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Sukuna Multiple Campus

Sundarharaincha, Morang

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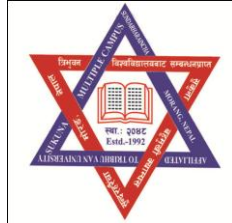
Graduate Tracer Study Report (Graduation Year 2018)



Submitted to
University Grants Commission Nepal
Sanothimi, Bhaktapur

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

SUKUNA MULTIPLE CAMPUS
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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. Chandra Mani Rai**, Campus Chief, for his permission, advice and encouragement to complete this work. 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 data collection to the completion of the report.

We are heartily thankful to all our staff at Sukuna Multiple campus for helping us collect data.

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

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

EXECUTIVE SUMMARY

Sukuna Multiple Campus has been regularly carrying out graduate tracer studies to fulfill both accreditation and quality requirements. The campus sometimes feels urge to conduct regular tracer studies, as the supporting UGC only accepts empirical evidence about the quality of educational programs. However, the benefits are highly rewarding because the information obtained from the graduates serve as the basis for the institutional reform of the campus. After the accreditation given by UGC Nepal in 2015, this campus has determined more to improve its quality.

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 and Unemployed Graduates. Employed graduates have been further divided into two categories as those working in organizations and self-employed graduates. Graduates Pursuing Further Studies (GPFS) have been put main into unemployed category, but some graduates were found to be employed while studying. 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 2018.

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 2018 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.

The major findings of this study are based mainly on the analysis of the quantitative data collected from 251 respondents graduated from SMC in 2018. The findings have been obtained to meet the objectives of the study. The main objectives of the study were to find

out the employment and further study status of the graduates, and to discover various issues related to the effectiveness of the educational programs conducted at the campus. The analysis of the relevant data obtained from the graduates is the main basis for the findings. The findings will provide relevant information on what sorts of graduates the campus has produced and how such graduates provide feedback. This will serve as the evaluation of effectiveness of the educational programs run at the campus. We hope that these findings will provide strong implications for the institutional reform of the campus. The main findings obtained from the analysis of the data are presented in the following sections.

Employment and Further Study Status of the Graduates

- i. Out of 251 traced graduates included in the study, 117 (46.61 %) were male and 134 (53.38%) female. It shows that the proportion of female graduates has significantly increased this year (In the last study, the proportion of the female graduates was (only 46.40%).
- ii. The number of female graduates was higher in BBS, B Ed and M Ed programs, but they were outnumbered by male graduates in other programs.
- iii. Out of 251 graduates involved in the study, there were 153 employed graduates (57.46%) 45 unemployed graduates (20.36%) . 49 graduates were GPFS (19.52%), and they belonged to both employed and unemployed categories.
- iv. The percentage of employed graduates was significantly higher among males than among females (75.21%% as compared to 48.50%).
- v. Of the employed graduates, the proportion of males was 57.51% and that of the females was 42.48%.
- vi. Among six programs included in the study, the highest percentage of employed graduates was from MBS (87.5%) which was followed by M Ed (66.23%), B Ed (57.14%), BBS (43.33%), BA (28.57%), and B Sc (20 %). As expected, the proportion of employed graduates was higher in Master's programs as compared to bachelor's programs.
- vii. When compared to the data of the last batch, M Ed program has suffered an alarming decrease in its graduates' employment (66.23% compared to 86.53).
- viii. Among four study programs under Bachelor's level conducted at the campus, B Ed has produced the largest proportion of employed graduates (57.14%). B Sc has produced the lowest proportion of employed graduates (20%). This is probably because of a large number (86.66%) of Graduates Pursuing Further Studies (GPFS) from this program.
- ix. Like previous years, the analysis on the basis ethnicity shows that the largest proportion of the employed graduates was from Brahmin and Chhetry communities. Out of 151 employed graduates, 106 (70.19 %) were from Brahmin and Chetty groups; 31(20.52%) were from Janjati group; 14 (9.27%) from Madhesi group, and 2 (1.32%) was from Dalit group.
- x. The table shows that the number of employed graduates was far greater than that of the unemployed graduates. In general, the number of males was larger than the number of females in the employed category.
- xi. Of the 152 employed graduates, 142 working in organizations and were 11 self-employed.

- xii. Among the graduates working in organizations, 46.47% graduates were working in government organizations; 42.25% were working in private organizations; 9.85% were working in public organizations; and 1.40% were working in NGOs/INGOs.
- xiii. Almost three fourth of the graduates' profession was teaching, as they specified their designations as teachers. The study shows that teaching has emerged as the common profession for graduates from all programs.
- xiv. There was a high degree of correlation between graduates' profession and the programs of study they attended.
- xv. Almost all (95.7%) of employed graduates working in organizations were full-time workers.
- xvi. The proportion of the self-employed graduates was relatively small, and they were found among the graduates from M Ed and BBS programs only.
- xvii. Females occupied larger proportion of the self-employed graduates in comparison to males.
- xviii. Out of 251 graduates involved in the study 45 (20.36 %) were unemployed. The rate of unemployment was considerably higher among females over males
- xix. 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.
- xx. There was higher number and percentage of the female GPFS over male GPFS.

Issues Related to Quality and Relevance of Programs

- i. The responses provided by the graduates regarding the quality of the programs were largely uniform, with the ratings between 3.57 and 4.71 in different programs.
- ii. The average rate of 4.18 shows that the graduates were highly satisfied with the quality of the programs of their study. Very low number of rates for 0, 1, 2 and 3 is the indication that small number of graduates was dissatisfied with the quality of their programs. Only B Sc graduates seemed little discontented with the quality of their program of study.
- iii. The graduates were highly satisfied with the contribution made by their programs in their professional requirements. The largest number of rates for 4 is the indication that the graduates were happy with the quality and relevance of the programs.
- iv. The graduates gave some suggestions for the improvement of quality and relevance of the programs.

Programs' Contribution to Graduates' Professional and Personal Development

- v. On the whole the graduates had positive response towards the quality of their programs of study.
- vi. Overall rates made by graduates regarding the contribution of their programs for their professional and personal development were highly positive. The average rate given by graduates on the contribution of the programs of study for their personal and professional development was 4.2 out of 5.
- vii. As highly satisfied graduates (those who rated 4 and 5) occupy more than half of the graduates, it can be ascertained that on the whole they were satisfied with the way their programs fulfilled their professional and personal requirements.

- viii. Although the graduates seemed happy, they suggested some activities to ensure professional and personal development of future students at the campus. The biggest suggestion given by the graduates for professional and personal development was to launch new programs at the campus.
- ix. The main suggestion given by the graduates for their personal development was development of students' leadership skills.
- x. The graduates from all the programs of study provided the average rating of more than 3 for extracurricular activities conducted at the campus. Yet this cannot be taken as satisfying rating from the perspective of campus. Only MBS graduates provided the average rating of 4. In all the other programs the graduates did not seem highly contented with the extracurricular activities. The largest number of graduates gave 4 and 3 for the extracurricular activities.
- xi. Most of the graduates expected extracurricular activities to be conducted more frequently. This highlights the need to conduct more of such activities in the near future. They also suggested conducting such activities fairly and systematically.
- xii. The graduates provided average rating of 3.62 for their programs' contribution to problem solving ability. This shows a relatively high degree of graduates' assurance on the problem solving ability. Program wise comparison shows that the B Ed graduates were rather less confident on this matter. On the contrary, BBS graduates seemed highly satisfied with it. M Ed graduates were closest to the average rating.
- xiii. The graduates who seemed interested in suggesting ways of development of students' problem solving ability focused on the use of practical activities and examinations as part of students' learning.
- xiv. Average rating of the graduates for work placement as well as internship was 3.16. The highest rate was provided by MBS graduates. However, BA students gave rather lower rates on these matters B Sc and M Ed graduate were close to the average rating.
- xv. The biggest suggestion given by graduates for the effectiveness of work placement was that the campus itself should take some initiative in helping the graduates to find job. Another suggestion that was that students should be given occasional job training in addition to the regular classes. The graduates also suggested conducting internship so that job placement becomes easier.

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

- i. On the whole the graduates provided highly positive responses to the teaching and learning environment of the campus. While there were few graduates who were discontented with the environment, the average rating of 3.90 shows that most of the graduates were happy with it. MBS graduates seemed most satisfied and B Sc graduates seemed least satisfied. Yet again B Sc. graduates' rating (3.8) itself can be taken as a highly positive responsive. Thus, overall teaching learning environment of the campus as perceived by the graduate is fairly satisfactory.
- ii. The graduates offered largest number of suggestions on teaching-learning environment of the campus. While master's level graduates provided many suggestions related to improving evening classes, thesis writing, research, and writhing, bachelor's level graduates focused on physical management aspects such as section division and time man-

agement. In both levels some common suggestions can be observed. They include making the campus free from political interference, conducting online learning, appointing more competent teachers and making examination more effective.

- iii. Average response of the graduates on teachers' quality of delivery was highly satisfactory (4.2). In Most of the programs, the average rating was above 4, the highest being 4.71 in BA program. B Ed graduates provided the lowest average rating of 3.57.
- iv. The biggest suggestions to improve the quality of delivery were improving the quality teachers, making teachers more regular, and asking changing the way of teaching. Teachers' regularity was highly emphasized by M Ed graduates. Another important suggestion obtained to improve the delivery was using technology in classroom.
- v. The graduates were most satisfied with the teaching-learning relationship in the campus, with average rating of 4.44. In all the programs except B Ed the graduates provided the average rating above 4.
- vi. In order to strengthen the relationship between teachers and students, some graduates suggested that some teachers and administrative staff should be polite to students. Moreover, few graduates from M Ed program suggested some teachers to listen to students' opinions in classes.

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

- i. Most of the graduates in the survey expressed positive responses to the facilities provided at the campus. The biggest suggestion was that there should be sufficient books in the library. 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. A few graduates, especially from M Ed program viewed that scholarship and freeship should be granted without any discrimination. As the real users of the lab were B Sc graduates they have suggested updating the lab.
- ii. The graduates gave average rating (3.57) on the library facility. Majority of graduates gave positive response to library, with 4 and five ratings. MBS graduates provided the highest rating, and B Ed. graduates provided the lowest rating. M Ed. graduates' rating is slightly lower than the average rating of all the graduates.
- iii. The biggest suggestion about library facility was to provide sufficient books in the library. Particularly, this suggestion was strongly given by M Ed graduates. In the same way graduates from most programs highly expected the campus to start e-library system. One important suggestion obtained was that library should be open all the time. This suggestion was given mainly M Ed graduates, who occasionally got frustrated when they found the library closed in their evening shift.
- iv. The graduates were not much satisfied with the lab facility provided at SMC. The average rating below 3 is the indication that the campus needs to take some steps in maintaining the lab up to date. Especially, B Sc graduates' dissatisfaction reflects the condition of the lab.
- v. The graduates especially form B Sc program provided only one suggestion related to the lab facility. The suggestion was to improve the condition of the lab. But they did not state how it should be improved.

- vi. The average rating of the graduates about sports facility was 2.89, which cannot be taken as a very good response. Yet, BA graduates provided the highest rating of 4.14. On the other hand B Ed graduates provided lowest rating of 2.38.
- vii. The graduates strongly suggested organizing sports events more frequently. Some other suggestions included improving the playground and providing more playing equipments.
- viii. The graduates were not much happy with the condition of canteen and urinals in the campus. The average rate of 3.53 indicates that the campus have to make some improvements to maintain them. The most satisfying response was provided by MBS graduates with 3.91 average rating, and the lowest rating was provided by B Sc graduates with 2.8 average rating.
- ix. The graduates provided suggestions focusing on the management of clean canteen and urinals. These suggestions were provided by graduates from all the programs.
- x. Other suggestions given by graduates were making provision for general facility as well as specific facilities such as hostel and transportation facility. Other important facilities suggested by the graduates were making classrooms friendly for handicapped students, making help-desk more ready of service, improving first-aid service and making scholarship and freeship fair.

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ABBREVIATIONS

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 success of an academic institution depends also on the feedback given by its graduated students. Graduates' feedback helps institutions to rethink the on the way programs have been conducted. A graduate tracer study can provide valuable information about the quality of programs conducted in an educational institution. Therefore the main purpose of conducting graduate traces studies is to contribute to the improvement of higher education through quality graduate surveys.

Sukuna Multiple Campus has been regularly carrying out graduate tracer studies to fulfill both accreditation and quality requirements. The campus sometimes feels urge to conduct regular tracer studies, as the supporting UGC only accepts empirical evidence about the quality of educational programs. However, the benefits are highly rewarding because the information obtained from the graduates serve as the basis for the institutional reform of the campus.

All the educational programs of Sukuna Multiple Campus (SMC) are conducted under the affiliation from 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 (Four 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 2018, 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.

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. Basudev Dahal	Coordinator
Mr. Khagendra Raj Dahal	Member
Mr. Pushpa Raj Ghimire	Member

Among them, Basudev Dahal was assigned the task of coordinating among the committee members, and analysis of the collected data and preparation of the report, Khagendra Raj Dahal was involved in collecting data, and Pushpa Raj Ghimire was involved in keeping the graduates' record and preparing the graduate list. 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 2018. Students from six different programs (Three-Year BA, Four-Year BBS, Three-Year B Ed, Four-Year B Sc, M Ed and MBS) of four faculties (Humanities and Social Sciences, Education, Management and Science) have been selected. Thus one change has been made in the educational program selected for the study this year. Unlike the previous years, Four-Year BBS program has been included, and it has replaced Three-Year BBS program. The list of graduates chosen for the study 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 October 26 and December 2 of 2019. Altogether 251 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. Few graduates even provided responses in the Nepali language. 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	Four-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 2018 only.
- ii. The responses collected from 251 graduates have been included in the study.
- iii. Out of the total number of graduates, only 153 employed and 98 unemployed graduates were studied.
- iv. Graduates Pursuing Further Studies (GPFS) were also counted in the unemployed category. Very few GPFS were found to be employed.
- v. The data were collected using questionnaires accompanied by unstructured interviews.
- vi. 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 251 traced graduates included in the study, 117 (46.61 %) were male and 134 (53.38%) female. It shows that the proportion of female graduates has significantly increased this year (In the last study, the proportion of the female graduates was (only 46.40%). The number of female graduates was higher in BBS, B Ed and M Ed programs, but they were outnumbered by male graduates in other programs. 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	11	6	4	12	68	16	117
Female	19	15	3	3	86	8	134
Total	30	21	7	15	154	24	251

The table shows that the number of traced graduates has increased this year, as only 210 graduates had been traced in the previous batch. Nearly two-third of the graduates covered M Ed program this year. This could be because of the decision made by Tribhuvan University to allow all the students to submit their master's thesis last 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 251 graduates involved in the study, there were 153 employed graduates (57.46%) 45 unemployed graduates (20.36%) . 49 graduates were GPFS (19.52%), and they belonged to both employed and unemployed categories. The percentage of employed graduates was significantly higher among males than among females (75.21%% as compared to 48.50%). Of the employed graduates, the proportion of males was 57.51% and that of the females was 42.48%. It signals a slight increase in the percentage of female employed graduates from the statistics of the previous batch (41.73%). It shows that female graduates have got more access to jobs this year. However, the data still signal a big gap between the government's policy to employ women and discriminatory practice of choosing men as competent employees. This type of discriminatory practice has posed a big challenge in maintaining gender equality in the present day job market.

2.1.1 Employed Graduates from Different Programs

Among six programs included in the study, the highest percentage of employed graduates was from MBS (87.5%) which was followed by M Ed (66.23%), B Ed (57.14%), BBS (43.33%), BA (28.57%), and B Sc (20 %). As expected, the proportion of employed graduates was higher in Master's programs as compared to bachelor's programs. The num-

ber 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	11	19	30	6	7	13	54.54	36.84	43.33
B Ed	6	15	21	3	9	12	50	60	57.14
BA	4	3	7	1	1	2	25	33.33	28.57
B Sc	12	3	15	3	-	3	25	-	20
M Ed	68	86	154	59	43	102	86.76	50	66.23
MBS	16	8	24	16	5	21	100	62.5	87.5
Total	117	134	251	88	65	153	75.21	48.50	60.95

The table shows that MBS is the most successful program, as largest proportion of the graduates has been employed from this program. The smallest proportion of the graduates has been employed from B Sc. Program. However, this could not be attributed to the failure of the program but to the fact that a large number of the graduates from this program have been pursuing further studies. In terms of number alone, M Ed program has produced largest number of graduates among others. Yet, when compared to the data of the last batch, this program has suffered an alarming decrease in its graduates' employment (66.23% compared to 86.53). Except B Ed program, the number of male employed graduates was larger than the female employed graduates.

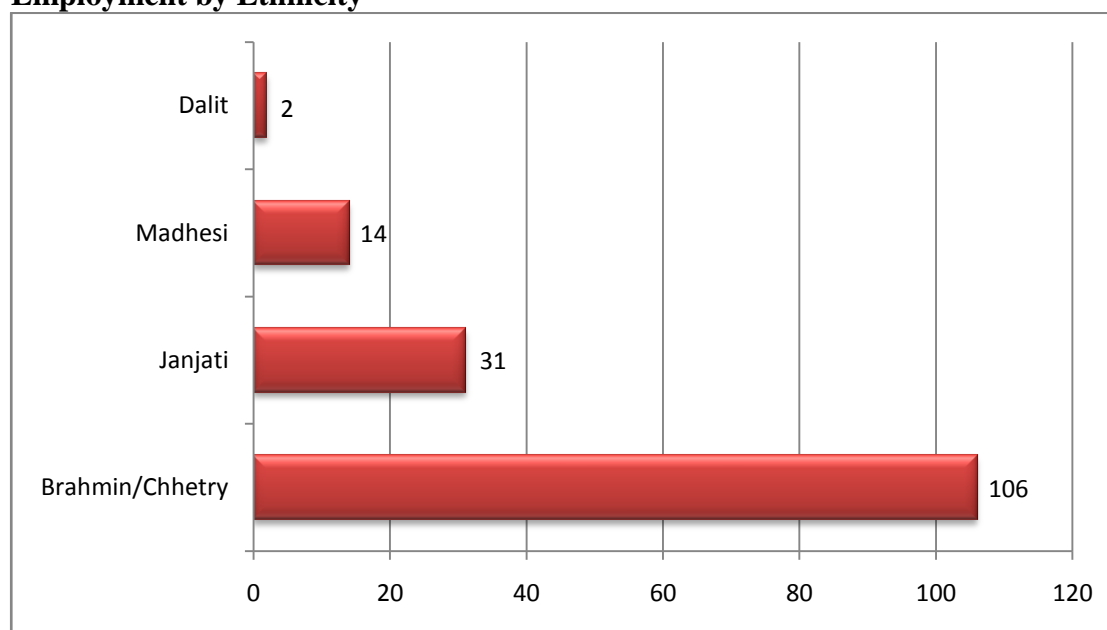
Among four study programs under Bachelor's level conducted at the campus, B Ed has produced the largest rate of employed graduates (57.14%). B Sc has produced the lowest rate of employed graduates (20%). This is probably because of a large number (86.66%) of Graduates Pursuing Further Studies (GPFS) from this program.

Gender wise comparison shows that except among B Ed and BA graduates, the employment percentage was higher among males than among females. This could be again because of the fact that larger number of male graduates were found to be pursuing further studies from these programs (five out of six B Ed graduates and two out of four BA graduates were pursuing further studies at the time of data collection). No female graduate from B Sc program was employed because of pursuing further studies. Thus smaller percentage of employed graduates has a direct link with further studies.

2.1.2 Employed Graduates from Different Ethnic Groups

The number of employed graduates from different ethnic groups closely correlated with the number of graduates from each of these groups. Like previous years, the analysis on the basis ethnicity shows that the largest proportion of the employed graduates was from Brahmin and Chhetry communities. Out of 151 employed graduates, 106 (70.19 %) were from Brahmin and Chhetry groups; 31(20.52%) were from Janjati group; 14 (9.27%) from Madhesi group 2 (1.32%) was from Dalit group; and no one from Muslim group. The following figure shows the comparative numbers of graduates from each ethnic group.

Figure 1
Employment by Ethnicity



The figure clearly shows that more than two third of the employed graduates were from Brahmin and Chhetry groups. Only Marginal number (2) of Dalit graduates was found to be employed.

The following table shows more detailed information about employment from different ethnic groups.

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	4	5	9	1	2	3	1	-	1	-	-	-	6	7	13
B Ed	1	6	7	1	3	4	1	-	1	-	-	-	3	9	12
BA	-	1	1	1	-	1	-	-	-	-	-	-	1	1	2
B Sc	3	-	3	-	-	-	-	-	-	-	-	-	3	-	3
M Ed	37	31	68	11	9	20	10	2	12	1	1	2	59	43	102
MBS	14	4	18	2	1	3	-	-	-	-	-	-	16	5	21
Total	59	47	106	16	15	31	12	2	14	1	1	2	88	65	153

The study of the employed graduates shows that there is domination of Brahmin and Chhetry groups in all the programs except BA, where one of the employed graduates belonged to Janjati group. The table indicates that graduates representing Muslim communities of SMC have not got job opportunities. This is because of the fact that student enrollment at SMC is very low from these communities, and no one graduated from this community in 2018. Very low rate of employment from Dalit signals that they are still deprived from employment opportunities. In each program, the number of employed and the number of total graduates (both employed and unemployed) had a close link.

2.1.3 Comparison between Employed and Unemployed Graduates

The graduates were asked to choose one of the three options to reveal their employment status: Working in organizations, Self-Employed and Unemployed. In the data analy-

sis we have put graduates working in organizations and self-employed graduates under the employed category. The number of graduates working in organizations was found far larger than that of the self-employed graduates. The responses provided by the graduates regarding their employment status are summarized in table 4 below.

Table 5
Comparison of Employed and Unemployed 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	6	11	1	1	2	6	7	13	5	12	17
B Ed	3	9	12	-	-	-	3	9	12	3	6	9
BA	1	1	2	-	-	-	1	1	2	2	3	5
B Sc	3	-	3	-	-	-	3	-	3	9	3	12
M Ed	56	37	93	3	6	9	59	43	102	9	43	52
MBS	16	5	21	-	-	-	16	5	21	-	3	3
Total	84	58	142	4	7	11	88	65	153	28	70	98

The table shows that the number of employed graduates was far greater than that of the unemployed graduates. In general, the number of males was larger than the number of females in the employed category. In BBS and B Ed programs, however, the number of female employed graduates was larger than the number of male employed graduates. Furthermore, equal number of graduates was found to be employed from BA program. Within the employed category, most of the graduates were found to be working in organizations (142 working in organizations compared to 11 self-employed).

2.1.4 Types of Employed Graduates Working in Organizations

There were 142 graduates working in organizations. The organizations were categorized into four types: Private, Public, NGO/INGO, and Government. It was found that the teachers working in community schools preferred to call their schools as government schools. As their salary is provided by the government, they were categorized under government organization workers. The following table summarizes the number of employed graduates working in different types of organizations.

Table 6
Types of Employed Graduates in Organizations

Program	Private			Public			NGO/ INGO			Government			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BBS	4	3	7	-	2	2	-	-	-	1	1	2	5	6	11
B Ed	-	3	3	-	-	-	-	-	-	3	6	9	3	9	12
BA	1	1	2	-	-	-	-	-	-	-	-	-	1	1	2
B Sc	2	-	2	-	-	-	-	-	-	1	-	1	3	-	3
M Ed	15	19	34	5	3	8	-	1	1	36	14	50	56	37	93
MBS	8	4	12	4	-	4	1	-	1	3	1	4	16	5	21
Total	30	30	60	9	5	14	1	1	2	44	22	66	84	58	142

The table shows that the number of graduates working in government organizations was slightly higher than that of the graduates working in private organizations. The number of graduates working in other types of organizations was comparatively far smaller. To be

more specific, 46.47% graduates were working in government organizations; 42.25% were working in private organizations; 9.85% were working in public organizations; and 1.40% were working in NGOs/INGOs. This figure looks completely different from that of the previous batch, in which more than half of the graduates were working in private organizations. This indicates that more graduates have been able to get access to government jobs recently.

The graduates were also asked to specify their jobs. Program wise specifications of jobs by the graduates' designation are presented in the following table.

Table 7
Graduates' Profession

Program	Teaching			Management			Banking			Govt. Service			Other			T
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
BBS	-	-	-	-	-	-	2	2	4	-	-	-	3	4	7	11
B Ed	3	9	12	-	-	-	-	-	-	-	-	-	-	-	-	12
BA	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	2
B Sc	3	-	3	-	-	-	-	-	-	-	-	-	-	-	-	3
M Ed	50	34	84	-	-	-	-	-	-	2	1	3	4	2	6	93
MBS	3	-	3	4	-	4	3	4	7	1	1	2	6	-	6	21
Total	60	43	103	4	-	4	5	6	11	3	2	5	13	6	19	142

As can be seen in the table, almost three fourth of the graduates' profession was teaching, as they specified their designations as teachers. The table shows a high degree of correlation between graduates' profession and the programs of study they attended. For example, all the graduates from B Ed and 90.32% of the graduates from M Ed program responded that they were working at various schools as teachers. In the same way most of the graduates from BBS and MBS programs were found to working as bankers and managers of various financial institutions. Lack of correlation was found among BA and B sc graduates, who were working as teachers at the time of collecting responses. This clearly suggests that teaching has emerged as the common profession for graduates from all programs.

2.1.5 Types of Work/ Profession of the Graduates Working in Organizations

The employed graduates who were working in organizations were also asked to specify whether they were working as part-time or full-time employees. Their responses are summarized in table 8 below.

Table 8
Type of Work/Profession in Organizations

Program	Full-Time			Part-Time			Total		
	M	F	T	M	F	T	M	F	T
BBS	5	5	10	-	1	1	5	6	11
B Ed	3	9	12	-	-	-	3	9	12
BA	1	1	2	-	-	-	1	1	2
B Sc	2	-	2	1	-	1	3	-	3
M Ed	56	34	90	-	3	3	56	37	93
MBS	14	5	19	2	-	2	16	5	21
Total	81	54	135	3	4	7	84	58	142

This table shows that almost all (95.7%) of employed graduates were full-time workers. This is probably because most graduates do not like to have part-time jobs. The

graduates' exact reasons for doing part-time jobs were unknown. Yet, it was found that the graduates who were from BBS and B Sc programs and doing part-time jobs were also found to be pursuing further studies. Thus part time jobs have been adopted by the graduates mainly to support their studies.

2.1.4 Self-Employed Graduates

The employed graduates were asked to specify whether they were working in organizations or self-employed. Out of 151 employed graduates only 11 specified themselves as self-employed. The total number and percentage of self-employed graduates from each programs is presented in table 8.

Table 9
Self-Employed Graduates

Program	Number of Employed Graduates			Number of Self-Employed Graduates			% of Self-Employed Graduates		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
BBS	6	7	13	1	1	2	16.66	14.18	15.38
B Ed	3	9	12	-	-	-	-	-	-
BA	1	1	2	-	-	-	-	-	-
B Sc	3	-	3	-	-	-	-	-	-
M Ed	59	43	102	3	6	9	5.08	13.98	8.82
MBS	16	5	21	-	-	-	-	-	-
Total	88	65	153	4	7	11	4.54	10.76	7.18

The table shows that self-employed graduates were found among the graduates from M Ed and BBS programs only. The proportion of the self-employed graduates was relatively small. Interestingly, females occupied larger proportion of the self-employed graduates in comparison to males.

The self-employed graduates were further asked about the duration of their jobs. All of them responded that they were employed for less than five years. Most of the self-employed graduates were found to be doing business. Only one graduate from M Ed program specified himself as a founder of a private school.

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 this study we have attempted to calculate the number and percentage of unemployed graduates both by including and excluding GPFS. Out of 251 graduates involved in the study 45 (20.36 %) were unemployed. The following table outlines the unemployed graduates from different programs of SMC.

Table 10
Unemployed Graduates

Program	Total Number of respondents			Number of Unemployed			% of the unemployed		
	M	F	T	M	F	T	M	F	T
BBS	11	19	30	5	12	17	45.45	63.15	56.66
B Ed	6	15	21	3	6	9	50	40	42.85
BA	4	3	7	2	3	5	50	100	71.42
B Sc	12	3	15	9	3	12	75	100	80

M Ed	68	86	154	9	43	52	13.23	50	33.76
MBS	16	8	24	-	3	3	-	37.5	12.5
Total	117	134	251	28	70	98	23.93	52.23	39.04

It can be observed in the table that more than one third of the graduates were unemployed. The rate of unemployment was considerably higher among females over males. This general trend was found also in all programs except B Ed, which produced more unemployed males than females. B Sc and MBS produced the highest and lowest percentage of unemployed graduates respectively. The table also shows the higher percentage of unemployed graduates from bachelor's degree programs than master's degree programs. The main reason for higher percentage of unemployed graduates from bachelor's programs is that a large number of graduates were pursuing further studies at the time of data collection.

2.1.8 Graduates Pursuing Further Studies

The graduates were asked whether they were undertaking further studies after their graduation. Out Of 251 graduates traced for the study, 43 (17.13 %) 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 11
Graduates Pursuing Further Studies

Program	Number of graduates			Number of GPFS			% of the GPFS		
	M	F	T	M	F	T	M	F	T
BBS	11	19	30	7	10	17	63.63	52.63	56.66
B Ed	6	15	21	5	6	11	83.33	40	52.38
BA	4	3	7	2	-	2	50	-	28.57
B Sc	12	3	15	10	3	13	83.33	100	86.66
M Ed	68	86	154	-	-	-	-	-	-
MBS	16	8	24	-	-	-	-	-	-
Total	117	134	251	24	19	43	20.51	14.17	17.13

The table shows that no graduates from Master's programs were pursuing further studies at the time the data collection. This shows the graduates' preference to employment over further studies after the completion of master's programs. This could be also because of lack of further study centers near the graduates' localities.

The table also shows the higher number and percentage of the female GPFS over male GPFS. This signals difficulties for women to pursue further studies after graduation. This general tendency was particularly found among the graduates from BA and B Ed programs, but the percentage of GPFS was higher among females over males in B Sc program.

2.2 Issues Related to Quality and Relevance of Programs

This section analyzes the graduates' responses regarding the quality and relevance 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.

The 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 12
Quality of Education Delivered

Particulars	Number of rates						Average Rating
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5(Excellent)	
BBS	-	-	-	4	14	12	4.26
B Ed	-	-	2	7	10	2	3.57
BA	-	-	-	-	2	5	4.71
B Sc	-	1	1	4	5	4	3.66
M Ed	1	3	5	17	52	76	4.23
MBS	-	-	2	-	7	15	4.54
Total	1	4	10	32	90	114	4.18

The above table shows that the responses provided by the graduates regarding the quality of the programs were largely uniform, with the ratings between 3.57 and 4.71 in different programs. The average rate above 4 shows that the graduates were highly satisfied with the quality of the programs of their study. Very low number of rates for 0, 1, 2 and 3 is the indication that small number of graduates was dissatisfied with the quality of their programs. Only B Sc graduates seemed little discontented with the quality of their program of study.

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 13
Quality and Relevance of Educational Programs

Particulars	Number of rates						Average Rating
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)	
BBS	-	-	4	7	12	7	3.73
B Ed	-	1	4	8	5	3	3.23
BA	-	-	3	3	1	-	2.71
B Sc	1	-	1	4	7	2	3.46
M Ed	-	7	3	40	73	31	3.76
MBS	-	-	1	6	10	7	3.95
Total	1	8	16	68	108	50	3.68

The above table shows that the graduates were highly satisfied with the quality and relevance of their programs. The largest number of rates for 4 is the indication that the graduates were happy with the quality and relevance of their programs. In all the programs, the graduates' rates were above average (2.5). Very few of the graduates provided lower rates on the quality and relevance of the programs of study conducted at the campus. Among others, only BA graduates seemed little doubtful about the contribution made by their program in their current and future professions. In other programs, the most graduates responded that the educational programs they attended were very relevant good for the professional requirement.

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.

2.3.1 Relevance of the Program to Graduates' Professional (Job) Requirement

Overall rates made by graduates regarding the contribution of their programs for their professional and personal development are summarized in the table 14 below.

Table 14

Programs' Contribution to Graduates' Professional and Personal Development

Particulars	Number of rates						Average Rating
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5(Excellent)	
BBS	-	-	4	7	12	7	3.73
B Ed	-	1	4	8	5	3	3.23
BA	-	-	3	3	1	-	2.71
B Sc	1	-	1	4	7	2	3.4
M Ed	1	7	11	37	67	31	3.65
MBS	-	-	1	6	10	7	3.95
Total	2	8	24	65	102	50	3.62

As the table shows, the average rate given by graduates on the contribution of the programs of study for their personal and professional development was very positive. As highly satisfied graduates (those who rated 4 and 5) occupy more than half of the graduates, it can be ascertained that on the whole they were satisfied with the way their programs fulfilled their professional and personal requirements.

Although the graduates seemed happy, they suggested some activities to ensure professional and personal development of future students at the campus. The following table highlights the suggestions.

Table 15

Graduates' Suggestions about Professional and Personal Development

Suggestions	Number of graduates giving the suggestion						
	BBS	B Ed	BA	B Sc	M Ed	MBS	Total
New programs should be	-	-	-	1	10	1	12

launched							
New course should be started	-	-	-	-	4	-	4
Students' leadership skills should be developed	1	-	-	-	-	1	2
Professional training should be given to students	2	-	-	-	-	-	2

The table shows that the biggest suggestion given by the graduates for professional and personal development was to launch new programs at the campus. This suggestion expected that the campus will start some professional courses for its betterment. Although very few graduates from BBS program suggested giving professional training to students, this suggestion can be highly appreciated, as it will ensure the professionalism of graduates seeking job. Moreover, it will make job placement easier in the competitive job market. The main suggestion given by the graduates for their personal development was development of students' leadership skills.

2.3.2 Extracurricular Activities

Extracurricular activities are a part of students' personal development, especially, their physical and mental development. The graduates were asked to rate the extracurricular activities of SMC. Among six options, they were asked to choose on option that would determine the level of their satisfaction. The following table shows how the graduates responded to the extracurricular activities conducted at the campus.

Table16
Graduates' Rating on Extracurricular Activities

Particulars	Number of rates						Average Rating
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5(Excellent)	
BBS	-	-	1	10	11	8	3.00
B Ed	-	1	5	10	3	2	3.00
BA	-	-	3	1	1	2	3.28
B Sc	-	-	3	8	4	-	3.07
M Ed	5	18	13	43	49	26	3.24
MBS	-	1	2	2	8	11	4.00
Total	5	20	27	74	76	49	3.36

The table shows that graduates from all the programs of study provided the average rating of more than 3 for extracurricular activities conducted at the campus. Yet this cannot be taken as satisfying rating from the perspective of campus. Only MBS graduates provided the average rating of 4. In all the other programs the graduates did not seem highly contented with the extracurricular activities. The largest number of graduates gave 4 and 3 for the extracurricular activities.

In order to improve the extracurricular activities conducted at the campus, the graduates gave some suggestions, which are summarized in Table 17 below.

Table 17
Graduates' Suggestions about Extracurricular Activities

Suggestions	Number of graduates giving the suggestion						Total
	BBS	B Ed	BA	B Sc	M Ed	MBS	
Extracurricular activities should be more frequent	1	3	-	-	5	-	9
Extracurricular activities should be made more systematic	2	3	-	-	-	-	5
Extracurricular activities should be fairly conducted	-	-	-	-	2	-	2

The table clearly shows that most of the graduates expected extracurricular activities to be conducted more frequently. This seems a plausible suggestion, as the campus has not been able to conduct such activities except occasional quizzes, debates, oratories and poem competitions. This highlights the need to conduct more of such activities in the near future. The data also shows that it is necessary to conduct such activities fairly and systematically.

2.3.3 Programs' Contribution to Problem Solving Ability

Readiness to problem solving ability is a personal matter, but a highly essential in one's professional life. Our graduates were asked to assess the extent to which the programs they attended at SMC equipped them with problem solving ability. As the following table shows, they seemed positive on their ability.

Table 18
Graduates' Rating on Program's Contribution on Problem Solving Ability

Particulars	Number of rates						Average Rating
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5(Excellent)	
BBS	-	1	-	4	15	10	4.1
B Ed	-	5	3	5	7	1	2.80
BA	-	-	-	3	2	2	3.85
B Sc	-	1	-	4	6	4	3.8
M Ed	2	6	17	45	48	36	3.55
MBS	-	-	2	2	12	8	4.08
Total	2	13	22	63	90	61	3.62

The table shows average rating of 3.62 from all the programs of study. This shows a relatively high degree of graduates' assurance on the problem solving ability. Program wise comparison shows that the B Ed graduates were rather less confident on this matter. On the contrary, BBS graduates seemed highly satisfied with it. M Ed graduates were closest to the average rating.

In order to improve students' problem solving abilities, the graduates offered two important suggestions, which are presented in the table below.

Table 19
Graduates' Suggestions on Development of Problem Solving Ability

Suggestions	Number of graduates giving the suggestion						
	BBS	B Ed	BA	B Sc	M Ed	MBS	Total
Practical examinations should be sincere	-	2	-	-	4	-	6
Students should assigned more practical tasks	-	-	-	1	8	-	9

The graduates who seemed interested in suggesting ways of development of students' problem solving ability focused on the use of practical activities and examinations as part of students' learning. The major suggestion obtained from the graduates was that students should be assigned more practical tasks as part of their learning. These suggestions are worth considering, as practical assignments not only improve students' problem solving ability, but they will also foster better learning.

2.3.4 Work Placement/Attachment/ Internship

Most students come for higher education for learning which will help them in finding a job of their choice. The graduates involved in the study were asked to state how far the programs they attended at SMC equip students to get an expected job in the competitive job market. In order to get a good job, internship is considered very important. This is a common practice at SMC, especially in Management programs. The following table summarizes the responses provided by the graduates about internship and resultant work placement prospects.

Table 20
Graduates' Rating on Program's Contribution on Work Placement/Attachment/Internship

Particulars	Number of rates						Average Rating
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5(Excellent)	
BBS	-	1	4	7	10	8	3.66
B Ed	1	2	4	4	7	3	3.09
BA	1	1	2	1	2	-	2.28
B Sc	-	-	1	9	4	1	3.33
M Ed	0	12	41	51	29	21	3.03
MBS	1	1	2	7	6	7	3.54
Total	3	17	54	79	58	40	3.16

It can be observed in the table that the average rating of the graduates for work placement as well as internship was 3.16. The highest rate was provided by MBS graduates. This could be because highest employment rate was also found in this program. Thus there was a close correlation between graduates' employment rate and their positive response to campus work placement. However, BA students gave rather lower rates on these matters (work placement and internship), as their employment rate was observed lowest among the graduates from different programs. B Sc and M Ed graduate were close to the average rating.

The graduates suggested some activities in order to conduct internship and maximize job opportunities for the students. Their suggestions are presented in the table below.

Table 21

Graduates' Suggestions on Work Placement/Attachment/Internship

Suggestions	Number of graduates giving the suggestion						Total
	BBS	B Ed	BA	B Sc	M Ed	MBS	
Internship program should be applied	1	1	-	-	-	1	3
Practical job training should be given to students	2	-	-	-	-	2	4
Students should be helped find job	-	1	-	-	-	9	10

The biggest suggestion seen in the table is that the campus itself should take some initiative in helping the graduates to find job. The placement cell has been doing some activities, but the graduates' expectations have exceeded the way it has been functioning. Another suggestion that can be easily followed is that students can be given occasional job training in addition to the regular classes. The graduates also suggested conducting internship so that job placement becomes easier.

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 sections.

2.4.1 Teaching Learning Environment

During the study, the graduates were asked to assess the teaching learning environment of the campus. Since this is a broad aspect, it covers a number of factors including quality of teachers, learners' motive for learning, environmental factors, administrative activities, facilities related to learning, and so on. Overall responses provided by the graduates on teaching learning environment of the campus are summarized in the following table.

Table 22

Graduates' Rating on Teaching-Learning Environment

Particulars	Number of rates						Average Rating
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5(Excellent)	
BBS	-	-	1	6	14	9	4.03
B Ed	-	-	2	3	11	5	3.90
BA	-	-	-	-	6	1	4.14
B Sc	-	1	-	3	8	3	3.8
M Ed	-	8	13	21	68	44	3.82
MBS	-	1	-	-	13	10	4.29
Total	-	10	16	33	120	72	3.90

The table shows that on the whole the graduates provided highly positive responses to the teaching and learning environment of the campus. While there were few graduates who were discontented with the environment, the average rating of 3.90 shows that most of the graduates were happy with it. MBS graduates seemed most satisfied and B Sc graduates seemed least satisfied. Yet again B sc. graduates' rating (3.8) itself can be taken as a highly positive responsive. Thus, overall teaching learning environment of the campus as perceived by the graduate is fairly satisfactory.

Whatever the current situation is, during data collection, the graduates were asked to provide some suggestions to improve the teaching and learning environment of the campus. The graduates offered a number of suggestions, which are presented in the table below.

Table 23
Graduates' Suggestions about Teaching-Learning Environment

Suggestions	Number of graduates giving the suggestion						
	BBS	B Ed	BA	B Sc	M Ed	MBS	Total
Campus should be well-managed	2	-	1	1	3	-	7
Time should be considered seriously	-	1	-	-	-	-	1
The campus should be free from politics	-	-	1	2	5	5	13
Internal Exams should be made more effective	-	1	-	-	10	-	11
Students should be offered access to online learning	1	1	-	1	12	-	15
Evening classes should be improved	-	-	-	-	9	1	10
Classes should be conducted in English medium	-	-	-	-	-	1	1
More qualified teachers should be appointed	1	-	-	-	3	1	5
More emphasis should be given to research and writing	-	-	-	-	11	1	12
Infrastructure should be developed	1	-	-	-	-	1	2
More resource material should be available for thesis writing	-	-	-	-	14	-	14
Thesis supervisors should be more serious	-	-	-	-	19	-	19
Students should be offered recreation facility	-	-	-	1	-	-	1
Classes should be divided into sections	3	-	-	-	-	-	3

The table shows that the graduates offered largest number of suggestions on teaching-learning environment of the campus. While master's level graduates provided

many suggestions related to improving evening classes, thesis writing, research, and writing, bachelor's level graduates focused on physical management aspects such as section division and time management. In both levels some common suggestions can be observed. They include making the campus free from political interference, conducting online learning, appointing more competent teachers and making examination more effective.

2.4.2 Quality of Education Delivered

The graduates were also asked about the quality of classes delivered by their teachers during their programs of study. Mostly uniformed responses have been obtained from the graduates across various programs. The ratings provided by the graduates regarding the quality of education delivered by teachers are summarized in Table 24 below.

Table 24

Graduates' Rating on Quality of Education Delivered

Particulars	Number of rates						Average Rating
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5(Excellent)	
BBS	-	-	-	4	14	12	4.26
B Ed			2	7	10	2	3.57
BA	-	-	-	-	2	5	4.71
B Sc	-	1	1	4	5	4	3.66
M Ed	1	2	5	27	76	43	3.97
MBS	-	-	2	-	7	15	4.45
Total	1	3	10	42	114	81	4.02

As we can observe in the above table, average response of the graduates on teachers' quality of delivery was highly satisfactory. In Most of the programs, the average rating was above 4, the highest being 4.71 in BA program. This seems strange, as this program has the lowest rate of employment rate. B Ed graduates provided the lowest average rating of 3.57. Yet, it is itself not a bad rating as it is above the mid-point rating (2.5). As the number of graduates provided low rates was very small, SMC can be satisfied with the quality of delivery by its teachers.

The graduates have offered some interesting suggestions to improve the quality of delivery by teachers. The following table shows those suggestions.

Table 25

Graduates' Suggestions for Delivery of Quality of Education

Suggestions	Number of graduates giving the suggestion						
	BBS	B Ed	BA	B Sc	M Ed	MBS	Total
Teachers should be sincere	-	-	1	-	7	-	8
Teachers should make more use of ICT in Classes	4	-	1	2	3	4	14
Teachers' quality should be improved	1	3	-	-	15	-	19
Teachers should be regular	1	2	-	1	19	-	23
Teachers should give remedial classes for weak students	-	1	-	-	6	-	7

Teachers should change the way of teaching	4	-	-	3	7	5	19
Faculty members should be developed	1	-	-	-	2	1	4
Visiting professors should be invited	-	-	-	-	1	-	1

The table shows that the biggest suggestions to improve the quality of delivery were improving the quality teachers, making teachers more regular, and asking changing the way of teaching. Teachers' regularity was highly emphasized by M Ed graduates. Another important suggestion obtained to improve the delivery was using technology in classroom. In fact this suggestion has come with emphasis probably because the graduates who provided this suggestion could rarely attend classes equipped with ICT. However, classes of SMC are different today.

2.4.3 Teacher-Student Relationship

Friendly relationship between teachers and students is very important in creating a good learning environment in and educational institution. It has been frequently realized that SMC maintains a good relationship between teachers and student as well as administrative staff and students/teachers. Yet, the graduates were asked to assess the relationship between teachers and students. Their responses are presented in the following table.

Table 26

Graduates' Rating on Teacher-Student Relationship

Particulars	Number of rates						Average Rating
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5(Excellent)	
BBS	-	-	1	1	11	17	4.47
B Ed		1	2	9	5	4	3.42
BA	-	-	-	1	2	4	4.42
B Sc	-	-	1	1	4	9	4.4
M Ed	-	-	-	7	48	99	4.69
MBS	-	-	1	3	6	14	4.37
Total	-	1	5	22	76	147	4.44

When we compare the information in this table with the information about other factors, it will be evident that the graduates were most satisfied with the teaching-learning relationship in the campus. The average rating of 4.44 should be considered highly impressive rating. In all the programs except B Ed the graduates provided the average rating above 4, which indicates that the student-teacher relationship in the campus is like that of a family. The graduates still offered some suggestions to make the relationship stronger. The suggestions given by the graduates are presented in the following table.

Table 27

Graduates' Suggestions for Improving Teacher-Student Relationship

Suggestions	Number of graduates giving the suggestion						
	BBS	B Ed	BA	B Sc	M Ed	MBS	Total
Teachers should be polite.	-	1	1	-	-	-	2

Administration should be polite	-	2	1	1	17	2	23
Student teacher relationship should be improved	-	-	-	-	1		1
Teachers should listen to students' opinions	-	-	-	-	4	-	4

Although the teacher-student relationship is at the level of satisfaction at present, some graduates still suggested that some teachers and administrative staff should be polite to students. Moreover, few graduates from M Ed program suggested some teachers to listen to students' opinions in classes.

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

The graduates were also asked to respond to the various facilities provided at the campus. In this section we have attempted to analyze the graduates' responses on those facilities. 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 biggest suggestion was that there should be sufficient books in the library. 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. A few graduates, especially from M Ed program viewed that scholarship and freeship should be granted without any discrimination. As the real users of the lab were B Sc graduates they have suggested updating the lab.

The responses provided by the graduates related to the campus facilities are summarized in the following sections.

2.5.1 Graduates' Response to Library Facility

It has been strongly realized that SMC does not possess a spacious library. In the previous tracer studies, the graduates suggested improving library. Before this study was carried out an attempt was made to add books. Therefore, this time the graduates have responded to the library facility with some degree of positivity. The graduates' ratings on the library facility are summarized in table 28.

Table 28
Graduates' Rating on Library Facility

Particulars	Number of rates						Average Rating
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5(Excellent)	
BBS	-	-	2	9	13	6	3.77
B Ed	1	-	4	7	6	3	3.23
BA	-	-	-	2	3	2	4.00
B Sc	-	-	-	6	9	-	3.6
M Ed	3	12	15	36	52	36	3.49
MBS	-	-	2	3	11	8	4.04
Total	4	12	23	63	94	55	3.57

The above table shows that the graduates gave average rating on the library facility. The table also shows that a large number of respondents gave positive response to library, with 4 and five ratings. MBS graduates provided the highest rating, and B Ed. graduates provided the lowest rating. M Ed. graduates' rating is slightly lower than the average rating of all the graduates.

The graduates' level of satisfaction on library facility is still not as high as it should be. Therefore, the suggestions collected from the graduates are worth considering. The following table presents the suggestions given by graduates to improve the condition of the library.

Table 29
Graduates' Suggestions about Library Facility

Suggestions	Number of graduates giving the suggestion						
	BBS	B Ed	BA	B Sc	M Ed	MBS	Total
Library should be improved (no specification of what should be done)	1	2	1	-	7	3	14
More books should be available in the library	-	3	-	-	27	2	32
E-library facility should be provided	4	1	-	-	11	1	17
Library should be open during campus time	-	-	-	-	9	-	9
Books should be updated	-	-	-	-	1	-	1
Provide reading room facility in the library	1	-	-	-	-	-	1

The table shows that the biggest suggestion given by the graduates to provide sufficient books in the library. Particularly, this suggestion was strongly given by M Ed graduates. In the same way graduates from most programs highly expected the campus to start e-library system. Some graduates mentioned that library should be properly managed, but they did not specify what exactly should be done to do so. One important suggestion obtained was that library should be open all the time. This suggestion was given mainly M Ed graduates, who occasionally got frustrated when they found the library closed in their evening shift.

2.5.2 Laboratory Facility

All the graduates included in the study did not use laboratories in their programs of study. The real users of the laboratory were the B Sc graduates. Therefore responses obtained from B sc graduates are most relevant. As graduates from other programs were also the population of the study, the responses of all the graduates are presented in the following table.

Table 30
Graduates' Rating on Lab Facility

Particulars	Number of rates						Average Rating
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5(Excellent)	
BBS	4	3	8	13	1	1	2.23
B Ed	-	1	3	6	6	5	3.52
BA	3	-	-	1	1	2	2.43
B Sc	-	5	2	3	5	-	2.53
M Ed	10	17	26	39	29	23	2.70
MBS	2	-	4	3	10	5	3.41
Total	19	26	43	65	52	36	2.77

As the table shows the graduates were not much satisfied with the lab facility provided at SMC. The average rating below 3 is the indication that the campus needs to take some steps in maintaining the lab up to date. Especially, B Sc graduates' dissatisfaction reflects the condition of the lab. Lowest and highest ratings were provided by BBS and B Ed graduates respectively, but their ratings are not very relevant.

The graduates especially from B Sc program provided only one suggestion related to the lab facility. The suggestion was to improve the condition of the lab. But they did not state how it should be improved.

3.5.3 Sports Facility

Sukuna Multiple campus has a spacious playground for organizing sports programs. However, the graduates were not much happy with the sports facility provided by the campus. Some responses provided by the graduates about sports are summarized in table 31 below.

Table 31
Graduates' Rating on Sports Facility

Particulars	Number of rates						Average Rating
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5(Excellent)	
BBS	-	-	8	4	13	5	3.5
B Ed	1	3	8	6	2	1	2.38
BA	-	-	-	2	2	3	4.14
B Sc	-	-	7	3	4	1	2.93
M Ed	7	19	30	33	41	24	3.00
MBS	1	1	1	6	9	6	3.62
Total	9	23	54	54	71	30	2.89

The table shows that the average rating of the graduates about sports facility was 2.89, which cannot be taken as a very good response. Yet, BA graduates provided the highest rating of 4.14. On the other hand B Ed graduates provided lowest rating of 2.38.

The suggestions provided by graduates on improving sports facility are presented in the following table.

Table 32
Graduates' Suggestions about Sports Facility

Suggestions	Number of graduates giving the suggestion						
	BBS	B Ed	BA	B Sc	M Ed	MBS	Total
Sports facility should be provided	-	1	-	1	7	1	10
Playground should be improved	1	-	-	-	-	1	2
More sports equipments should be available	-	-	-	-	2	-	2

As the table shows, the graduates strongly suggested organizing sports events more frequently. Some other suggestions included improving the playground and providing more playing equipments.

3.5.4 Canteen Urinals, etc.

Canteen and urinals are closely related to health of students, teachers and administrative staff. Therefore, they need to be clean enough. The graduates included in the study were asked assess the canteen and urinals facilities provided at the campus. Their responses are presented in the following table.

Table 33
Graduates' Rating on Canteen, Urinals, etc.

Particulars	Number of rates						Average Rating
	0 (Very Weak)	1 (Weak)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)	
BBS	-	-	5	5	12	8	3.76
B Ed	2	-	1	9	9	-	3.09
BA	-	-	2	-	4	1	3.57
B Sc	-	2	2	8	3	-	2.8
M Ed	-	5	17	51	49	32	3.55
MBS	1	-	1	7	4	11	3.91
Total	3	7	28	80	81	52	3.53

It can be observed in the table that the graduates were not much happy with the condition of canteen and urinals in the campus. The average rate of 3.53 indicates that the campus have to make some improvements to maintain them. The most satisfying response was provided by MBS graduates with 3.91 average rating, and the lowest rating was provided by B Sc graduates with 2.8 average rating.

Some suggestions have been collected from the graduates to improve the condition of canteen and urinals. The suggestions are listed in the table below.

Table 34
Graduates' Suggestions on Canteen and Urinals

Suggestions	Number of graduates giving the suggestion						
	BBS	B Ed	BA	B Sc	M Ed	MBS	Total
Canteen should be managed (no specification so what should be done)	-	1	1	1	1	1	5
Urinals should be clean	1	2	1	1	10	3	18
Canteen should be hygienic	1	2	-	-	13	3	19
Canteen should be more spacious	-	-	-	-	1	-	1

The list of suggestions in the table shows that the graduates had serious concerns over the condition of both canteen and urinals. They mainly focused on the management of clean canteen and urinals. These suggestions were provided by graduates from all the programs.

3.5.4 Other Facilities

In this section we have attempted to analyze the facilities which were not actually specified in the questionnaire, but mentioned by the informants. Those facilities were largely suggested by the graduates during collection. Major suggestions collected are listed in table 35 below.

Table 35
Graduates' Suggestions about Other Facilities

Suggestions	Number of graduates giving the suggestion						
	BBS	B Ed	BA	B Sc	M Ed	MBS	Total
General facilities should be managed	1	2	-	1	9	1	14
Transportation facility should be provided	4	-	-	3	16	1	24
Hostel facility should be provided	1	-	-	-	14	1	16
Cycle stand should be managed	1	-	-	-	-	-	1
Classrooms should be friendly for handicapped students	-	1	-	-	-	-	1
First aid facility should be improved	-	-	-	-	1	-	1
Scholarship and freeship should be fair	1	-	-	-	6	-	7
Help-desk should be more readily available	-	-	2	-	3	-	5

The table shows that the major suggestions given by graduates were making provision for general facility as well as specific facilities such as hostel and transportation facility. Other important facilities suggested by the graduates were making classrooms friendly for handicapped students, making help-desk more ready of service, improving first-aid service and making scholarship and freeship fair.

CHAPTER III MAJOR FINDINGS

The major findings of this study are based mainly on the analysis of the quantitative data collected from 251 respondents graduated from SMC in 2018. The findings have been obtained to meet the objectives of the study. The main objectives of the study were to find out the employment and further study status of the graduates, and to discover various issues related to the effectiveness of the educational programs conducted at the campus. The analysis of the relevant data obtained from the graduates is the main basis for the findings. The findings will provide relevant information on what sorts of graduates the campus has produced and how such graduates provide feedback. This will serve as the evaluation of effectiveness of the educational programs run at the campus. We hope that these findings will provide strong implications for the institutional reform of the campus. The main findings obtained from the analysis of the data are presented in the following sections.

3.1 Employment and Further Study Status of the Graduates

- xxi. Out of 251 traced graduates included in the study, 117 (46.61 %) were male and 134 (53.38%) female. It shows that the proportion of female graduates has significantly increased this year (In the last study, the proportion of the female graduates was (only 46.40%).
- xxii. The number of female graduates was higher in BBS, B Ed and M Ed programs, but they were outnumbered by male graduates in other programs.
- xxiii. Out of 251 graduates involved in the study, there were 153 employed graduates (57.46%) 45 unemployed graduates (20.36%) . 49 graduates were GPFS (19.52%), and they belonged to both employed and unemployed categories.
- xxiv. The percentage of employed graduates was significantly higher among males than among females (75.21%% as compared to 48.50%).
- xxv. Of the employed graduates, the proportion of males was 57.51% and that of the females was 42.48%.
- xxvi. Among six programs included in the study, the highest percentage of employed graduates was from MBS (87.5%) which was followed by M Ed (66.23%), B Ed (57.14%), BBS (43.33%), BA (28.57%), and B Sc (20 %). As expected, the proportion of employed graduates was higher in Master's programs as compared to bachelor's programs.
- xxvii. When compared to the data of the last batch, M Ed program has suffered an alarming decrease in its graduates' employment (66.23% compared to 86.53).
- xxviii. Among four study programs under Bachelor's level conducted at the campus, B Ed has produced the largest proportion of employed graduates (57.14%). B Sc has produced the lowest proportion of employed graduates (20%). This is probably because of a large number (86.66%) of Graduates Pursuing Further Studies (GPFS) from this program.
- xxix. Like previous years, the analysis on the basis ethnicity shows that the largest proportion of the employed graduates was from Brahmin and Chhetry communities. Out of 151 employed graduates, 106 (70.19 %) were from Brahmin and Chetry groups; 31(20.52%) were from Janjati group; 14 (9.27%) from Madhesi group, and 2 (1.32%) was from Dalit group.

- xxx. The table shows that the number of employed graduates was far greater than that of the unemployed graduates. In general, the number of males was larger than the number of females in the employed category.
- xxxi. Of the 152 employed graduates, 142 working in organizations and were 11 self-employed.
- xxxii. Among the graduates working in organizations, 46.47% graduates were working in government organizations; 42.25% were working in private organizations; 9.85% were working in public organizations; and 1.40% were working in NGOs/INGOs.
- xxxiii. Almost three fourth of the graduates' profession was teaching, as they specified their designations as teachers. The study shows that teaching has emerged as the common profession for graduates from all programs.
- xxxiv. There was a high degree of correlation between graduates' profession and the programs of study they attended. Almost three fourth of the graduates' profession was teaching, as they specified their designations as teachers. The table shows a high degree of correlation between graduates' profession and the programs of study they attended. For example, all the graduates from B Ed and 90.32% of the graduates from M Ed program responded that they were working at various schools as teachers.
- xxxv. Almost all (95.7%) of employed graduates working in organizations were full-time workers.
- xxxvi. The proportion of the self-employed graduates was relatively small, and they were found among the graduates from M Ed and BBS programs only.
- xxxvii. Females occupied larger proportion of the self-employed graduates in comparison to males.
- xxxviii. Out of 251 graduates involved in the study 45 (20.36 %) were unemployed. The rate of unemployment was considerably higher among females over males
- xxxix. 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.
- xl. There was higher number and percentage of the female GPFS over male GPFS.

3.2 Issues Related to Quality and Relevance of Programs

- xvi. The responses provided by the graduates regarding the quality of the programs were largely uniform, with the ratings between 3.57 and 4.71 in different programs.
- xvii. The average rate of 4.18 shows that the graduates were highly satisfied with the quality of the programs of their study. Very low number of rates for 0, 1, 2 and 3 is the indication that small number of graduates was dissatisfied with the quality of their programs. Only B Sc graduates seemed little discontented with the quality of their program of study.
- xviii. The graduates were highly satisfied with the contribution made by their programs in their professional requirements. The largest number of rates for 4 is the indication that the graduates were happy with the quality and relevance of the programs.
- xix. The graduates gave some suggestions for the improvement of quality and relevance of the programs.

3.3 Programs' Contribution to Graduates' Professional and Personal Development

- xx. On the whole the graduates had positive response towards the quality of their programs of study.
- xxi. Overall rates made by graduates regarding the contribution of their programs for their professional and personal development were highly positive. The average rate given by graduates on the contribution of the programs of study for their personal and professional development was 4.2 out of 5.
- xxii. As highly satisfied graduates (those who rated 4 and 5) occupy more than half of the graduates, it can be ascertained that on the whole they were satisfied with the way their programs fulfilled their professional and personal requirements.
- xxiii. Although the graduates seemed happy, they suggested some activities to ensure professional and personal development of future students at the campus. The biggest suggestion given by the graduates for professional and personal development was to launch new programs at the campus.
- xxiv. The main suggestion given by the graduates for their personal development was development of students' leadership skills.
- xxv. The graduates from all the programs of study provided the average rating of more than 3 for extracurricular activities conducted at the campus. Yet this cannot be taken as satisfying rating from the perspective of campus. Only MBS graduates provided the average rating of 4. In all the other programs the graduates did not seem highly contented with the extracurricular activities. The largest number of graduates gave 4 and 3 for the extracurricular activities.
- xxvi. Most of the graduates expected extracurricular activities to be conducted more frequently. This highlights the need to conduct more of such activities in the near future. They also suggested conducting such activities fairly and systematically.
- xxvii. The graduates provided average rating of 3.62 for their programs' contribution to problem solving ability. This shows a relatively high degree of graduates' assurance on the problem solving ability. Program wise comparison shows that the B Ed graduates were rather less confident on this matter. On the contrary, BBS graduates seemed highly satisfied with it. M Ed graduates were closest to the average rating.
- xxviii. The graduates who seemed interested in suggesting ways of development of students' problem solving ability focused on the use of practical activities and examinations as part of students' learning.
- xxix. Average rating of the graduates for work placement as well as internship was 3.16. The highest rate was provided by MBS graduates. However, BA students gave rather lower rates on these matters B Sc and M Ed graduate were close to the average rating.
- xxx. The biggest suggestion given by graduates for the effectiveness of work placement was that the campus itself should take some initiative in helping the graduates to find job. Another suggestion that was that students should be given occasional job training in addition to the regular classes. The graduates also suggested conducting internship so that job placement becomes easier.

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

- vii. On the whole the graduates provided highly positive responses to the teaching and learning environment of the campus. While there were few graduates who were discontented with the environment, the average rating of 3.90 shows that most of the graduates were happy with it. MBS graduates seemed most satisfied and B Sc graduates seemed least satisfied. Yet again B Sc. graduates' rating (3.8) itself can be taken as a highly positive responsive. Thus, overall teaching learning environment of the campus as perceived by the graduate is fairly satisfactory.
- viii. The graduates offered largest number of suggestions on teaching-learning environment of the campus. While master's level graduates provided many suggestions related to improving evening classes, thesis writing, research, and writhing, bachelor's level graduates focused on physical management aspects such as section division and time management. In both levels some common suggestions can be observed. They include making the campus free from political interference, conducting online learning, appointing more competent teachers and making examination more effective.
- ix. Average response of the graduates on teachers' quality of delivery was highly satisfactory (4.2). In Most of the programs, the average rating was above 4, the highest being 4.71 in BA program. B Ed graduates provided the lowest average rating of 3.57.
- x. The biggest suggestions to improve the quality of delivery were improving the quality teachers, making teachers more regular, and asking changing the way of teaching. Teachers' regularity was highly emphasized by M Ed graduates. Another important suggestion obtained to improve the delivery was using technology in classroom.
- xi. The graduates were most satisfied with the teaching-learning relationship in the campus, with average rating of 4.44. In all the programs except B Ed the graduates provided the average rating above 4.
- xii. In order to strengthen the relationship between teachers and students, some graduates suggested that some teachers and administrative staff should be polite to students. Moreover, few graduates from M Ed program suggested some teachers to listen to students' opinions in classes.

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

- xi. Most of the graduates in the survey expressed positive responses to the facilities provided at the campus. The biggest suggestion was that there should be sufficient books in the library. 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. A few graduates, especially from M Ed program viewed that scholarship and freeship should be granted without any discrimination. As the real users of the lab were B Sc graduates they have suggested updating the lab.
- xii. The graduates gave average rating (3.57) on the library facility. Majority of graduates gave positive response to library, with 4 and five ratings. MBS graduates provided the highest rating, and B Ed. graduates provided the lowest rating. M Ed. graduates' rating is slightly lower than the average rating of all the graduates.

- xiii. The biggest suggestion about library facility was to provide sufficient books in the library. Particularly, this suggestion was strongly given by M Ed graduates. In the same way graduates from most programs highly expected the campus to start e-library system. One important suggestion obtained was that library should be open all the time. This suggestion was given mainly M Ed graduates, who occasionally got frustrated when they found the library closed in their evening shift.
- xiv. The graduates were not much satisfied with the lab facility provided at SMC. The average rating below 3 is the indication that the campus needs to take some steps in maintaining the lab up to date. Especially, B Sc graduates' dissatisfaction reflects the condition of the lab.
- xv. The graduates especially from B Sc program provided only one suggestion related to the lab facility. The suggestion was to improve the condition of the lab. But they did not state how it should be improved.
- xvi. The average rating of the graduates about sports facility was 2.89, which cannot be taken as a very good response. Yet, BA graduates provided the highest rating of 4.14. On the other hand B Ed graduates provided lowest rating of 2.38.
- xvii. The graduates strongly suggested organizing sports events more frequently. Some other suggestions included improving the playground and providing more playing equipments.
- xviii. The graduates were not much happy with the condition of canteen and urinals in the campus. The average rate of 3.53 indicates that the campus have to make some improvements to maintain them. The most satisfying response was provided by MBS graduates with 3.91 average rating, and the lowest rating was provided by B Sc graduates with 2.8 average rating.
- xix. The graduates provided suggestions focusing on the management of clean canteen and urinals. These suggestions were provided by graduates from all the programs.
- xx. Other suggestions given by graduates were making provision for general facility as well as specific facilities such as hostel and transportation facility. Other important facilities suggested by the graduates were making classrooms friendly for handicapped students, making help-desk more ready of service, improving first-aid service and making scholarship and freship fair.

CHAPTER IV

IMPLICATIONS TO INSTITUTIONAL REFORM

- Increase in the number of graduates suggests that Sukuna Multiple has been able to improve the pass percentage of students, as the number of students is gradually decreasing. Yet teaching-learning needs to be improved with effective activities.
- Comparison of this year's data with that of last study shows that the proportion of female employed graduates has slightly increased. It shows that female graduates have got more access to jobs this year. However, the data still signal a big gap between the government's policy to employ women and discriminatory practice of choosing men as competent employees. This type of discriminatory practice has posed a big challenge in maintaining gender equality in the present day job market.
- Gender wise comparison shows that except among B Ed and BA graduates, the employment percentage was higher among males than among females. 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.
- Therefore more effective measures need to be adopted to strengthen female graduates' capacities.
- When compared to the data of the last batch, M Ed program has suffered an alarming decrease in its graduates' employment (66.23% compared to 86.53). This makes the concerned people to rethink on the way students of this program are being taught.
- Low employment rate of graduates from Bachelor's programs suggests that some solid actions need to be accomplished to improve effectiveness of teaching-learning process of these programs.
- Very low proportion of employed graduates from Dalit groups is the indication that people from these groups are still back getting employment. Therefore more effective measures need to be taken to bring them in the mainstream of education and to increase their employment rates.
- The number of graduates working government organizations is larger than the number of graduates working in private organizations. As jobs in organizations are easier to get the campus authority can contact the local private schools, industries and other organizations to increase the employment of its graduates in such organizations.
- The number of self-employed graduates is still low. The campus this indicates that the campus has failed to provide skill-based educations to students.
- 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 findings show that there is a strong correlation between the type of institutional program attended by the graduates and the type of employment they are engaged in. This indicates that the campus has been able to produce the graduates having employment of their choice.
- The graduates in this study seemed very satisfied with the teacher-student relationship, teaching-learning environment and quality of delivery. However, they were not very happy with the facilities provided by the campus. Therefore more attention needs to be paid to provide facilities to students.
- The graduates offered very interesting suggestions for the betterment of the campus. Many suggestions such as starting e-library, using technology in class, increasing teachers' regularity, offering job training to students, making help desk, etc. are worth considering.
- Many graduates from master's programs did not seem satisfied with thesis guidance, which needs to be considered very seriously.
- Graduates' suggestions to focus on research and writing can be highly appreciated.

CHAPTER V CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study targeted the students graduated from the campus in 2018. Students from six different programs (Three-Year BA, Four-Year BBS, Three-Year B Ed, Four-Year B Sc, M Ed and MBS) of four faculties (Humanities and Social Sciences, Education, Management and Science) have been selected. Thus one change has been made in the educational program selected for the study this year. Unlike the previous years, Four-Year BBS program has been included, and it has replaced Three-Year BBS program.

Out of 251 traced graduates included in the study, 117 (46.61 %) were male and 134 (53.38%) female. It shows that the proportion of female graduates has significantly increased this year (In the last study, the proportion of the female graduates was (only 46.40%). The number of female graduates was higher in BBS, B Ed and M Ed programs, but they were outnumbered by male graduates in other programs. M Ed produced the largest number of (154) graduates and BA produced the lowest number of (7) graduates. The number of female graduates was slightly larger than the number of male graduates.

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

As the findings show, the number of employed graduates was far greater than that of the unemployed graduates. There were 153 employed graduates (57.46%) 45 unemployed graduates (20.36%) . 49 graduates were GPFS (19.52%), and they belonged to both employed and unemployed categories. The percentage of employed graduates was significantly higher among males than among females (75.21% as compared to 48.50%). Of the employed graduates, the proportion of males was 57.51% and that of the females was 42.48%.

Among six programs included in the study, the highest percentage of employed graduates was from MBS (87.5%) which was followed by M Ed (66.23%), B Ed (57.14%), BBS (43.33%), BA (28.57%), and B Sc (20 %). As expected, the proportion of employed graduates was higher in Master's programs as compared to bachelor's programs.

The number of graduates working in organizations was found far larger than that of the self-employed graduates. The number of graduates working in government organizations was slightly higher than that of the graduates working in private organizations. Almost three fourth of the graduates' profession was teaching, as they specified their designations as teachers. The table shows a high degree of correlation between graduates' profession and the

programs of study they attended. For example, all the graduates from B Ed and 90.32% of the graduates from M Ed program responded that they were working at various schools as teachers.

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.

Majority of the graduates seem convinced with the quality and relevance of the programs of study available in this institution. Yet, some were not fully satisfied with the facilities provided to the students.

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. However, the campus should take responsibility of the graduates' failure to get employment and adopt effective measures to increase the chance of graduates' employment.

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.
- This time it has been discovered that there was high degree of correlation between graduates' profession and the programs they attended. Yet some of the graduates from BBS and BA programs were found to be teaching at schools. Graduates from these programs generally aspire to get jobs in banking finance and government offices, but they are ultimately likely to become teachers. Therefore, serious consideration should be made about the job placement of those graduates in banking, industry, business and management sectors and government offices.
- 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.
- Many graduates were not satisfied with the library and lab related facilities in the campus. Especially graduates from Master's programs strongly suggested providing sufficient books in the library. Therefore, immediate actions should be made to add more reading materials in the library. It is also necessary to upgrade the quality and condition of science lab, as many of the B Sc graduates suggested improving it.
- Some graduates had serious complaints about the quality and regularity of teachers. They also suggested faculty development 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 suggested 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.



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