

Affiliated to Tribhuvan University

Sukuna Multiple Campus

Sundarharaincha, Morang

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

"Academic excellence for a civilized, advanced and just society"



Graduate Tracer Study Report (Graduation Year 2017)



Submitted to
University Grants Commission Nepal
Sanothimi, Bhaktapur

Prepared by
Sukuna Multiple Campus
Sundarharaincha, Morang
2019 (I)

SUKUNA MULTIPLE CAMPUS
Sundarharaincha, Morang



GRADUATE TRACER STUDY REPORT-2019
(Based on Graduate Batch-2017)

Prepared by
Sukuna Multiple Campus
Sundarharaincha, Morang

Submitted to
University Grants Commission, Nepal
Sanothimi, Bhaktapur
2019

ACKNOWLEDGEMENTS

This tracer study report has been prepared in this form because of the assistance of a number of people and institutions. At first we extend our sincere gratitude to **University Grants Commission**, Sanothimi, Bhaktapur, Nepal, for the financial and technical support. We acknowledge the invaluable comments provided by the review team of UGC. We are heartily grateful the Commission for the acceptance of the previous reports and useful suggestions to make the report more impressive.

We would like to thank all our graduates for taking time off their work and participating in the study. Their cooperation and invaluable information was a great asset for this study. Without their information, the findings could not have been obtained for this report. Our sincere thanks also go to various employers as well as study institutions for allowing field work and collecting data from our graduates.

We are heartily grateful to **Mr. Laxmi Kumar Shrestha**, Campus Chief, for his permission, advice and encouragement to complete this work. We are also grateful to Assistant Campus Chief **Mr. Chandra Mani Rai** Assistant Campus Chief and Focal Person of HERP, Sukuna Multiple Campus, for his invaluable suggestions on carrying out the study. We would like to offer our special thanks to Assistant Campus Chiefs, **Mr. Keshab Raj Bhattarai** and **Mr. Arjun Raj Adhikari** for their help and encouragement from the beginning of the study to the completion of the report.

We are heartily thankful to all our staff at Sukuna Multiple campus for helping us to collect data. Especially we are grateful to Laxmi Prasad Guragain, Janardan Guragain, Bhoj Raj Ghimire, Krishna Prasad Acharya, Sita Ram Khatiwada, Indra Bahadur Chettri, Bal Krishna Gautam, Dev Raj Giri, Lok Prakash Bhattarai , Pradip Pokhrel, Rudra Prasad Khatiwada, Prem LaL Khawas and Jhamak Prasad Bhattarai for showing concern and readiness to help us collect information from the graduates, and helping us to prepare this report. Finally, we express our gratitude to Examination Section, Sukuna Multiple Campus, for providing the record of the graduates.

- **Tracer Study Task Team (2019)**

EXECUTIVE SUMMARY

After receiving the official accreditation from University Grants Commission (UGC), Nepal, Sukuna Multiple Campus has concentrated not only on teaching and learning, but on research and publication. We have been carrying out graduate tracer study surveys annually since 2015. These studies have enabled us to understand the relevance and quality of programs conducted at this campus and to reflect on the effectiveness of those programs. They have also 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 2017.

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 2017 was 226, we have managed to trace only 221 graduates. This accounts for more than 98 of the total

number of graduates. As the findings show, 127 graduates (57.46%) were employed, 45 (20.36%) were unemployed and 49 (22.17%) were pursuing further studies.

The major findings of this study are based mainly on the analysis of the quantitative data collected from 221 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. The main results obtained from the analysis of the data have been discussed in the following sections.

Employment and Further Study Status of the Graduates

- Out of 221 graduates involved in the study, there were 127 employed graduates (57.46%) 45 unemployed graduates (20.36%) and 49 GPFS (22.17%).
- The percentage of employed graduates was higher among males than among females (62.7% compared to 51.45%).
- The proportion of males was 58.26% and the proportion of the females was 41.73%. Thus, nearly three quarters of the employed graduates were males.
- The data clearly show higher rate of employment rate among Master' Degree graduates than among Bachelor's Degree graduates.
- Among six programs included in the study, the highest percentage of employed graduates was from MBS (85.71%) which was followed by M Ed (86.53%), B Sc (62.5%), BA (50%), BBS (27.5%), and B Ed (23.3 %).
- Higher success rate of Master's Degree programs over Bachelor's Degree programs was clearly found in the study.
- The number of employed graduates was almost thrice as the number of unemployed graduates.
- The number of females was larger than the number of males among the unemployed graduates.
- Out of 127 employed graduates, the highest proportion was found among Brahmin and Chettry groups and the lowest proportion was found among Dalit group.
- Among the 127 employed graduates, 74 (58.27 %) were working in private institutions; 13(10.23%) working in public institutions; 2(1.57%) were working in NGOs/INGOs; and 38 (29.92%) were doing government service.
- The number of graduates having government jobs was fairly high in master's levels but it is very low in bachelor's levels.
- Very marginal number of graduates (2) has got job opportunities in NGOs and INGOs.
- Very high percentage (88.97%) of employed graduates was occupied by full-time workers..
- 45 of the graduates (20.36 %) were found to be unemployed in the study.

- The rate of unemployment was about double among female (28.15%) as compared to male (13.55%) although it is not consistent in all the programs.
- More than One fifth (49 or 22.17%) of 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
- The graduates said that the programs of study were largely relevant to their professions.
- About two thirds (66.06%) of the graduates responded that the educational programs they attended were very relevant good for the professional requirement.
- A large number of graduates suggested minimizing political activities in order to improve the quality of education at SMC. Appointment of more qualified teachers has also been largely suggested by the graduates.
- Related to the quality of the campus, the major suggestions given by graduates from each program are highlighted below.
 - BBS: Appoint more qualified teachers; Minimize Political activities
 - B Ed: Teachers should be regular and punctual; Appoint more qualified teachers.
 - B A: Minimize political activities; Use technology in class.
 - B Sc: Appoint more qualified teachers; Minimize political activities.
 - M Ed: Minimize political activities; Appoint more qualified teachers.
 - MBS: Minimize political activities; Appoint more qualified teachers.

Programs' Contribution to Graduates' Professional and Personal Development

- About two thirds (66.06%) of the graduates responded that the educational programs they attended were very relevant good for the professional requirement.

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.
 - i. 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.
 - ii. 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.

- iii. Both respondents from BA program rated and positively for teaching-learning environment.
- 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. Generally speaking, M Ed graduates have also provided good responses towards these three aspects. However, one of these graduates was not satisfied with the education delivery efficiency of the program.
- vi. The 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. Yet, one graduate from this program was not satisfied with the teaching learning environment of MBS program.

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

- i. A large number of respondents has given positive response to facilities in the campus. Overall, graduates from all the programs have provided positive responses towards the facilities provided by the campus.
- ii. The biggest suggestion was that there should be sufficient books in the library. Nearly one third (29.95%) of the graduates have offered this suggestion.
- iii. The major suggestions given by graduates from each program are summarized below .
 - BBS: Update lab; provide sufficient books in the library.
 - B Ed: Provide hostel and bus facilities.
 - B A: Provide hostel and bus facilities.
 - B Sc: Provide sufficient books in the library; update lab.
 - M Ed: Provide sufficient books in the library; keep urinals clean
 - MBS: Provide sufficient books in the library; provide bus facility.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	3
EXECUTIVE SUMMARY	4
TABLE OF CONTENTS	8
LIST OF TABLES	9
LIST OF FIGURES	9
ABBREVIATIONS	10
CHAPTER-ONE: INTRODUCTION	11-14
1.1. Background/ Rationale	11
1.2 Objectives of the Study	12
1.3 Institutional Arrangements to Conduct the Study	13
1.4 Graduate Batch Taken for the Study	13
1.5 Data Collection – Instruments and Approach	13
1.6 Scope and Limitations of the Study	14
CHAPTER II: DATA PRESENTATION AND ANALYSIS	15-27
2.1 Employment and Further Study Status of the Graduates	15
2.2 Issues related to the Quality and Relevance of Programs	20
2.3 Programs’ Contribution to Graduates’ Professional and Personal Development	22
2.4 Issues Related to Teaching/Learning, Teacher/ Student Relationship and Education Delivery Efficiency	23
2.5 Issues Related to Facilities Provided at the Campus	26
CHAPTER III: MAJOR FINDINGS	28-31
3.1 Employment and Further Study Status of the Graduates	28
3.2 Issues Related to the Quality and Relevance of Programs	29
3.3 Programs’ Contribution to Graduates’ Professional and Personal Development	30
3.4 Issues Related to Teaching/Learning, Teacher/ Student Relationship and Education Delivery Efficiency	30
3.5 Issues Related to Facilities Provided at the Campus	31
CHAPTER IV: IMPLICATIONS TO INSTITUTIONAL REFORM	32-33
CHAPTER V: CONCLUSION AND RECOMMENDATIONS	34-36
5.1 Conclusion	34
5.1 Recommendations	36

LIST OF TABLES

Table 1: Programs Included in the Study	14
Table 2: Number of Traced Graduates	15
Table 3: Employed Graduates from Each Program	16
Table 4: Current Employment Status of the Graduates	16
Table 5: Employed Graduates by Ethnicity from Different Programs	17
Table 6: Types of Employed Graduates	18
Table 7: Type of Work/Profession	18
Table 8: Unemployed Graduates	19
Table 9: Graduates Pursuing Further Studies	20
Table 10: Quality of Education Delivered	21
Table 11: Relevance of Educational Programs to Graduates' Professional Requirements	21
Table 12: Graduates' Suggestions on Quality of Programs	22
Table 13: Programs' Contribution to Graduates' Professional and Personal Development	23
Table: 14 BBS Graduates' Response to Teaching-Learning and other Factors	23
Table: 15 B Ed Graduates' Response to Teaching-Learning and other Factors	24
Table: 16 BA Graduates' Response to Teaching-Learning and other Factors	24
Table: 17 B Sc Graduates' Response to Teaching-Learning and other Factors	25
Table: 18 M Ed Graduates' Response to Teaching-Learning and other Factors	25
Table 19: MBS Graduates' Response to Teaching-Learning and Other Factors	26
Table 20: Graduates' Rating on Library and Lab Facilities	26
Table 21: Graduates' Suggestions about Facilities Provided at SMC	27

LIST OF FIGURES

Figure 1: Employment by Ethnicity	17
---	----

ABBREVIATIONS

Asst.	Assistant
BA	Bachelor of Arts
BBS	Bachelor of Business Studies
B Ed	Bachelor of Education
F	Female
GPFS	Graduates Pursuing Further Studies
Govt.	Government
INGO	International Non-Governmental Organization
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

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 its graduated students. A tracer study serves as an important tool for collecting information about graduates from an educational institution. It is the main instrument through which educational institutions reflect on their own quality of education.

The educational programs run at Sukuna Multiple Campus are affiliated to Tribhuvan University (TU), Nepal. It has been providing higher education through four different streams: Humanities and Social Sciences, Education, Management and Science. While there is only one program under faculty of Humanities and Social Sciences (Three Year BA), and faculty of Science (Four Year B Sc), three programs each are offered Under the faculty of Education (One Year B Ed, Four Year B Ed and M Ed), and the faculty of Management (Four Year BBS, MBS and BBA). However, two study programs (One Year B Ed and BBA) have been excluded from this study as the former runs for only one year, and the latter has recently been launched at the campus, and no graduates have been produced so far from that program.

With the mission of empowering students with quality education, thereby preparing them as successful professionals and practitioners. After the accreditation given by UGC Nepal in 2015, 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. It is, therefore, necessary to match the graduates' jobs and the areas of their specializations. 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 2017, 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, cur-

rent 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.

The information obtained from our valued graduates is very important as it shows the future direction of this campus. Particularly, their ratings and suggestions related to facilities and educational activities conducted at this campus give us a lot of information. 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, students 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 preparation of the report, and Yubaraj Subedi and Pushpa Raj Ghimire were involved in collecting data, and keeping the graduates' record. The appendices were prepared collectively by the tracer study task team.

1.4 Graduate Batch Taken for the Study

This study targeted the students graduated from the campus in 2017. Like the previous year, students from six different programs (Three-Year BA, Three-Year BBS, Three-Year B Ed, Four-Year B Sc, M Ed and MBS) have been selected. 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 various questions (both closed-ended and open-ended) under eight main categories. 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 226 graduates, 221 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 Limitations 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 2017 only.
- ii. All the graduates could not be contacted during the collection of the questionnaires. Out of 226 graduates, only 221 responses were analyzed.
- iii. Out of the total number of graduates, only 127 employed, 45 unemployed and 49 GPFS were studied.
- iv. The data were collected using questionnaires accompanied by unstructured interviews.
- v. The graduates working and pursuing further studies in foreign countries were not included in the study.

CHAPTER II

DATA PRESENTATION AND ANALYSIS

This chapter is based primarily on the quantitative data collected from the questionnaire developed by UGC, Nepal. This questionnaire was distributed to the graduates to collect two types of information. Firstly, they rated on the quality and relevance of the institutional programs of SMC on the graduates' professional and personal development as well as the facilities provided by the institution. Secondly, the graduates offered a number of suggestions on the institutional reform of the campus.

Out of 221 traced graduates included in the study, 118 (53.39%) male and 103 (46.40%) female. In BBS and MBS programs, there were more female graduates than the male graduates. In BA program, there was equal number of male and female graduates. In other three programs, female graduates outnumbered male 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	17	34	1	7	56	3	118
Female	23	26	1	1	48	4	103
Total	40	60	2	8	104	7	221

The table shows that the number of traced graduates has increased this year as only 210 graduates had been traced last year. Nearly half of the graduates were from M Ed program this year.

2.1 Employment and Further Study Status of the Graduates

The graduates involved in this survey were asked about their current position with regard to paid work. Out of 221 graduates involved in the study, there were 127 employed graduates (57.46%) 45 unemployed graduates (20.36%) and 49 GPFS (22.17%). The percentage of employed graduates was higher among males than among females (62.7% compared to 51.45%). Of the employed graduates, the proportion of males was 58.26% and the proportion of the females was 41.73%. Thus, nearly three quarters of the employed graduates were males. This signals a big gap between the government's policy to employ women and discriminatory practice of choosing men as competent employees.

2.1.1 Employed Graduates from Different Programs

Among six programs included in the study, the highest percentage of employed graduates was from MBS (85.71%) which was followed by M Ed (86.53%), B Sc (62.5%), BA (50%), BBS (27.5%), and B Ed (23.3 %). 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 MBS program (This was because of fewer male informants from this program). In MBS the number of employed graduates was equal among males and fe-

males. The number and percentage of the employed graduates by gender in each program is presented in Table 3 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	17	23	40	6	5	11	35.29	21.73	27.5
B Ed	34	26	60	8	6	14	23.52	23.07	23.33
BA	1	1	2	1	0	1	100	0	50
B Sc	7	1	8	5	0	5	71.42	0	62.5
M Ed	56	48	104	51	39	90	91.07	81.25	86.53
MBS	3	4	7	3	3	6	100	75	85.71
Total	118	103	221	74	53	127	62.71	51.45	56.19

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, the highest employment rate was found among the M Ed Graduates (86.53%). It was followed by MBS program (75%). This indicates the higher success rate of Master's Degree programs over Bachelor's Degree programs in the current competitive job market. Among four study programs under Bachelor's level conducted at the campus, B Sc has produced the largest proportion of employed graduates (62.5%). B Ed has produced the lowest proportion of employed graduates (23.33%). This is probably because of a large number of Graduates Pursuing Further Studies (GPFS) from this program.

2.1.2 Current Employment Status of the Graduates

The graduated were asked whether they were employed or unemployed. The employed graduates were further asked to provide information about whether they were working in organizations or self-employed. The responses provided by the graduates are summarized in the following table.

Table 4
Current Employment Status of the Graduates

Program	Employed Graduates									Unemployed Graduates		
	Working in an Organization			Self Employed			Total Employed					
	M	F	T	M	F	T	M	F	T	M	F	T
BBS	5	5	10	1	-	1	6	5	11	6	7	13
B Ed	8	6	14	-	-	-	8	6	14	5	11	16
BA	1	0	1	-	-	-	1	0	1	-	1	1
B Sc	5	0	5	-	-	-	5	0	5	-	-	-
M Ed	48	38	86	3	1	4	51	39	90	5	9	14
MBS	3	3	6	-	-	-	3	3	6	-	1	1
Total	70	52	122	4	1	5	74	53	127	16	29	45

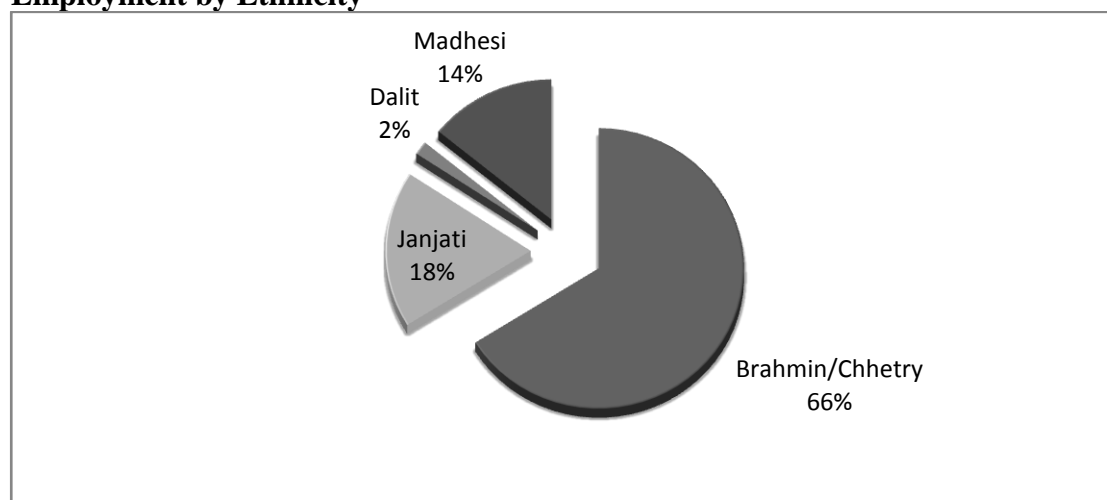
The table shows that the number of employed graduates was almost thrice as the number of unemployed graduates. While number of males was larger than the number of females in the employed category, reverse was the case in the unemployed category (The

number of females was larger than the number of males). Within the employed category, most of the graduates were found to be working in organizations (122 working in organizations compared to 5 self-employed).

2.1.3 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 127 employed graduates, 84 (66.14%) were from Brahmin and Chhetry groups; 23 (18.11%) were from Janjati group; 18 (14.17%) from Madhesi group 2 (1.57%) was from Dalit group; and no one from Muslim group.

Figure 1
Employment by Ethnicity



As can be observed in the figure, about two third of the employed graduates were from Brahmin and Chhetry groups. Only Marginal number (2) of Dalit graduates was found to be employed. Very low rate of employment from Dalit signals that they are still deprived from employment opportunities.

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

Table 5
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	5	2	7	1	2	3	-	1	1	-	-	-	6	5	11
B Ed	3	3	6	2	2	4	3	1	4	-	-	-	8	6	14
BA	1	-	1	-	-	-	-	-	-	-	-	-	1	-	1
B Sc	3	-	3	2	-	2	-	-	-	-	-	-	5	-	5
M Ed	29	32	61	9	5	14	11	2	13	2	-	2	51	39	90
MBS	3	3	6	-	-	-	-	-	-	-	-	-	3	3	6
Total	44	40	84	14	9	23	14	4	18	2	-	2	74	53	127

The study of the employed graduates shows that there is domination of Brahmin and Chhetry groups in all the programs except B Sc, where two of the employed graduates were

Janjati. The program wise representation of employed graduates representing various ethnic groups is presented in the following table. This table indicates that graduates representing Muslim communities of SMC have not got job opportunities. However, this is because of the fact that student enrollment is very low from these communities, and no one graduated from this community in 2017.

2.1.4 Types of Employed Graduates

Among the 127 employed graduates, 74 (58.27 %) were working in private institutions; 13(10.23%) working in public institutions; 2(1.57%) were working in NGOs/INGOs; and 38 (29.92%) were doing government service. The number and percentage of different types of employed graduates from the six programs of SMC are presented in the following table.

Table 6
Types of Employed Graduates

Program	Private			Public			NGO/ INGO			Government			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BBS	5	5	10	-	-	-	-	-	-	1	-	1	6	5	11
B Ed	5	5	10	-	-	-	1	-	1	2	1	3	8	6	14
BA	1	-	1	-	-	-	-	-	-	-	-	-	1	0	1
B Sc	4	-	4	-	-	-	-	-	-	1	-	1	5	0	5
M Ed	20	26	46	8	4	12	1	-	1	22	9	31	51	39	90
MBS	1	2	3	1	-	1	-	-	-	1	1	2	3	3	6
Total	36	38	74	9	4	13	2	-	2	27	11	38	74	53	127

The table demonstrates that more than half of the employed graduates were working in private institutions. It also shows that the number of graduates having government jobs is fairly high in master's levels but it is very low in bachelor's levels. Moreover, the table indicates that very marginal number of graduates has got job opportunities in NGOs and INGOs.

2.1.5 Types of Work/ Profession of the Graduates

The employed graduates were asked whether they were working as part-time or full-time employees. Their responses are presented in the table below.

Table 7
Type of Work/Profession

Program	Full-Time			Part-Time			Total		
	M	F	T	M	F	T	M	F	T
BBS	5	5	10	1	-	1	6	5	11
B Ed	7	5	12	1	1	2	8	6	14
BA	1	-	1	-	-	-	1	0	1
B Sc	2	-	2	3	-	3	5	0	5
M Ed	47	37	84	4	2	6	51	39	90
MBS	2	2	4	1	1	2	3	3	6
Total	64	49	113	10	4	14	74	53	127

This table shows that the highest percentage (88.97%) of employed graduates was occupied by full-time workers. This is probably because most graduates do not like to have part-time jobs. Unlike other programs of study, more graduates were found to be doing part-time jobs from B Sc program.

2.1.6 Self-Employed Graduates

Out of 127 employed graduates only five were self-employed. Among them four were from M Ed program and one from BBS. No graduates from other programs were self-employed. Four of the self-employed graduates were males and one was female. The self-employed graduates were asked about the duration of their jobs. All of them responded that they were employed for less than two years. Three of the self-employed graduates were found to be working as private tutors, and two were found to be doing business.

2.1.7 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 221 graduates involved in the study 45 (20.36 %) were unemployed. The following table outlines the unemployed graduates from different programs of SMC.

Table 8
Unemployed Graduates

	Total Number of respondents			Number of Unemployed			% of the unemployed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
BBS	17	23	40	6	7	13	35.29	30.43	32.5
B Ed	34	26	60	5	11	16	14.70	42.30	26.67
BA	1	1	2	-	1	1	-	100	50
B Sc	7	1	8	-	-	-	-	-	-
M Ed	56	48	104	5	9	14	8.92	18.75	13.46
MBS	3	4	7	-	1	1	-	25	14.28
Total	118	103	221	16	29	45	13.55	28.15	20.36

The rate of unemployment was about double among female (28.15%) as compared to male (13.55%) although it is not consistent in all the programs. Unlike other programs, the unemployment rate is higher among males than females among BBS graduates. B Ed shows the highest unemployment rate among others. Three programs of study (MBS, B Sc and BA) produced no male unemployed graduates. In fact, no unemployed graduates are seen among the graduates from B Sc program.

2.1.8 Graduates Pursuing Further Studies

The graduates were asked whether they were undertaking further studies after their graduation. Out Of 221 graduates traced for the study, 49 (22.17%) 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. 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 9
Graduates Pursuing Further Studies

Program	Number of graduates			Number of GPFS			% of the GPFS		
	M	F	T	M	F	T	M	F	T
BBS	17	23	40	5	11	16	29.41	47.82	40
B Ed	34	26	60	21	9	30	61.76	34.61	50
BA	1	1	2	-	-	-	-	-	-
B Sc	7	1	8	2	1	3	28.57	100	37.5
M Ed	56	48	104	-	-	-	-	-	-
MBS	3	4	7	-	-	-	-	-	-
Total	118	103	221	28	21	49	23.72	20.38	22.17

The table shows that more than one fifth of the graduates were pursuing further studies. Among BBS and B Sc graduates, the proportion of female GPFS is larger than that of males, whereas the number of male GPFS from B Ed program was larger than that of the female graduates. No graduates from the master's programs were found to be pursuing further studies. This could be partly because of lack of further study centers near the graduates' localities and partly because of high employment rate among them.

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. Furthermore, the graduates' suggestions related to these issues are analyzed in the following sub-sections.

2.2.1 Graduates' Responses on Quality of Education Delivered

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 the quality they received with the help of five distracters: '0(Very Weak)', '1(Weak)', '2 (Fair)' '3 (Good)', '4(Very Good)' and '5(Excellent)' On the whole majority of responses were geared in favor of the strength of the quality of the institutional programs attended by the graduates.

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

Table 10
Quality of Education Delivered

Particulars	Number of rates					
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
BBS	-	1	1	3	31	4
B Ed	-	2	2	5	41	10
BA	-	-	-	1	1	-
B Sc	-	1	-	1	5	1
M Ed	-	3	6	9	73	13
MBS	-	1	-	-	5	1
Total	-	8	9	19	156	29

The above table shows that the responses provided by the graduates regarding the quality of the programs were largely uniform. About 71 per cent of the graduates responded that the quality of the programs were very good. About 12 per cent of the graduates believed that the quality of the programs was excellent. None of the graduates said that the quality was weak. Thus overall rates provided by the graduates were in favor of the quality of the programs.

2.2.2 Graduates' Responses on Relevance of the Programs

Another question asked to the graduates was whether the institutional programs they at SMC were relevant to their professional requirements. Like the information analyzed above, they said that the programs of study were largely relevant to their professions. Details of the responses provided by the graduates are presented in the following table.

Table 11
Relevance of Educational Programs to Graduates' Professional Requirements

Particulars	Number of rates					
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
BBS	-	-	2	10	26	2
B Ed	-	-	3	7	38	12
BA	-	-	-	1	1	-
B Sc	-	1	-	2	5	-
M Ed	-	2	2	15	72	13
MBS	-	1	1	1	4	-
Total	-	4	8	36	146	27

The above table shows about two thirds (66.06%) of the graduates responded that the educational programs they attended were very relevant good for the professional requirement. Very few of the graduates provided lower rates on the quality and relevance of the programs of study conducted at the campus. They were from B Sc, M Ed and MBS programs. This signals that the campus needs to improve quality of these programs in order to gain more favor from the students.

2.2.3 Graduates' Suggestions on Quality and Relevance 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 12

Graduates' Suggestions on Quality of Programs

Suggestions	BBS	BEd	BA	BSc	Med	MBS	Total
Teachers should be regular and punctual	1	12	-	1	7	-	21
Maintain discipline and regularity of students	1	1	-	-	-	-	2
Administration should be open in all shifts	3	2	-	-	10	-	15
Improve administration	2	1	-	-	2	-	5
Use technology in the class	1	7	1	1	3	1	14
Improve exams	-	-	-	-	9	-	9
Minimize political activities	6	8	1	2	20	3	40
Launch new/professional/technical courses	1	4	-	1	3	-	9
Appoint more qualified teachers	7	11	-	3	13	2	36

This table shows that a large number of graduates suggested minimizing political activities in order to improve the quality of education at SMC. Appointment of more qualified teachers has also been largely suggested by the graduates. The major suggestions given by graduates from each program are highlighted below.

- BBS: Appoint more qualified teachers; Minimize Political activities
- B Ed: Teachers should be regular and punctual; Appoint more qualified teachers.
- B A: Minimize political activities; Use technology in class.
- B Sc: Appoint more qualified teachers; Minimize political activities.
- M Ed: Minimize political activities; Appoint more qualified teachers.
- MBS: Minimize political activities; Appoint more qualified teachers.

2.3 Programs' Contribution to graduates' Professional and Personal Development

The respondents were asked to assess the contribution of the study programs to their professional and personal development. For this, they were asked to rate among six options: '0 (Very Weak)', '1 (Weak)', '2 (Fair)', '3 (Good)', '4 (Very Good)' and '5 (Excellent)'. Majority of respondents assessed the positive contribution of the programs of study to the graduates' personal and professional development.

Table 13**Programs' Contribution to Graduates' Professional and Personal Development**

Particulars	Number of rates					
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
BBS	-	-	1	19	17	3
B Ed	-	-	3	7	42	8
BA	-	-	1	1	-	-
B Sc	-	-	1	1	6	-
M Ed	-	3	6	16	69	10
MBS	-	-	1	1	4	1
Total	-	3	13	45	138	22

The above table shows about two thirds (66.06%) of the graduates responded that the educational programs they attended were very relevant good for the professional requirement.

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 14**BBS Graduates' Response to Teaching-Learning and other Factors**

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
1	Teaching learning environment	-	-	2	3	23	12
2	Teacher- Student Relationship	-	1	3	6	19	11
3	Education delivery Efficiency	-		4	7	21	8

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

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4(Very Good)	5(Excellent)
1	Teaching learning environment	-	1	1	9	35	14
2	Teacher- Student Relationship	-	3	2	3	41	11
3	Education delivery Efficiency	-	1	7	13	31	8

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.

Table16**BA Graduates' Response to Teaching-Learning and other Factors**

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4(Very Good)	5(Excellent)
1	Teaching learning environment	-	-	-	-	2	-
2	Teacher- Student Relationship	-	-	-	-	1	1
3	Education delivery Efficiency	-	-	-	-	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 teach-

ing-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.

Table17

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

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
1	Teaching learning environment	-	2	-	1	4	1
2	Teacher- Student Relationship	-	-	1	1	4	2
3	Education delivery Efficiency	-	-	-	3	5	-

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 18

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

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
1	Teaching learning environment	-	-	3	11	69	21
2	Teacher- Student Relationship	-	-	2	12	64	26
3	Education delivery Efficiency	-	1	-	11	75	17

Generally speaking, M Ed graduates have also provided good responses towards these three aspects. However, one of these graduates was not satisfied with the education delivery efficiency of the program.

Table 19
MBS Graduates' Response to Teaching-Learning and other Factors

SN	Particulars	Number of rates					
		0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
1	Teaching learning environment	-	1	-	1	3	2
2	Teacher- Student Relationship	-	-	-	-	6	1
3	Education delivery Efficiency	-	-	1	1	5	-

The table shows that the 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. Yet, one graduate from this program was not satisfied with the teaching learning environment of MBS program.

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 Facilities Provided at SMC

In this section we have attempted to analyze the graduates' responses on the facilities provided at the campus. The responses obtained from the graduates of different programs are presented in the following table.

Table 20
Graduates' Rating on Facilities Provided at SMC

Program	Number of rates					
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
BBS	1	3	4	14	15	3
B Ed	-	2	6	15	33	8
BA	-	-	-	-	2	-
B Sc	-	1	2	1	4	-
M Ed	-	2	6	12	71	9
MBS	-	1	1	2	3	-
Total	1	9	19	44	128	20

The above table shows that a large number of respondents has given positive response to facilities in the campus. Overall, graduates from all the programs have provided positive responses towards the facilities provided by the campus. Both of the BA graduates have provided favorable response towards the facilities. However, one graduate from BBS program is totally dissatisfied with the facilities. Half of the B Sc graduates have average rating

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 21

Graduates' Suggestions about Facilities Provided at SMC

Suggestions Programs	BBS	BEd	BA	BSc	MEd	MBS	Total
Be fair and inclusive in scholarship and freeship facilities	2	3	-	1	16	2	24
Provide Sufficient Books in the library	14	7	-	5	34	2	62
Provide Bus facility	5	10	1	-	14	3	32
Update lab	18	4	-	3	-	-	25
Provide Hostel Facility	3	12	1	1	12	2	31
Keep Urinals Clean	3	7	-	2	19	3	33
Total Suggestions	45	43	2	12	95	10	207

As the table shows altogether 207 suggestions related to facilities were collected. The biggest suggestion was that there should be sufficient books in the library. Nearly one third (29.95%) 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 few graduates, especially from M Ed program have reminded that scholarship and freeship should be granted without any discrimination. As the real users of the lab are B Sc graduates, nearly half of the graduates from this program have suggested updating the lab.

The major suggestions given by graduates from each program are summarized in the following points.

- BBS: Update lab; provide sufficient books in the library.
- B Ed: Provide hostel and bus facilities.
- B A: Provide hostel and bus facilities.
- B Sc: Provide sufficient books in the library; update lab.
- M Ed: Provide sufficient books in the library; keep urinals clean
- MBS: Provide sufficient books in the library; provide bus facility.

CHAPTER III

MAJOR FINDINGS

The major findings of this study are based mainly on the analysis of the quantitative data collected from 221 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 221 traced graduates included in the study, 118 (53.39%) male and 103 (46.40%) female.
- ii. In BBS and MBS programs, there were more female graduates than the male graduates. In BA program, there was equal number of male and female graduates. In other three programs, female graduates outnumbered male graduates.
- iii. Out of 221 graduates involved in the study, there were 127 employed graduates (57.46%) 45 unemployed graduates (20.36%) and 49 GPFS (22.17%).
- iv. The percentage of employed graduates was higher among males than among females (62.7% compared to 51.45%).
- v. The proportion of males was 58.26% and the proportion of the females was 41.73%. Thus, nearly three quarters of the employed graduates were males.
- vi. The data clearly show higher rate of employment rate among Master's Degree graduates than among Bachelor's Degree graduates.
- vii. Among six programs included in the study, the highest percentage of employed graduates was from MBS (85.71%) which was followed by M Ed (86.53%), B Sc (62.5%), BA (50%), BBS (27.5%), and B Ed (23.3 %).
- viii. the proportion of the employed graduates was larger among males than among females except in MBS program. In MBS the number of employed graduates was equal among males and females.
- ix. The highest employment rate was found among the M Ed Graduates (86.53%). It was followed by MBS program (75%). This indicates the higher success rate of Master's Degree programs over Bachelor's Degree programs in the current competitive job market.
- x. Among four study programs under Bachelor's level conducted at the campus, B Sc has produced the largest proportion of employed graduates (62.5%). B Ed has produced the lowest proportion of employed graduates (23.33%).
- xi. The number of employed graduates was almost thrice as the number of unemployed graduates.

- xii. The number of females was larger than the number of males among the unemployed graduates.
- xiii. Out of 127 employed graduates, 84 (66.14%) were from Brahmin and Chetry groups; 23 (18.11%) were from Janjati group; 18 (14.17%) from Madhesi group 2 (1.57%) was from Dalit group; and no one from Muslim group.
- xiv. Among the 127 employed graduates, 74 (58.27 %) were working in private institutions; 13(10.23%) working in public institutions; 2(1.57%) were working in NGOs/INGOs; and 38 (29.92%) were doing government service.
- xv. The number of graduates having government jobs is fairly high in master's levels but it is very low in bachelor's levels.
- xvi. Very marginal number of graduates (2) has got job opportunities in NGOs and INGOs.
- xvii. Very high percentage (88.97%) of employed graduates was occupied by full-time workers.
- xviii. Unlike other programs of study, more graduates were found to be doing part-time jobs from B Sc program.
- xix. Only five graduates were self-employed. Among them four were from M Ed program and one from BBS. No graduates from other programs were self-employed. Four of the self-employed graduates were males and one was female.
- xx. 45 of the graduates (20.36 %) were found to be unemployed in the study.
- xxi. The rate of unemployment was about double among female (28.15%) as compared to male (13.55%) although it is not consistent in all the programs.
- xxii. Unlike other programs, the unemployment rate is higher among males than females among BBS graduates. B Ed shows the highest unemployment rate among others. Three programs of study (MBS, B Sc and BA) produced no male unemployed graduates. In fact, no unemployed graduates are seen among the graduates from B Sc program.
- xxiii. More than One fifth (49 or 22.17%) of 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. Graduates from other programs were studying in the related programs of the upper levels.

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
- ii. About 71 per cent of the graduates responded that the quality of the programs were very good.
- iii. About 12 per cent of the graduated believed that the quality of the programs was excellent. None of the graduates said that the quality was weak.
- iv. The graduates said that the programs of study were largely relevant to their professions.

- v. About two thirds (66.06%) of the graduates responded that the educational programs they attended were very relevant good for the professional requirement.
- vi. Very few of the graduates provided lower rates on the quality and relevance of the programs of study conducted at the campus. They were from B Sc, M Ed and MBS programs.
- vii. A large number of graduates suggested minimizing political activities in order to improve the quality of education at SMC. Appointment of more qualified teachers has also been largely suggested by the graduates.
- viii. Related to the quality of the campus, the major suggestions given by graduates from each program are highlighted below.
 - BBS: Appoint more qualified teachers; Minimize Political activities
 - B Ed: Teachers should be regular and punctual; Appoint more qualified teachers.
 - B A: Minimize political activities; Use technology in class.
 - B Sc: Appoint more qualified teachers; Minimize political activities.
 - M Ed: Minimize political activities; Appoint more qualified teachers.
 - MBS: Minimize political activities; Appoint more qualified teachers.

3.3 Programs' Contribution to Graduates' Professional and Personal Development

About two thirds (66.06%) of the graduates responded that the educational programs they attended were very relevant good for the professional requirement.

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

- vii. 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.
- viii. 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.
- ix. 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.
- x. Both respondents from BA program rated and positively for teaching-learning environment.
- xi. 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.

- xii. Generally speaking, M Ed graduates have also provided good responses towards these three aspects. However, one of these graduates was not satisfied with the education delivery efficiency of the program.
- xiii. The 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. Yet, one graduate from this program was not satisfied with the teaching learning environment of MBS program.

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

- iv. A large number of respondents has given positive response to facilities in the campus. Overall, graduates from all the programs have provided positive responses towards the facilities provided by the campus.
- v. Both of the BA graduates have provided favorable response towards the facilities.
- vi. One graduate from BBS program is totally dissatisfied with the facilities.
- vii. Half of the B Sc graduates have average rating.
- viii. 207 suggestions related to facilities were collected.
- ix. The biggest suggestion was that there should be sufficient books in the library. Nearly one third (29.95%) of the graduates have offered this suggestion.
- x. Another major suggestion is that the urinals need to be clean.
- xi. A fair number of graduates have suggested hostel facility for students from remote areas.
- xii. Some graduates have suggested bus facility and pointed out the need to keep campus premises clean.
- xiii. A few graduates, especially from M Ed program have reminded that scholarship and freeship should be granted without any discrimination.
- xiv. Nearly half of the graduates from B Sc program have suggested updating the lab.
- xv. The major suggestions given by graduates from each program are summarized below .
 - BBS: Update lab; provide sufficient books in the library.
 - B Ed: Provide hostel and bus facilities.
 - B A: Provide hostel and bus facilities.
 - B Sc: Provide sufficient books in the library; update lab.
 - M Ed: Provide sufficient books in the library; keep urinals clean
 - MBS: Provide sufficient books in the library; provide bus facility.

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 2017, 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 classroom 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 2017 was 226, but only 221 could be traced. This accounts for nearly 98% of the total number of graduates. Other graduates could not be traced mainly because they were found to be studying and/or working abroad.

The major findings of this study are based mainly on the analysis of the quantitative data collected from 221 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.

The findings show that Out of 221 traced graduates included in the study, 118 (53.39%) male and 103 (46.40%) female. Among them, there were 127 employed graduates (57.46%) 45 unemployed graduates (20.36%) and 49 GPFS (22.17%). The data clearly show higher rate of employment rate among Master' Degree graduates than among Bachelor's Degree graduates.

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 extra-curricular activities. Very few of the graduates provided lower rates on the quality and relevance of the programs of study conducted at the campus. They were from B Sc, M Ed and MBS programs.

A large number of graduates suggested minimizing political activities in order to improve the quality of education at SMC. Appointment of more qualified teachers has also been largely suggested by the graduates.

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. The biggest suggestion was that there should be sufficient books in the library. Nearly one third (29.95%) of the graduates have offered this suggestion. Another major suggestion is that the urinals need to be clean. A fair number of graduates have suggested hostel facility for students from remote areas. Some graduates have suggested bus facility and pointed out the need to keep campus premises clean. A few graduates, especially from M Ed program have reminded that scholarship and freeship should be granted without any discrimination.

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.

5.2 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.
- From the previous tracer studies, a large number of graduates have been suggesting that the students should be given more facilities including hostel, campus bus more efficient cafeteria. This suggestion seems to have been ignored. Therefore, immediate future plans should attempt to address student' demands seriously.
- In the present tracer study, a large number of graduates have suggested making the campus free from political activities. Their suggestion should be seriously considered and immediate initiatives should be taken to minimize such activities in the campus.
- Another big suggestion received from the graduates is that the urinals and campus surrounding should be kept clean. This suggestion is worth considering.

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.



SUKUNA
MULTIPLE CAMPUS



Sundarharaincha, Morang



021-545617, 021-545717



9852045617 (Campus Chief)



www.sukuna.edu.np



sukunamc2048@gmail.com

rmcsukuna1@gmail.com