We have also attempted to analyze their perspectives on how they feel should be done for the betterment of the campus. The data have been analyzed in terms of the categories such as gender, age, program of study, area of employment, and so on.

1.2 Objectives of the Study

This study was carried out mainly to get feedback from the graduates on their current employment and to gather their information about what they feel should be done to improve courses and how prepared they were for the job market. Specifically, the main objectives of the study were to:

- i. find out the employment and further study status of the graduates
- ii. To analyze the issues related to the quality and relevance of programs at SMC
- iii. To measure the contribution of the programs of study to graduates' professional and personal development
- iv. To analyze the issues related to teaching learning environment, teacher-student relationship, and education delivery efficiency
- v. To analyze the facilities provided by SMC, as perceived by the graduates.

1.3 Institutional Arrangements to Conduct the Study

The study was carried out by distributing a set of questionnaires among the students graduated from the campus. To carry out the study, a Tracer Study Task Team comprising the following four members was formed.

Mr. Nara Prasad Bhandari	Coordinator
Mr. Basudev Dahal	Member
Mr. Yubaraj Subedi	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, and Yubaraj Subedi and Pushpa Raj Ghimire were involved in collecting data, and keeping the graduates' record. The appendices were prepared collectively by the committee members.

1.4 Graduation Batch Taken for the Study

This study targeted the students graduated from the campus in 2016. In the previous tracer studies, only students from four programs (Three-Year BA, Three-Year BBS, Three-

Year B Ed and M Ed) had been selected. However this study also included graduates from two more programs (Four-Year B Sc and MBS) in addition to the aforementioned programs of study. The list of graduates chosen for this is presented in Appendix II.

1.5 Data Collection – Instruments and Approach

Like the previous studies, the main instrument used for collecting data from the graduates was questionnaire, which was developed by UGC, Nepal. The questionnaire was mainly used to obtain quantitative information. The questionnaire consisted of 15 questions (both closed-ended and open-ended). The graduates were asked to assess the extent to which they gained the knowledge and skills necessary for their professional requirements. Their views were analyzed based on their professional and study experiences. 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. Since the questionnaire was in English, some graduates felt difficulty comprehending the questions, and therefore, they were reluctant in providing responses. In such cases their responses were translated into English by the Tracer Study Committee members who were assigned the task of collecting data.

The questionnaires were distributed to the graduates after eight months of their graduation. Responses were collected between February 15 and March 25 of 2018. Out of 262 graduates, 210 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 and other places 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. Some graduates refused to provide responses to open-ended questions due to difficulty in using English, so their responses were translated and written by our committee members who were assigned the task to collect data.

1.6 Scope and Limitation of the Study

The study covered the graduates from six programs of four faculties (Education, Management and Humanities and Science). The programs included in the study are presented in the following table.

Table 1
Programs Included in the Study

Faculty	Level	
	Bachelor's Degree	Master's Degree
Education	Three-Year B Ed	M Ed
Humanities and Social Sciences	Three-Year BA	-
Management	Three-Year BBS	MBS
Science	Four-Year B Sc	-

The graduates were mainly categorized into three groups: Employed, Unemployed and Graduates Pursuing Further Studies (GPFS). The employed graduates were involved in both full-time and part-time work.

The study had the following limitations.

- i. The study analyzed the graduates from the year 2016 only.
- ii. All the graduates could not be contacted during the collection of the questionnaires. Out of 162 graduates, only 210 responses were analyzed.
- iii. Out of the total number of graduates, only 101 employed, 67unemployed and 41 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.
- vi. Some graduates refused to provide responses. Therefore they were excluded from 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.

Out of 210 samples, there were 131 (62.38%) male and 79 (37.62%) female graduates. In BBS program, there were more female graduates than the male graduates. In BA program only male graduates were involved. In other four programs, the number of male graduates was higher than that of the female graduates. Brief information about the traced graduates is presented in the following table.

Table 2
Number of Traced Graduates

Gender	Number of Traced Graduates						
	BBS	B Ed	BA	B Sc	M Ed	MBS	Total
Male	6	33	2	3	80	7	131
Female	13	29	-	1	34	2	79
Total	19	62	2	4	114	9	210

The table shows that the number of traced graduated has increased this year. More than half of the graduates were from M Ed program.

2.1 Employment Status of the Graduates

The graduates involved in this survey were asked about their current position with regard to paid work. Out of 210 graduates involved in the study, there were 102 employed graduates (48.57%) 67 unemployed graduates (31.90%) and 41 GPFS (19.52%). The percentage of employed graduates was higher among males than among females (57.25% compared to 34.17%). Of the employed graduates, the proportion of males was 73.53% and the proportion of the females was 26.47%. Thus, nearly three quarters of the employed graduates were males. This signals a big challenge in participating women in the competitive job market.

2.1.1 Employed Graduates from Different Programs

Among the various programs conducted at the campus, the highest percentage of employed graduates was from MBS (77.78%) which was followed by M Ed (64.03%), BBS (26.31%), B Ed (25.81 %) and B Sc (25%). Since no graduate was found to be employed from BA, it appeared least successful program to prepare students for employment. The data clearly show higher rate of employment rate among Master' Degree graduates than among Bachelor's Degree graduates.

On the whole, the proportion of the employed graduates was larger among males than among females except in BBS program (This was because of fewer male informants from this program). The distribution of the employed graduates by gender in each program is presented in Table 2 below.

Table 3
Employed Graduates from Each Program

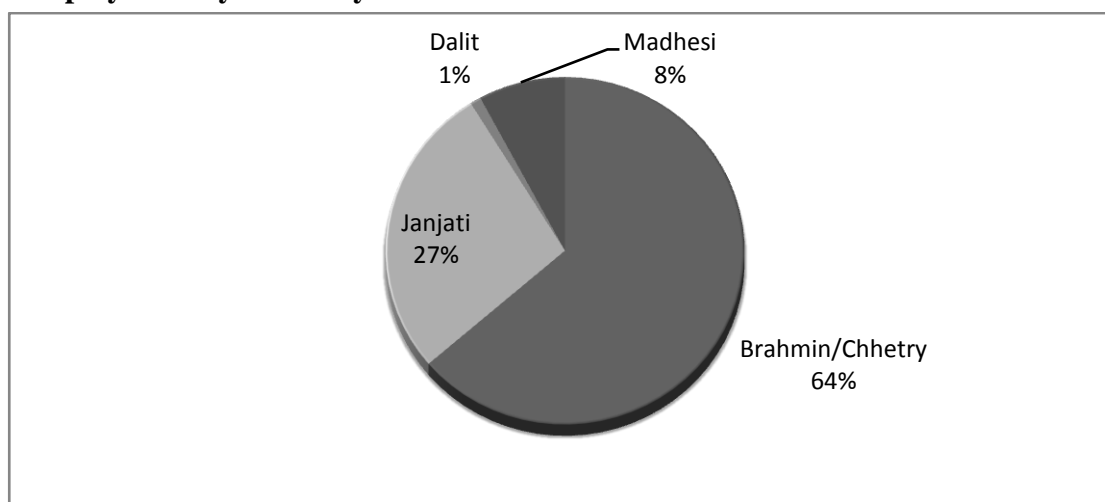
Program	Number of Respondents			Number of Employed			% of Employed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
BBS	6	13	19	2	3	5	33.34	23.07	26.31
B Ed	33	29	62	11	5	6	33.34	17.24	25.81
BA	2	-	2	-	-	-	-	-	-
B Sc	3	1	4	1	-	1	33.34	-	25
M Ed	80	34	114	55	18	73	68.75	52.94	64.03
MBS	7	2	9	6	1	7	85.72	50	77.78
Total	131	79	210	75	27	102	57.25	34.18	48.57

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. However, highest employment rate was found among the MBS Graduates. It was followed by M Ed program. This indicates the higher success rate of Master's Degree programs over Bachelor's Degree programs in the current competitive job market.

2.1.2 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 102 employed graduates, 65 (63.72%) were from Brahmin and Chetty groups; 28 (27.45%) were from Janjati group; 8(7.84%) from Madhesi group 1(0.99%) was from Dalit group; and no one form Muslim group.

Figure 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 B Sc, 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. Very low rate of employment from Dalit signals that they are still deprived from employment opportunities.

A more detailed information about employment from different ethnic groups is presented in the following table.

Table 4
Employed Graduates by Ethnicity from Different Programs

Program	Brahmin/Chhetri			Janjati			Madhesi			Dalit			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BBS	2	2	4	-	-	-	-	1	1	-	-	-	2	3	5
B Ed	7	4	11	3	1	4	1	-	1	-	-	-	11	5	16
BA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B Sc	-	-	-	1	-	1	-	-	-	-	-	-	1	-	1
M Ed	33	13	46	16	4	20	5	1	6	1	-	1	55	18	73
MBS	4	-	4	2	1	3	-	-	-	-	-	-	6	1	7
Total	46	19	65	22	6	28	6	2	8	1	-	1	75	27	102

This table indicates that graduates representing Madhesi, Dalit and Muslim communities of SMC have rarely got job opportunities. However, this is because of the fact that student enrollment is very low from these communities.

2.1.3 Types of Employed Graduates

Among the 102 employed graduates, 94(92.15 %) were working full time (WFT); 2 (1.96%) were working part-time but seeking full-time work (WPSFW); 1(0.98%) was working part-time but not seeking full-time work (WPNSFW); and 5 (4.90%) were self-employed (SE). The number and percentage of different types of graduates from the six programs of SMC are presented in the following table.

Table 5
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	-	3	3	-	-	-	1	-	1	1	-	1	2	3	5
B Ed	9	5	14	-	-	-	-	-	-	2	-	2	11	5	16
BA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B Sc	-	-	-	-	-	-	-	-	-	1	-	1	1	-	1
M Ed	53	18	69	1	-	1	-	-	-	1	-	1	55	18	73
MBS	6	-	6	-	1	1	-	-	-	-	-	-	6	1	7
Total	68	26	94	1	1	2	1	-	1	5	-	5	75	27	102

This table shows that the highest percentage of employed graduates was occupied by full-time workers. This is probably because most graduates do not like to have part-time jobs.

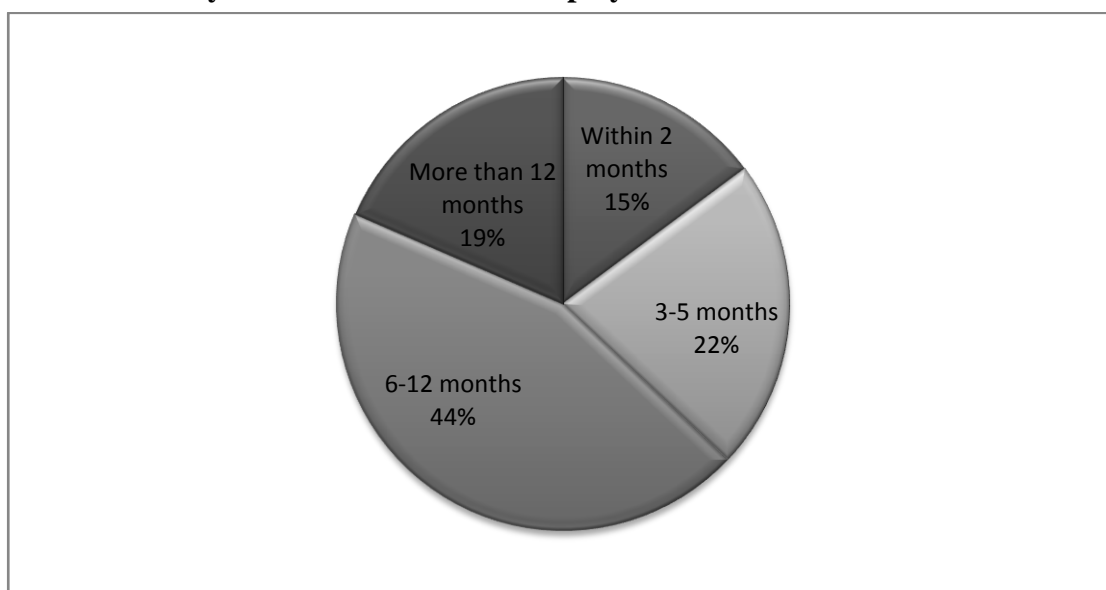
2.1.4 Time Taken by Graduates to Find Jobs

The employed graduates were asked whether they were working at the time of graduation from SMC. Out of 102 graduates, 75 reported that they were working, and 27 said they were not working at the time of graduation.

Of the 27 graduates who were not working at the time of graduation, 4 (14.81 %) responded that they got employment within two months of graduation; 6 (22.22%) said that they got employed within three to five months; 12 graduates (44.44%) responded that they secured employment within six to twelve months of obtaining degree from this institution; and 5 (18.52%) 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 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 6
Reasons for Time Gap between Graduation and Finding Job

Reason	Number of graduates giving the reason						
	BBS	B Ed	BA	BSc	M Ed	MBS	Total
Job not found	1	3	-	-	10	-	14
Family problems	-	-	-	-	-	-	3
Studied during the gap	-	-	-	1	3	3	7
Personal reasons	-	1	-	-	-	-	1
Health problems	-	-	-	-	1	-	1

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 were studying short-term courses during the gap.

2.1.5 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 7
Source of Information about the Job

Source of finding the job	Number of reasons						
	BBS	B Ed	BA	BSc	M Ed	MBS	Total
Through friends	2	6	-	-	12	2	22
Through relatives	2	4	-	1	8	1	16
Through written enquiries	-	2	-	-	8	1	11
Through advertisement in the media	1	4	-	-	45	3	53
Other (Themselves)	-	-	-	-	-	-	-
Total	5	16	-	1	73	7	102

The table shows that in Master's Degree about two-third 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 friends. 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. None of the graduates responded that they got job without using the information sources mentioned above.

2.1.6 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 remarkably 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.

Table 8
Source of Information for Graduates' Jobs

Program	Private/ Public			NGO/ INGO			Self- Employed			Government			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BBS															
B Ed	2	3	5	-	-	-	-	-	-	-	-	-	2	3	5
BA	4	5	9	-	-	-	2	-	2	5	-	5	11	5	16
B Sc	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M Ed	-	-	-	-	-	-	1	-	1	-	-	-	1	-	1
MBS	11	5	16	-	1	1	1	-	1	43	12	55	55	18	73
Total	5	1	6	1	-	1	-	-	-	-	-	-	6	1	7
	22	14	36	1	1	2	4	-	4	48	12	60	75	27	102

Among the jobs of various kinds held by the graduates, teaching constituted the biggest area, employing almost all the graduates. Out of 102 employed graduates, 84 (82.35 %) reported that they were involved in teaching; 3 (2.94%) said that they were involved in business; 5 (4.90%) said that they were involved in government service; and 9 (8.82%) were doing other jobs (financial institutions, hospitals). Type of employment held by graduates from different programs is presented in the table below

Table 9
Fields of Employment

Programs	Teaching			Business			Gov. Service			Other (Finance)			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BBS	-	3	3	-	-	-	-	-	-	2	-	2	2	3	5
B Ed	7	5	12	2	-	2	2	-	2	-	-	-	11	5	16
BA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B Sc	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
M Ed	51	16	67	1	-	1	3	-	3	-	2	2	55	18	73
MBS	2	-	2	-	-	-	-	-	-	4	1	5	6	1	7
Total	60	24	84	4	-	3	5	-	5	6	3	9	75	27	102

The table shows that even the graduates from faculty of Management were involved in the field of teaching and a B Sc graduate was found to be doing business. In the same way, three graduates from faculty of education we found to be doing business. This shows that few graduates did not have relevant jobs to their programs of study.

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 summarized in the following table.

Table 10
Employment Type

Program	Full-Time			Part-Time			Total		
	M	F	T	M	F	T	M	F	T
BBS	1	3	4	1	-	1	2	3	5
B Ed	11	5	16	-	-	-	11	5	16
BA	-	-	-	-	-	-	-	-	-
B Sc	1	-	1	-	-	-	1	-	1
M Ed	54	18	72	1	-	1	55	18	73
MBS	6	-	6	-	1	1	6	1	7
Total	73	26	99	2	1	3	75	27	102

The table shows that almost all (97.05%) graduates were involved in full time work.

2.1.7 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. The number of graduates working in different levels from various programs of the campus is presented in the following table.

Table 11
Job Status of the Graduates

Program	Senior Level			Mid Level			Operational Level			Assistant Level			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BBS	-	-	-	-	1	1	2	2	4	-	-	-	2	3	19
B Ed	-	-	-	9	4	13	2	1	3	-	-	-	11	5	16
BA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B Sc	-	-	-	-	-	-	1	-	1	-	-	-	1	-	1
M Ed	19	1	20	29	13	42	7	4	11	-	-	-	55	18	73
MBS	2	-	2	3	-	3	1	1	2	-	-	-	6	1	7
Total	21	1	22	41	18	59	13	8	21	-	-	-	75	27	102

As can be seen in the table, more than half (57.84%) of the employed graduates said that they were working in the mid level. They were followed by the graduates working in the senior level (21.57% of the employed graduates). Similarly, 20.59 % of the employed graduates mentioned that they were working in the operational level. However, none of the employed graduates responded that they were working in the assistant level. Also, no graduates from Bachelor's Degree programs were found to be working in the senior level. This clearly indicates the direct link between the job status of SMC graduates and their qualification. The table also shows that a fair number of male graduates but only one female gradu-

ate from Master's Degree programs were found to be working in senior level. As the level goes up the proportion of female graduates has become smaller and smaller. This signals that females are still holding the posts subordinate to those held by males.

With the help of the graduates' date of appointment, it was also studied how long the graduates had been working in their position. 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 12
Duration of Job

Program	Less than One Year			1-5 Yrs			5-10 Yrs.			10+ Yrs.			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BBS	-	-	-	1	3	4	1	-	1	-	-	-	2	3	5
B Ed	5	3	8	5	1	6	1	1	2	-	-	-	11	5	16
BA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B Sc	1	-	1	-	-	-	-	-	-	-	-	-	1	-	1
M Ed	3	1	4	12	12	24	17	1	18	23	4	27	55	18	73
MBS	-	-	-	4	1	5	2	-	2	-	-	-	6	1	7
Total	9	4	13	22	17	39	21	2	23	23	4	27	75	27	102

The above table shows that more than half of the graduates had the job experience of less than five years. It can be argued that the institutional programs of SMC had positive effects on finding jobs. Especially graduates from Bachelor' Degree programs did not have long job experience. Also, in comparison to females, male graduates had a longer job experience.

2.1.8 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.

2.1.8.1 Problems Faced by the Graduates

Out of 102 employed graduates, less than one quarters (22 or 21.57%) said that they some problems in their current job assignments. This directly shows that 78.43% of the SMC graduates had no problems in their job assignments. This is a clear indication that graduates from this campus are highly satisfied in their jobs, and it signals the success of the campus.

Especially, graduates working in private institutions complained that they had problems in their jobs. Master's degree graduates seem more satisfied with their jobs than the graduates from Bachelor's Degree programs.

The graduates facing problems in their jobs were asked to mention their problems. The problems shared by the graduates are outlined in the following table.

Table 13
Problems faced in the job assignments

Problems	Number of graduates facing the problem						
	BBS	BEd	BA	BSc	MEd	MBS	Total
Salary is low	2	3	-	-	2	1	8
Work overload	-	1	-	-	1	-	2
Job is temporary	-	1	-	-	3	-	4
The workplace is far from the home location	-	-	-	-	3	-	3
Job is not suitable to the education	1	-	-	1	1	-	3
Difficult to deal with new generation	-	-	-	-	2	-	2
Total	3	5	-	1	12	1	22

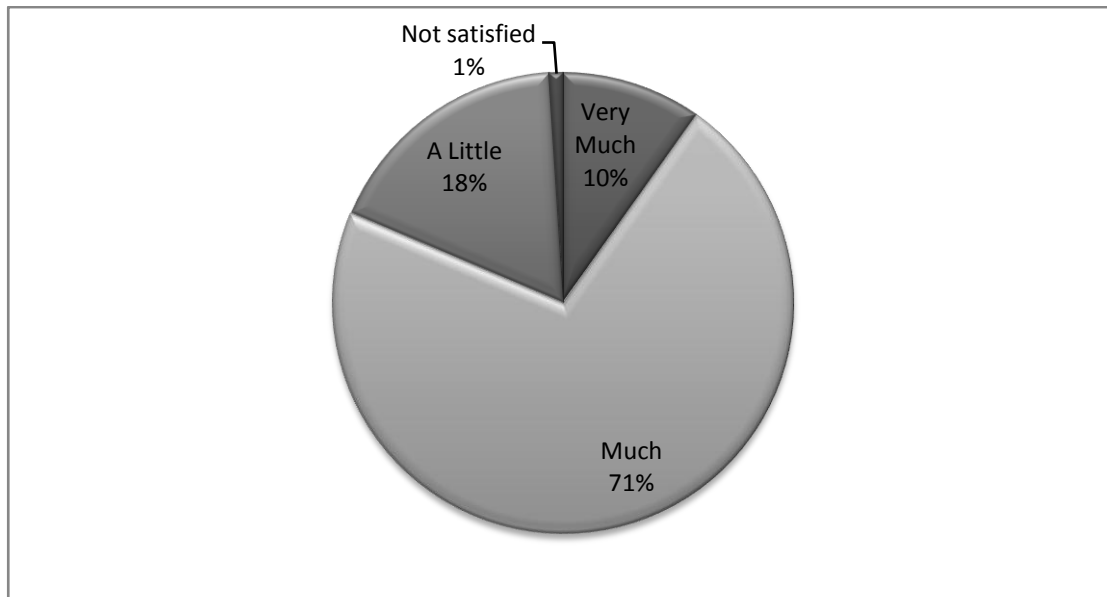
From this table it is revealed that the number of graduates facing problems was very low. Especially those working in private institutions have complained about low salary, work overload temporary jobs.

Most of the graduates said that the main problem was that they were not getting enough salary. Out of the 102 employed graduates 8 (7.84%) said that their low salary was causing the problem. The second major problem was temporary job. 4 (3.92%) graduates complained about this problem. 3 (2.94%) said that their jobs were not interesting, and equal number of graduates said that their workplace is far from their home location. 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.

2.1.8.2 Job Satisfaction

The collected data showed that there was direct relation between the problems faced by the graduates to level of their job satisfaction. The employed graduates were asked to what extent they were satisfied with their jobs. Almost three quarters (69.70%) 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 3
Level of Job Satisfaction of the Employed Graduates



The level of satisfaction was not same among the graduates from different programs. Only 10 graduates from M Ed program said that they were very much satisfied with their jobs. The graduates from Master's degree programs seemed more satisfied in comparison to graduates from Bachelor's degree programs. Different satisfaction levels chosen by graduates from different programs of study are presented in the following table.

Table 14
Graduates' Job Satisfaction

Program	Very Much			Much			A Little			Not Satisfied.			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BBS	-	-	-	1	1	2	1	2	3	-	-	-	2	3	5
B Ed	-	-	-	7	3	10	4	2	6	-	-	-	11	5	16
BA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B Sc	-	-	-	-	-	-	-	-	-	1	-	1	1	-	1
M Ed	10	-	10	39	15	54	6	3	9	-	-	-	55	18	73
MBS	-	-	-	4	-	4	2	1	3	-	-	-	6	1	7
Total	10	-	10	51	19	70	13	8	21	1	-	1	75	27	102

As can be observed in the table, 9.80% graduates expressed highest degree of job satisfaction; 68.62% shared the experience that they were much satisfied; and 20.59% seemed less satisfied. Only one graduate was not satisfied at all in the current job assignment.

2.1.9 Self-employed Graduates

Out of 102 employed graduates only five were self-employed. Among them two were from B Ed program, one from B Sc program, one from BBS program and one from M Ed program. No graduates from other programs were self-employed. All of the self-employed graduates were males. Except one from M Ed program, all were employed in the

field of business. The self-employed graduate from M Ed program was found to be running a school in his own investment.

The self-employed graduates were asked about their annual income. Among them, the graduate from the B Sc program said that his annual income was between Rupees 100,000/- to 150,000/- Other graduates said that their annual income was higher.

2.1.10 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 210 graduates involved in the study 67 (31.90%) were unemployed. The following table outlines the unemployed graduates from different programs of SMC.

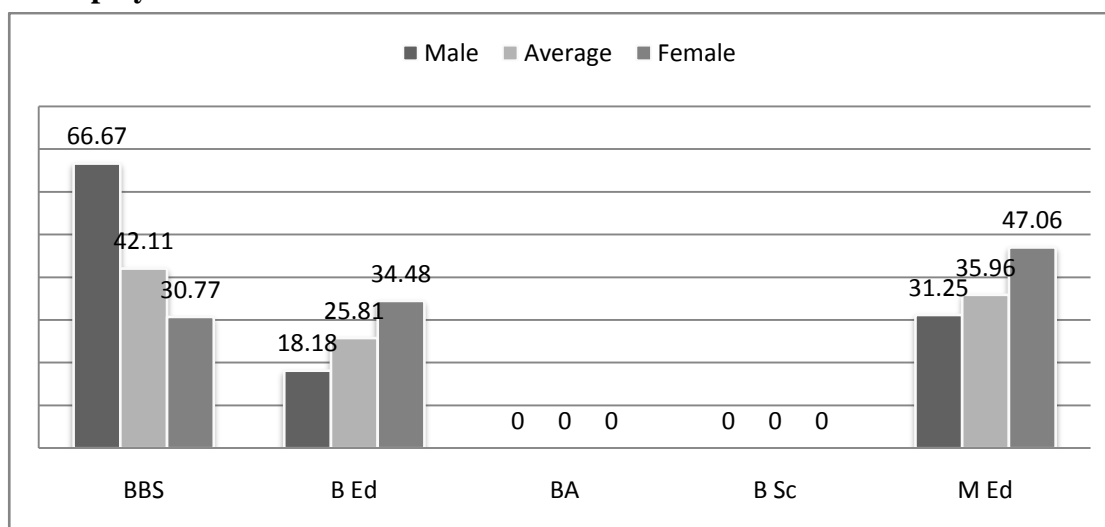
Table 15

Unemployed Graduates

	Total Number of graduates			Number of Unemployed			% of the unemployed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
BBS	6	13	19	4	4	8	66.67	30.77	42.11
B Ed	33	29	62	6	10	16	18.18	34.48	25.81
BA	2	-	2	-	-	-	-	-	-
B Sc	3	1	4	-	-	-	-	-	-
M Ed	80	34	114	25	16	41	31.25	47.06	35.96
MBS	7	2	9	1	1	2	14.28	50	22.22
Total	131	79	210	36	31	67	27.48	39.24	31.90

The rate of unemployment was slightly higher among female (39.24%) than among male (27.48%) although it is not consistent in all the programs. Unlike other programs, the unemployment rate is higher among males than females among BBS graduates. Surprisingly, MBS program shows the lowest male unemployment rate and highest female unemployment rate among other programs of study. M Ed shows the highest unemployment rate 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 4
Unemployed Graduates



2.1.11 Graduates Pursuing Further Studies

The graduates were asked whether they were undertaking further studies after their graduation. Of the 210 graduates sampled for the study, 41 (19.52%) 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 and MBS graduates found to be studying in the upper levels. The graduates from other programs were studying in the related programs of the upper levels. The information about the GPFS is outlined in the following table.

Table 16

Graduates Pursuing Further Studies

Program	Number of graduates			Number of GPFS			% of the GPFS		
	M	F	T	M	F	T	M	F	T
BBS	6	13	19	-	6	6	-	46.15	31.57
B Ed	33	29	62	16	14	30	48.48	48.27	48.38
BA	2	-	2	2	-	2	100	-	100
B Sc	3	1	4	2	1		66.67	100	75
M Ed	80	34	114	-	-	-	-	-	-
MBS	7	2	9	-	-	-	-	-	-
Total	131	79	210	20	21	41	16.52	26.56	19.52

The table shows that almost one fifth of the graduates were pursuing further studies. Except B Ed graduates, the proportion of female GPFS is larger than that of males among graduates of all programs of study.

2.2 Issues Related to Quality and Relevance of Programs

In this section we have attempted to analyze the graduates' responses regarding the quality of the institutional programs they attended at SMC. We have also collected their

views on how relevant the education offered by various programs is on their current jobs or on the jobs they wanted to have.

2.2.1 Graduates' Responses on 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. '0(Does not apply)', '1(Very Low)', '2 (Low)', '3 (Average)', '4(High)' and '5(Very high)' On the whole majority of responses were geared in favor of the strength of the institution.

The quality of various programs as perceived by the graduates is presented in the following table.

Table 17

Quality of BBS Program Rated by Graduates

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4 (Good)	5 (Very Good)
1	Range of courses offered	-	1	1	7	9	1
2	Number of optional subjects	-	-	3	2	13	1
3	Extracurricular activities	-	1	5	8	5	-
4	Problem solving	-	-	4	3	10	3
5	Inter-disciplinary learning	-	1	3	4	10	1

The above table shows that nearly half of the BBS graduates believe that teaching learning of their last program was very good. Similarly, number of optional subjects, inter-disciplinary learning and problem solving activates have also received good rates from the graduates who have attended BBS program. The table shows that the graduates from this program are not much satisfied with the extracurricular activities conducted at the campus.

Table 18
Quality of B Ed Program Rated by Graduates

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4(Good)	5(Very Good)
1	Range of courses offered	-	-	4	14	37	7
2	Number of optional subjects	-	1	7	17	32	5
3	Extracurricular activities	-	3	9	35	13	2
4	Problem solving	-	-	6	18	27	11
5	Inter-disciplinary learning	-		7	28	23	4

The table shows that B Ed graduates mostly had positive response about the quality of Three-Year B Ed program conducted at SMC. Especially, they were impressed by problem solving activities, range of courses and number of optional subjects. Extracurricular activities have only received average rating from majority of the graduates.

Table 19
Quality of BA Program Rated by Graduates

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4(Good)	5(Very Good)
1	Range of courses offered	-	-	-	1	1	-
2	Number of optional subjects	-	-	1	-	1	-
3	Extracurricular activities	-	-	1	-	1	-
4	Problem solving	-	-		1	1	-
5	Inter-	-	-		1	1	-

	disciplinary learning						
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It can be seen in the example that out of the two BA graduates at least one graduate finds all the aspects of quality satisfactory. However one student is not satisfied with the optional subjects and extracurricular activities conducted at the campus. This implies that it is necessary to rethink over these aspects of quality.

Table 20

Quality of B Sc Program Rated by Graduates

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4(Good)	5(Very Good)
1	Range of courses offered	-	-	-	2	2	-
2	Number of optional subjects	-	-	1	1	1	1
3	Extracurricular activities	-	-	1	1	1	1
4	Problem solving	-	-	1	-	3	-
5	Inter-disciplinary learning	-	-	1	2	1	-

The data obtained from B Sc graduates shows that most of them have liked the problem solving activities. They have average response on other aspects determining quality in this relevant to this program. Yet, few students have given poor rating to number of optional subjects, extracurricular activities, problem solving and interdisciplinary learning.

Table 21

Quality of M Ed Program Rated by Graduates

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4(Good)	5(Very Good)
1	Range of courses offered	-	-	10	14	77	13
2	Number of optional sub-	-	-	11	33	60	10

	jects						
3	Extracurricular activities	2	-	38	58	13	5
4	Problem solving	-	1	12	31	57	13
5	Inter-disciplinary learning	1	1	6	18	65	23

From the study of the above table, it can be deduced that the M Ed graduates are highly satisfied with the quality offered by their program of study, especially with quality of delivery by teachers, teaching-learning environment and interdisciplinary learning. Yet, few graduates think that the campus has not organized extracurricular activities to maintain its quality. On the whole it can be generalized that these graduates seem most satisfied with the quality of the program they attended at SMC.

Table 22

Quality of MBS Program Rated by Graduates

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4 (Good)	5 (Very Good)
1	Range of courses offered	-	-	-	4	2	3
2	Number of optional subjects	1	-	-	2	6	-
3	Extracurricular activities	1	-	2	1	4	1
4	Problem solving	-	-	-	1	6	2
5	Inter-disciplinary learning	-	1	-	3	3	2

On the whole MBS graduates seem satisfied with the quality of the program they attended. Especially, they have given high rates on quality of delivery, teaching-learning environment and problem solving activities. Nevertheless, very few graduates are not satisfied at all about number of optional subjects offered in their programs and extracurricular activities conducted at the campus

From the analysis of the data related to quality of institutional programs, it can be generalized that graduates had positive response towards the quality of their programs of study. Few graduates from each program are not much impressed by the extracurricular activities. This signals an immediate need to improve those activities to strengthen the overall quality of all programs conducted at this institution.

2.2.2 Graduates' Suggestions on Quality of Institutional Programs

All the traced graduates were asked to provide suggestions for the betterment of this institution. Their suggestions related to the quality of various programs are summarized in the following table.

Table 23

Graduates' Suggestions on Quality of Programs

Suggestions	BBS	BEd	BA	BSc	Med	MBS	Total
Teachers should be regular and punctual	3	11	-	1	5	1	21
Maintain discipline and regularity of students	-	3	-	-	-	-	3
Administration should be open in all shifts	1	3	-	1	9	1	15
Improve administration	1	4	-		8	-	13
Use technology in the class	1	9	1	2	27	4	44
Improve exams	-	2	-	-	7	-	9
Focus on Practical activities in class	3	4	-	1	6	-	14
Minimize political activities	3	4	1		5	2	15
Launch new/professional/technical courses	3	9	-	1	16	2	31
Appoint more qualified teachers	1	7	-	2	13	-	23
Improve thesis supervision	-	-	-	-	5	-	5

This table shows that a large number of graduates suggest using technological devices in classrooms in order to improve quality. Half of the graduates from B Sc program have suggested using technological devices. Another major suggestion received from the graduates is launching new and technical programs. This could be because of attraction of new generation of students towards such programs. Likewise, a fair number of graduates suggest the teachers that they should be more regular and punctual. Some graduates, especially from M Ed program suggest that the campus should appoint more qualified teachers. Some graduates also suggest that campus administration should provide service in all shifts. A few graduates also want to see improvement in campus administration.

2.2.3 Graduates' Responses on Relevance of Institutional Programs

The graduates were asked to rate the relevance of their study programs. Their ratings are presented in the following table.

Table 24

Graduates' Rating on Relevance of Programs

Program	Number of rates					
	Does not Apply	Very Low	Low	Average	High	Very High
BBS	-	2	-	6	8	3

B Ed	-	3	6	11	33	9
BA	-	1	-	-	1	-
B Sc	-	-	-	2	1	1
M Ed		4	9	19	54	28
MBS	-	-	-	1	6	2
Total	-	10	15	39	103	43

The table clearly shows that out of 210 graduates, 103 (49.03%) have given high degree of rating to the relevance of their respective programs. Except the graduates from B Sc program, majority of graduates from each program have given high degree of rating to the relevance of their programs. In B Sc program, only half of the graduates have given positive rating to the relevance of their program. Especially BBS and MBS graduates seem satisfied with the relevance of their programs.

2.3 Programs' Contribution to graduates' Professional and 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. '0 (Not at all)', 1 (Very little), 2(Little), 3(Average) , 4 (Much) and '5 (Very much)' Majority of responses assessed the positive contribution of the programs of study to the graduates' personal and professional development. The respondents' opinion on each skill is analyzed in the following sections.

There were 19 BBS graduates who provided responses about the contribution of their program to their professional requirement. Their responses are analyzed in terms of six indicators in the following table.

Table 25

BBS Graduates' Response on Programs' Contribution to Professional and Personal Requirement

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4(Good)	5(Very Good)
1.	Enhanced academic knowledge	-	1	3	4	7	4
2.	Improved problem solving skills	-	-	2	6	8	3
3.	improved research skills	-	1	4	11	3	-
4.	Improved learning efficiency	-	1	2	2	10	4
5.	Improved communication skills	-	-	2	4	8	5

6.	Improved IT skills	-	4	9	4	1	1
7.	Enhanced team spirit	-	-	-	4	8	7

As can be seen in the above table, BBS graduates have given positive response on the programs' contribution to their personal and professional requirement. Especially, more than one third of the graduates have given 'very good' rating to the assertion that BBS program has 'enhanced team spirit' of the students. However, many of the graduates from this program do not think that their program has improved research and information technology skills, as about half of the graduates have given negative rating to these aspects.

Table 26

B Ed Graduates' Response on Programs' Contribution to Professional and Personal Requirement

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4(Good)	5(Very Good)
1.	Enhanced academic knowledge	-	2	2	24	26	8
2.	Improved problem solving skills	-	2	3	19	31	7
3.	improved research skills	1	3	13	31	11	3
4.	Improved learning efficiency	-	1	-	23	25	13
5.	Improved communication skills	-	2	3	33	22	2
6.	Improved IT skills	2	7	21	26	5	1
7.	Enhanced team spirit	-	3	9	12	28	10

The table shows that like BBS graduates, graduates from B Ed program are not much satisfied with the improvement of research and information technology skills through their program. This implies that the campus should try of focus more on the use of information technology and research projects in this program

On the other hand students graduated from this program have been highly convinced towards the improvement of learning efficiency and enhancement of team spirit for the purpose of their personal and professional requirement. Other aspects related to graduates' personal and professional development have received mostly average rating.

Table 27**BA Graduates' Response on Programs' Contribution to Professional and Personal Requirement**

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4 (Good)	5 (Very Good)
1.	Enhanced academic knowledge	-	-	-	1	1	-
2.	Improved problem solving skills	-	-	-	1	1	-
3.	improved research skills	-	-	-	1	1	-
4.	Improved learning efficiency	-	-	-	-	2	-
5.	Improved communication skills	-	-	-	-	2	-
6.	Improved IT skills	-	1	-	-	1	-
7.	Enhanced team spirit	-	-	-	1	1	-

Graduates from this program have mostly given 'good' response towards the various aspects of personal and professional development. There were just two graduates from this program, and both have given good response to improvement of communication skills and learning efficiency. Unlike graduates from other programs, neither of the BA graduates have given negative rating to improvement of research and information skills. This implies that students graduated from this program are highly convinced on their programs' contribution to personal and professional development.

Table 28**B Sc Graduates' Response on Programs' Contribution to Professional and Personal Requirement**

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4 (Good)	5 (Very Good)
1.	Enhanced academic knowledge	-	-	-	1	3	-
2.	Improved problem solving skills	-	-	-	3	-	1
3.	improved research skills	-	-	2	1	1	-

4.	Improved learning efficiency	-	-	-	-	4	-
5.	Improved communication skills	-	-	1	2	1	-
6.	Improved IT skills	-	-	1	2	-	1
7.	Enhanced team spirit	-	1	2	-	-	1

The data presented in the above table shows that in general B Sc graduates have average response towards their programs' contribution to professional and personal development. While all graduates believe that their program has improved their learning efficiency, and majority of them think that it has improved problem solving skills, half of the graduates think that their program has not effectively improved their research skills and enhanced team spirit. This indicates that B Sc program should take necessary steps to improve these skills of the students.

Table 29

M Ed Graduates' Response on Programs' Contribution to Professional and Personal Requirement

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4(Good)	5(Very Good)
1.	Enhanced academic knowledge	-	3	10	47	43	11
2.	Improved problem solving skills	-	4	15	33	48	14
3.	improved research skills	-	1	9	35	52	17
4.	Improved learning efficiency	-	1	21	47	39	6
5.	Improved communication skills		2	6	57	42	3
6.	Improved IT skills	7	22	43	40	11	-
7.	Enhanced team spirit	-	-	20	33	44	17

The table shows that M Ed graduates, on the whole, have good response towards the programs' contribution in their professional and personal development. Exception is in improvement of information technology skill, in which they have mostly given low ratings. This group of graduates is different from the graduates from Bachelor's Degree programs in that the graduates from this group are convinced to the role of their program in development

of their research skills. Like other programs, M Ed program needs to pay more serious attention towards the development of students' information technology skill.

Table 30

MBS Graduates' Response on Programs' Contribution to Professional and Personal Requirement

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4(Good)	5(Very Good)
1.	Enhanced academic knowledge	-	-	-	2	5	2
2.	Improved problem solving skills	-	-	-	1	6	2
3.	improved research skills	-	-	1	2	5	1
4.	Improved learning efficiency	-	-	-	4	1	4
5.	Improved communication skills	-	-	-	3	3	3
6.	Improved IT skills	-	-	1	4	4	-
7.	Enhanced team spirit	-	-	1	1	5	2

Among the various aspects of professional and personal development, MBS graduates have been impressed mostly by the improvement of improvement of problem solving skills. In the same way, they have positive response towards enhancement of team spirit, and enhancement of academic knowledge. Half of the graduates have average response to the improvement of problem solving skills.

2.4 Issues Related to Teaching/ Learning, Teacher/ Student Relationship and Education Delivery and Efficiency

The graduates have provided their response related to teaching-learning, teacher-student relationship and education delivery efficiency. Their responses are analyzed in the following table

Table 31

BBS Graduates' Response to Teaching-Learning and other Factors

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4(Good)	5(Very Good)
1	Teaching learning envi-	-	-	-	2	9	8

	ronment						
2	Teacher- Student Relationship	-	-	-	3	6	10
3	Quality of delivery	-	-	2	4	8	5

The table shows that on the whole BBS graduates had positive response towards teaching learning environment, teacher-student relationship and quality of delivery offered in their program of study. Only Two graduates opined that quality of delivery was not as good as they had expected.

Table 32

B Ed Graduates' Response to Teaching-Learning and other Factors

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4(Good)	5(Very Good)
1	Teaching learning environment	-	-	2	12	29	19
2	Teacher- Student Relationship	-	-	2	8	29	23
3	Quality of delivery	-	2	5	9	33	13

Like BBS graduates, B Ed graduates seemed satisfied with the teaching-learning environment, teacher- student relationship and quality of delivery. More than two thirds of the graduates from this program have rated in favor of these aspects the institutional program. Very few graduates have responded that these aspects were not good for the educational standard they had expected.

The sample size of the BA graduates was very small. Therefore, comprehensive information could not be obtained. Yet the information obtained from two graduates from this program is presented in the following table.

Table 33

BA Graduates' Response to Teaching-Learning and other Factors

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4(Good)	5(Very Good)
1	Teaching learning envi-	-	-		1	1	-

	ronment						
2	Quality of delivery	-	-		1	1	-
3	Teacher- Student relationship	-	-	-	-	2	-

As the table shows most of the responses on these aspects are geared in favor of the program. It can be generalized that both respondents have rated and positively for teaching-learning environment. Rating for other two aspects is slightly less good.

The analysis of the B Sc graduates' response is presented in the following table.

Table 34

B Sc Graduates' Response to Teaching-Learning and other Factors

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4 (Good)	5 (Very Good)
1	Teaching learning environment	-	-	1	1	2	-
2	Teacher- Student Relationship	-	-	-	3	1	-
3	Quality of delivery	-	-	-	2	3	-

The above table displays that mostly B Sc graduates had average response on these aspects of their educational program. In comparison to the graduates from other programs, these graduates seemed less satisfied with teaching-learning environment, teacher-student relationship and quality of delivery.

Table 35

M Ed Graduates' Response to Teaching-Learning and other Factors

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4 (Good)	5 (Very Good)
1	Teaching learning environment	-	-	17	33	44	20
2	Quality of delivery	-	-	5	19	63	27
3	Teacher-student relationship	-	-	3	30	44	37

Generally speaking, M Ed graduates have also provided good responses towards these three aspects. However, nearly twenty per cent of these graduates are not satisfied with the teaching-learning environment of their program.

Table 36

MBS Graduates' Response to Teaching-Learning and other Factors

SN	Particulars	Number of rates					
		0 (Does not apply)	1 (poor)	2 (Not good)	3 (Average)	4(Good)	5(Very Good)
1	Teaching learning environment	-	-	-	1	6	2
2	Teacher- Student Relationship	-	-	-	-	7	2
3	Quality of delivery	-	-	1	-	2	6

The table shows that graduates from MBS program have provided best response to teaching-learning environment, teacher-student relationship and quality of delivery. The reason is that almost all the graduates have rated highly for these aspects of their program of study.

2.5 Issues Related to Facilities Such as Library, Laboratory, Canteen, Sports Facilities, Urinals, etc.

Sukuna Multiple Campus has made a tremendous progress in the facilities offered to the students. Therefore most of the graduates in the survey have expressed positive responses to the facilities provided at the campus. The responses provided by the graduates are summarized in the following sections.

2.5.1 Graduates' Response to Library and Lab Facilities

In this section we have put library and lab as a single facility because of the fact that these two aspects were included under the same category in the survey questionnaire. The responses obtained from the graduates of different programs are presented in the following table.

Table 37

Graduates' Rating on Library and Lab Facilities

Program	Number of rates					
	0 (Does not Apply)	1 (Very Low)	2 (Low)	3 (Average)	4 (High)	5 (Very High)
BBS	-	1	-	3	10	5
B Ed	-	3	-	15	26	18

BA	-	-	1	1	-	-
B Sc	-	-	3	1	-	-
M Ed	-	2	13	29	48	22
MBS	-	1	-	1	2	5
Total	-	7	17	50	86	50

The above table shows that a large number of respondents has given positive response to library and lab facilities in the campus. Except from BA and B Sc programs, all the graduates have rated as 'good' and 'very good' for these facilities. Three quarters of B Sc graduates and half of the BA graduates have rated negatively. As the real users of lab are B Sc graduates, their response is not positive; the campus needs to update the lab as per needs of the students. Library also needs to contain more books as few graduates from all programs have not given positive response.

2.5.2 Graduates' Suggestions about Facilities Provided at SMC

The graduates have offered a number of suggestions about the facilities provided to students as SMC. These suggestions serve as a tremendous insight into the institutional reform of the campus. The suggestions provided by graduates from different programs are summarized in the following table.

Table 38

Graduates' Suggestions about Facilities Provided at SMC

Programs	Number of Suggestions						
	Be fair and inclusive in scholarship and freeship facilities	Provide Sufficient Books in the library	Provide Bus facility	Update lab	Provide Hostel Facility	Keep Campus Clean	Keep Urinals Clean
BBS	-	1	2	-	1	4	1
B Ed	1	18	7	4	5	-	7
BA	-	-	-	-	-	-	-
B Sc	-	-	-	2	1	-	-
M Ed	4	7	3	-	9	8	13
MBS	-	2	-	-	-	-	1
Total	5	28	12	6	16	12	22

As the table shows altogether 101 suggestions related to facilities were collected. The biggest suggestion was that there should be sufficient books in the library. About one third of the graduates have offered this suggestion. Another major suggestion is that the urinals need to be clean. Similarly a fair number of graduates have suggested hostel facility for students from remote areas. In the same way some graduates have suggested bus facility and pointed out the need to keep campus premises clean. Although the number looks small in the above table, a large number of graduates from technical subjects have suggested updating lab. A few graduates, especially from M Ed program have reminded that scholarship and freeship should be granted without any discrimination.

CHAPTER III

MAJOR FINDINGS

The major findings of this study are based mainly on the analysis of the quantitative data collected from 210 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 and further study 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 and Further Study Status of the Graduates

- i. Out of 210 graduates involved in the study, there were 102 employed graduates (48.57%) 67 unemployed graduates (31.90%) and 41 GPFS (19.52%).
- ii. The percentage of employed graduates was higher among males than among females (57.25% compared to 34.17%). Of the employed graduates, the proportion of males was 73.53% and the proportion of the females was 26.47%.
- iii. Among the various programs conducted at the campus, the highest percentage of employed graduates was from MBS (77.78%) which was followed by M Ed (64.03%), BBS (26.31%), B Ed (25.81 %) and B Sc (25%). Since no graduate was found to be employed from BA, it appeared least successful program to prepare students for employment. The data clearly show higher rate of employment rate among Master' Degree graduates than among Bachelor's Degree graduates.
- iv. On the whole, the proportion of the employed graduates was larger among males than among females except in BBS program (This was because of fewer male informants from this program).
- v. Faculty of Education has produced the largest number of employed graduates, as both M Ed and B Ed programs are run under this faculty. However, highest employment rate was found among the MBS Graduates. It was followed by M Ed program. This indicates the higher success rate of Master's Degree programs over Bachelor's Degree programs in the current competitive job market.
- vi. The analysis on the basis ethnicity shows that the largest proportion of the employed graduates was from Brahmin and Chhetry communities. Out of 102 employed graduates, 65 (63.72%) were from Brahmin and Chetty groups; 28 (27.45%) were from Janjati group; 8(7.84%) from Madhesi group 1(0.99%) was from Dalit group; and no one from Muslim group.
- vii. Among the 102 employed graduates, 94(92.15 %) were working full time (WFT); 2 (1.96%) were working part-time but seeking full-time work (WPSFW); 1(0.98%) was working part-time but not seeking full-time work (WPNSFW); and 5 (4.90%) were self-employed (SE).

- viii. Of the total number of graduates, 75 reported that they were working, and 27 said they were not working at the time of graduation.
- ix. Of the 27 graduates who were not working at the time of graduation, 4 (14.81 %) responded that they got employment within two months of graduation; 6 (22.22%) said that they got employed within three to five months; 12 graduates (44.44%) responded that they secured employment within six to twelve months of obtaining degree from this institution; and 5 (18.52%) graduates said that it took them more than 12 months to secure employment.
- x. The graduates were asked about the reason for time gap between their program of study and employment. 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 were studying short-term courses during the gap.
- xi. About two-third of the employed graduates from Master's Degree 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 friends. Majority of Bachelor's Degree graduates responded that they came to know about their current jobs through personal contact (friends and relatives).
- xii. Among the jobs of various kinds held by the graduates, teaching constituted the biggest area, employing almost all the graduates.
- xiii. Even the graduates from faculty of Management were involved in the field of teaching and a B Sc graduate was found to be doing business. In the same way, three graduates from faculty of education we found to be doing business. This shows that few graduates did not have relevant jobs to their programs of study.
- xiv. Almost all (97.05%) graduates were involved in full time work.
- xv. More than half (57.84%) of the employed graduates said that they were working in the mid level. They were followed by the graduates working in the senior level (21.57% of the employed graduates). Similarly, 20.59 % of the employed graduates mentioned that they were working in the operational level. However, none of the employed graduates responded that they were working in the assistant level.
- xvi. More than half of the graduates had the job experience of less than five years. It can be argued that the institutional programs of SMC had positive effects on finding jobs. Especially graduates from Bachelor' Degree programs did not have long job experience. Also, in comparison to females, male graduates had a longer job experience.
- xvii. Less than one quarters (22 or 21.57%) of the employed graduates said that they some problems in their current job assignments. This directly shows that 78.43% of the SMC graduates had no problems in their job assignments.
- xviii. Less than one quarters (22 or 21.57%) said that they some problems in their current job assignments. This directly shows that 78.43% of the SMC graduates had no problems in their job assignments.

- xix. Most of the graduates said that the main problem was that they were not getting enough salary. Out of the 102 employed graduates 8 (7.84%) said that their low salary was causing the problem. The second major problem was temporary job. 4 (3.92%) graduates complained about this problem. 3 (2.94%) said that their jobs were not interesting, and equal number of graduates said that their workplace is far from their home location.
- xx. 9.80% graduates expressed highest degree of job satisfaction; 68.62% shared the experience that they were much satisfied; and 20.59% seemed less satisfied. Only one graduate was not satisfied at all in the current job assignment.
- xxi. Out of 102 employed graduates only five were self-employed.
- xxii. Out of 210 graduates involved in the study 67 (31.90%) were unemployed.
- xxiii. The rate of unemployment was slightly higher among female (39.24%) than among male (27.48%) although it is not consistent in all the programs. Unlike other programs, the unemployment rate is higher among males than females among BBS graduates.
- xxiv. Surprisingly, MBS program shows the lowest male unemployment rate and highest female unemployment rate among other programs of study. M Ed shows the highest unemployment rate because of a large number of unemployed female graduates.
- xxv. Of the 210 graduates sampled for the study, 41 (19.52%) graduates responded that they were pursuing further studies in different educational institutions.
- xxvi. Except B Ed graduates, the proportion of female GPFS is larger than that of males among graduates of all programs of study.

3.2 Issues Related to Quality and Relevance of Programs

- i. On the whole the graduates had positive response towards the quality of their programs of study. Few graduates from each program are not much impressed by the extracurricular activities
- i. Nearly half of the BBS graduates believed that teaching learning of their last program was very good.
- ii. B Ed graduates mostly had positive response about the quality of Three-Year B Ed program conducted at SMC. Especially, they were impressed by problem solving activities, range of courses and number of optional subjects. Extracurricular activities have only received average rating from majority of the graduates.
- iii. Out of the two BA graduates at least one graduate found all the aspects of quality satisfactory. However one student was not satisfied with the optional subjects and extracurricular activities conducted at the campus.
- iv. The data obtained from B Sc graduates shows that most of them have liked the problem solving activities. They have average response on other aspects determining quality in this relevant to this program. Yet, few students have given poor rating to number of optional subjects, extracurricular activities, problem solving and interdisciplinary learning.
- v. On the whole MBS graduates seemed most satisfied with the quality of the program they attended at SMC.

- vi. On the whole MBS graduates seem satisfied with the quality of the program they attended. Especially, they have given high rates on quality of delivery, teaching-learning environment and problem solving activities. Nevertheless, very few graduates are not satisfied at all about number of optional subjects offered in their programs and extracurricular activities conducted at the campus
- vii. A large number of graduates suggest using technological devices in classrooms in order to improve quality.
- viii. Another major suggestion received from the graduates is launching new and technical programs. This could be because of attraction of new generation of students towards such programs. Likewise, a fair number of graduates suggest the teachers that they should be more regular and punctual. Some graduates, especially from M Ed program suggest that the campus should appoint more qualified teachers. Some graduates also suggest that campus administration should provide service in all shifts.
- ix. Out of 210 graduates, 103 (49.03%) have given high degree of rating to the relevance of their respective programs. Except the graduates from B Sc program, majority of graduates from each program have given high degree of rating to the relevance of their programs.

3.3 Programs' Contribution to graduates' Professional and Personal Development

- i. In general graduates from all programs were convinced with their programs' contribution to their professional and personal development.
- ii. BBS graduates gave positive response on the programs' contribution to their personal and professional requirement. Especially, more than one third of the graduates have given 'very good' rating to the assertion that BBS program has 'enhanced team spirit' of the students. However, many of the graduates from this program do not think that their program has improved research and information technology skills, as about half of the graduates have given negative rating to these aspects.
- iii. Like BBS graduates, graduates from B Ed program are not much satisfied with the improvement of research and information technology skills through their program.
- iv. Graduates from BA program mostly gave 'good' response towards the various aspects of personal and professional development. There were just two graduates from this program, and both have given good response to improvement of communication skills and learning efficiency. Unlike graduates from other programs, neither of the BA graduates gave negative rating to improvement of research and information skills.
- v. In general B Sc graduates have average response towards their programs' contribution to professional and personal development. While all graduates believe that their program has improved their learning efficiency, and majority of them think that it has improved problem solving skills, half of the graduates think that their program has not effectively improved their research skills and enhanced team spirit.
- vi. M Ed graduates, on the whole, had good response towards the programs' contribution in their professional and personal development. Exception was in improvement of infor-

mation technology skill, in which they mostly gave low ratings. This group of graduates is different from the graduates from Bachelor's Degree programs in that the graduates from this group are convinced to the role of their program in development of their research skills.

- vii. MBS graduates were impressed mostly by the improvement of problem solving skills. In the same way, they have positive response towards enhancement of team spirit, and enhancement of academic knowledge.

3.4 Issues Related to Teaching/ Learning, Teacher/ Student Relationship and Education Delivery and Efficiency

- i. On the whole graduates from all programs had positive response towards teaching learning environment, teacher-student relationship and quality of delivery offered in their program of study.
- ii. Only Two graduates from BBS program opined that quality of delivery was not as good as they had expected.
- iii. B Ed graduates seemed satisfied with the teaching-learning environment, teacher-student relationship and quality of delivery. More than two thirds of the graduates from this program have rated in favor of these aspects the institutional program. Very few graduates have responded that these aspects were not good for the educational standard they had expected.
- iv. Mostly B Sc graduates had average response on these aspects of their educational program. In comparison to the graduates from other programs, these graduates seemed less satisfied with teaching-learning environment, teacher-student relationship and quality of delivery.
- v. Nearly twenty per cent of M Ed graduates were not satisfied with the teaching-learning environment of their program.
- vi. Graduates from MBS program have provided best response to teaching-learning environment, teacher-student relationship and quality of delivery.

3.5 Issues Related to Facilities Such as Library, Laboratory, Canteen, Sports Facilities, Urinals, etc.

- i. A large number of respondents gave positive response to library and lab facilities in the campus.
- ii. Except from BA and B Sc programs, all the graduates rated as 'good' and 'very good' for these facilities. Three quarters of B Sc graduates and half of the BA graduates rated negatively
- iii. Altogether 101 suggestions related to facilities were collected. The biggest suggestion was that there should be sufficient books in the library. About one third of the graduates have offered this suggestion.
- iv. Another major suggestion is that the urinals need to be clean. Similarly a fair number of graduates have suggested hostel facility for students from remote areas. In the same way some graduates have suggested bus facility and pointed out the need to keep campus premises clean.
- v. A few graduates, especially from M Ed program have reminded that scholarship and freship should be granted without any discrimination.

CHAPTER IV

IMPLICATIONS TO INSTITUTIONAL REFORM

The proportion of the three main types of graduates (employed, unemployed and GPFS) suggests some interesting implications. If we look back the graduate tracer study report of 2016, it will be evident that employment rate has increased significantly. This signals an improvement in the quality of education offered by SMC. Yet there are many things that can be done to improve this rate.

Unlike employment improvement in the employment rate of the graduates, the proportion of GPFS has decreased. It has a strong correlation with the enrollment number of students in Master's Degree programs at this campus, as it has gone down in the recent years. Since no graduates from Master's Degree programs have opted to pursue further studies in M Phil and Ph D programs, they do not seem to have clearly understood the value of research levels of studies for their professional and personal development.

Although the campus administration, teachers management committee, staff and students have been working hard, utilizing their caliber as much as possible, the graduates' program and employment experience suggests that more active steps need to be taken to increase the employment opportunities of the graduates, who are seeking employment. In the present competitive job market, the main secret to the graduates' high employment rate is the quality education offered to students. Therefore, 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 present job market.

The job market in Nepal is demanding professionals having academic degree in technical subjects. In this study a large number of graduates have strongly suggested academic programs having such subjects. Therefore programs of study in technical and professional subjects need to be launched as soon as possible.

The employment rate of female graduates is not as high as that of the male graduates. Also, their position of employment is largely subordinate to those held by males. Therefore, immediate actions should be performed to involve females in the prestigious positions.

The findings show that there is not a strong correlation between the type of institutional program attended by the graduates and the type of employment they are engaged in. Some graduates from BBS and MBS program were found to be working as teachers and some from B Ed programs were doing business. This implies that their education has not been strongly utilized in their professions.

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 class-

room should be seriously considered. Therefore, action plans and implementation should be made urgently to gain students' favor. A large number of graduates' concern on development of information technology skills and launch of technical subjects should be seriously considered. Some graduates are not fully convinced with the quality of teachers. Therefore, it must be ensured that teachers' appointment process is fair and devoted to enhancement of quality of education.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The main objective of this study was to find out employment and further study status of the graduates. To meet the objective, their responses were collected with the help of the questionnaire developed by UGC Nepal as a main tool. The graduates provided information about their employment and further studies. Moreover, they provided responses to the quality of the programs they attended and relevance of the programs to their professional and personal development. Their information also covered the reaction to the facilities provided at the campus.

The study covered six study programs from four faculties: Education, Management and Humanities. This time we have been able to analyze the responses provided by two new programs of study (Four-Year B Sc and MBS) the total number of graduates in 2016 was 162, but only 210 could be traced. This accounts for more than 80% of the total number of graduates. Other graduates could not be traced mainly because they could not be contacted in the telephone numbers they had provided when they graduated from the campus. Some graduates were studying and working in foreign countries, and a few graduates refused to provide information.

The findings show that out of 210 traced graduates, almost half (48.57%) of the graduates were employed. Similarly, (31.90%) were unemployed and (19.52%) were pursuing further studies. 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.

Most of the employed graduates expressed satisfaction with their jobs. Those who were not satisfied mainly had complaints about their salary, and were worried about their job security. They were found to be working mostly in private institutions.

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

5.1 Recommendations

The employment rate has increased significantly in the present report. However, we cannot be satisfied with nearly one third of the graduates unemployed. The work placement cell formed in the campus should do more than just keeping record of the employed graduates from the campus. The number of graduates pursuing further studies has unexpectedly decreased. Therefore it is necessary to convince the students to study in the upper levels. Without this more qualified and competent cannot be prepared for the demanding job market. 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.

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 teaches 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.

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, especially in the Bachelor's Degree programs. Even in the Master's Degree level, students should be given more research related assignments. Some of the M Ed graduates do not seem satisfied with the thesis supervision and regularity of thesis viva process. Their complaints should be addressed without further delay.

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 and updated.

Some graduates have serious complaints about the quality and regularity of teachers 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 of the teachers. A large number of graduates suggest using technological devices in classrooms in order to improve quality. Another major suggestion received from the graduates is launching new and technical programs.

As a large number of graduates have suggested the students should be given more facilities including hostel, campus bus more efficient cafeteria, future plans should attempt to address student' demands seriously.

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

B.B.A.



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