

## **Chapter I**

### **INTRODUCTION**

#### **1.1 Background/ Rationale**

Siddhajyoti Education Campus is located at Kamalamai Municipality-4, Phosretar, Sindhuli, initially with a view to providing access to higher education to the local community, and imparting quality education to all. The credit of establishing this campus goes to Janajyoti Higher Secondary School. The school assisted the campus by providing monetary assistance for the physical infrastructure, and also by sharing its playground and the furniture in the initial phase.

Siddhajyoti Education Campus is community based campus affiliated by Tribhuvan University (TU). It was established in 2063 B.S due to active participation of local community. Mainly, this campus is launching different kind's educational programs in Bachelor level and Master level as well. Now, this campus runs M .Ed. programs in English Education and Nepali Education. Likewise it also runs B.Ed. programs in English, Nepali, Mathematics, population Education, Health and Physical education. This campus was established to produce trained teachers for school level. It has already completed research based training, training on culture of inquiry, course refresher for compulsory Nepali of B Ed 1st year, seminar, workshop, capacity building training for college teachers utilizing University Grants. Now its production is working in different fields, mainly in educational field according to its pre-established aim. It highly believes that teaching without research and inquiry is not possible in this ever-changing world.

The campus has planned to be a multiple campus having Bachelor and Master Programs of other faculties in different subjects. The campus has 201 students now. It is planning to increase the number of students by providing quality education. The campus has enough capacity and facility to provide education to even more number of students. The campus has a capable mass of teachers and cadres. They are trained and research-based faculties. They are devoted, dedicated and responsible in every activity of campus either in regular class or in extra/social activities.

The campus has been producing qualified and competitive human resources in market for the last seven years. Many Bachelor and Master Graduates have been produced by the campus so far. All the products of this campus are working in their respective fields.

University Grants Commission has launched Higher Education Reform Project (HERP) to uplift the status of campuses within Nepal. For the same, Siddhajyoti Education Campus (SJEC) has sought to have this opportunity. SJEC has been selected for HERP program, and the

campus has already signed the MoU with the UGC at Ratnanagar, Chitwan, too. The campus has already submitted 5-years strategic plans, annual plan and program 2073/074 and annual procurement plan 2073/074 to UGC and these plans and programs are approved by UGC. The campus has submitted other documents of HERP as per notice of UGC. Tracer study is a component of the HERP. Thus, the CMC of SJEC has constituted a 4 -member task team to conduct tracer study.

A tracer study of graduates is regarded as an appropriate means of assessing the results of an educational institution, as it brings together certain basic information related to the level of employment amongst graduates, and assembles their experience about their program of study and about their employment. In this way it helps to find out about their previous and current work position and the connection between educational qualifications and required work skills. The information obtained from the results of a tracer study also indicates the deficits in a program of study offered by an academic institution and serve as a momentum for future planning, at both the institutional and national levels.

With this view in mind, Siddhajyoti Education Campus has undertaken this study with the assistance of University Grants Commission, Nepal. As can be seen in the following sections, we have attempted to carry out an analysis of what extent the graduates are employed and how long it takes them to secure employment in the job market. Moreover, we have tried to assess the relative standard of living of different categories of graduates such as gender, age program of study, area of employment, and so on. Hence, it is an endeavor to sketch a rough picture of the state of the graduates from this campus.

## **1.2 Objectives of the Study**

The objectives of this study were:

- a) To find out the employment status of the graduates
- b) To analyses the characteristic, expectation and aspirations of graduates
- c) To collect the employment experience of the graduates
- d) To measure the contribution of the programs of studies to graduates personal development and quality and relevance the program of study to the areas of employment

### **1.3 Institutional Arrangement to conduct the study**

The Campus Management Committee has decided to form 4- member Task Team for tracer study which is as follows:

- 1) Mr. Yam Prasad Pandey - Coordinator
- 2) Mr. Nani Babu Ghimire - Member
- 3) Mr. Durga Prasad Niraula - Member
- 4) Mr. Tribhuvanpati Vaskar Thapa - Member

Members of task team, and teaching and non-teaching staff are involved in carrying out tracer study in the leadership of Coordinator of task team,.

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

Having been selected in HERP, as per the rule of UGC, this Campus has taken the graduate students who have completed their Bachelor and Master degree in 2015 AD for tracer student. The following program and batch are selected for tracer study:

- a) Bachelor in Education (B.Ed.) - 2015 (Passed out Batch)
- b) Master in Education (M.Ed.) - 2015 (Passed out Batch)

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

The tool of data collection for this study was questionnaire. The task team of tracer study of this Campus, first of all, contacted the graduate students and distributed the questionnaire. The graduates returned the questionnaire by answering them. The task team, other teaching and non-teaching staff helped the graduates to fill up the questionnaire through telephone, viber, e-mail and facebook.

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

This study covered the graduates of B.Ed. and M.Ed. of Education faculty. Employed, unemployed and graduates pursuing further studies were studied. Employed graduates were pursuing only full-time work .

The study had the following limitations:

- a) Only twenty one students were included for this study.
- b) The tool for study is only questionnaire.
- c) The study analyzed the graduates from the year 2015 only.

## Chapter II

### DATA PRESENTATION AND ANALYSIS

#### 2.1 Employment Status of the Graduates

This report shows the status of the graduates who have passed out in the year 2015 from this campus.

##### 2.1.1 Employed Graduates

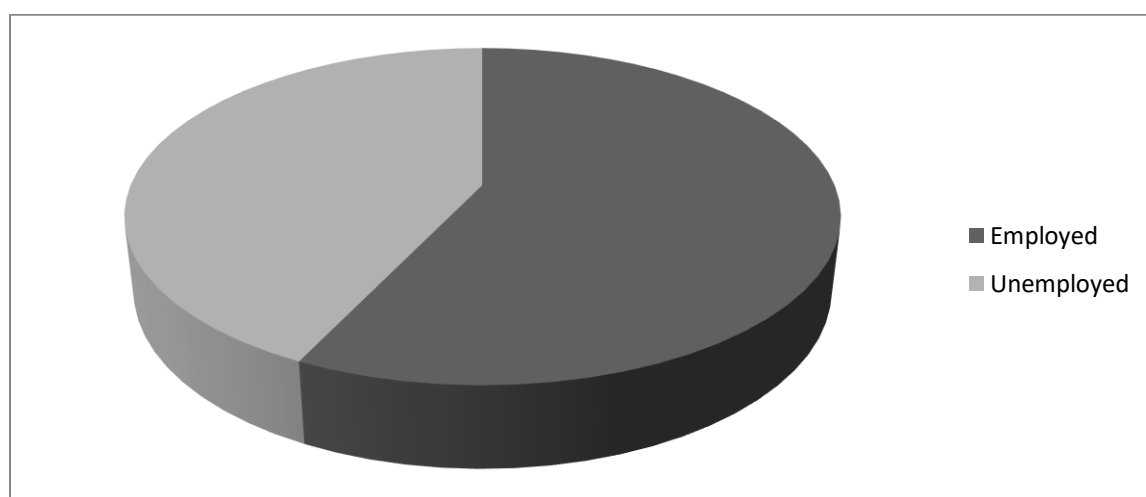
The table below shows the number of students graduated from this campus in terms of gender and employment:

###### 2.1.1.1 Employed Graduates from each program

The following table shows the number of B.Ed. and M.Ed. graduates in terms of employment:

**Table No. 1: Employed Graduates from each program**

Program	Number of Graduates			Number of Employed			% of Employed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
B.Ed.	4	11	15	3	3	6	75	27.27	40
M.Ed.	3	3	6	3	3	6	100	100	100
Total	7	14	21	6	6	12	85.71	42.86	57.14



**Figure 1: Employed Graduates from each program**

The figure above shows the percentage of employed and the unemployed graduates. There are 4 males and 11 females who have completed their bachelor degree in the year 2015. Among them,

3 males and 3 females are employed. From this fact we can say that more males are employed than females. On the other hand, all the master's level graduates are employed irrespective of their gender. As a whole, the equal number of males and females are employed in all.

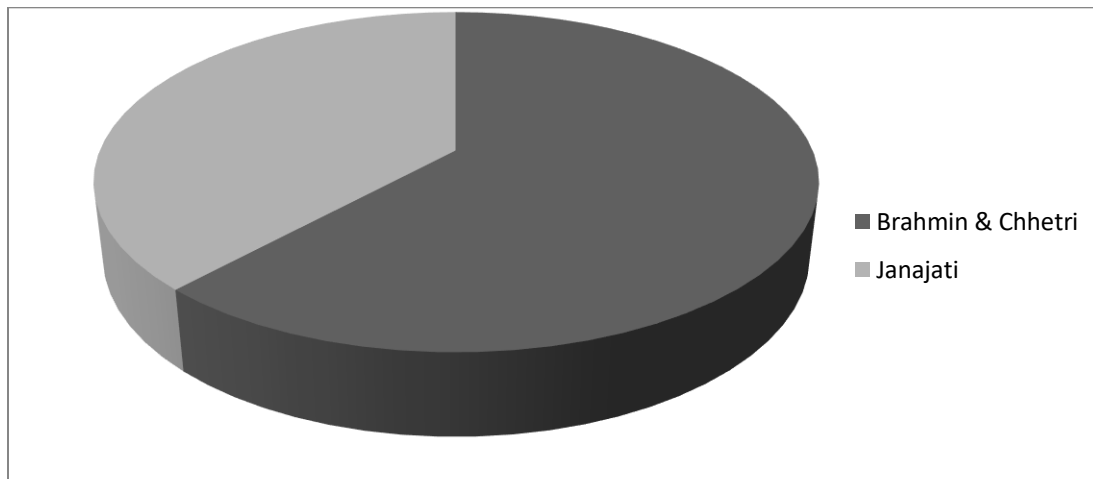
The fact shows that those who have completed their M.Ed. level study have been engaged in jobs and therefore, employers have got more opportunity to get employed than that of Bachelor level graduates. On the other hand, the master's level graduates take initiatives to be engaged in jobs of some sort and they look confident for job hunt after completing their study. The other fact is that the female section of the graduates have taken up jobs off and on, and since the more number is that of males, the reason behind it is that the females are temporarily unemployed due to marriages, child delivery and other domestic causes.

### 2.1.1.2 Employed Graduates from Ethnic group

The table below reveals the number of graduates in terms of ethnicity.

**Table No. 2: Ethnic Group of the Graduates**

Program	Ethnic Group			
	Brahmin & Chhetri	Janajati	Madhesi	Total
Employed	5 ( 23.81 %)	7 ( 33.33%)	0	12 (57.14%)
Unemployed	8 ( 38.1 %)	1( 4.76%)	0	9 ( 42.86%)
Total	13 ( 61.9%)	8 (38.1%)	0	21 ( 100%)



**Figure 2: Ethnic Group of the Graduates**

The figure above shows the employed and unemployed Brahmin & Chhetri, and Janajati out of 21 graduates. The employed Janajati graduates are higher than Brahmin and Chhetri graduates.

Similarly, unemployed Brahmin and Chhetri are 38.1 percent which is more than Janajati which is 4.76 percent only.

The positive discrimination policy by the state regarding the employment to include Janajati in ratios might have given more chances to them for getting jobs in abundance in comparison to Brahmins and Chhetris. Furthermore, this locality of Sindhuli district is inhabited by Tamang ethnic group. For this reason, it is usual for the Tamang Janajati to get employed more in number than other ethnic groups. Sindhuli accommodates less Madhesi students. Although we can see some Madhesis around, they are mostly engaged in businesses, there is quite less number of Madhesi students pursuing their higher study.

### 2.1.1.3 Employed Graduates by Types of Work

The table below shows the population in terms of work types:

**Table No. 3: Employed Graduates by Type of Work**

<b>Program</b>	<b>Full-time</b>	<b>Part-time</b>	<b>Self-employed</b>	<b>Total</b>
B.Ed.	6 (50%)	-	-	6 (50%)
M.Ed.	6 (50%)	-	-	6 (50%)
Total	12 (100%)	-	-	12 (100%)

It is clear from the table above that the equal number of graduates in both the programs B.Ed. and M.Ed. have the same percentage of full-time work. Neither of them is part-timer nor are they self-employed. The data have been taken out of twelve job holders.

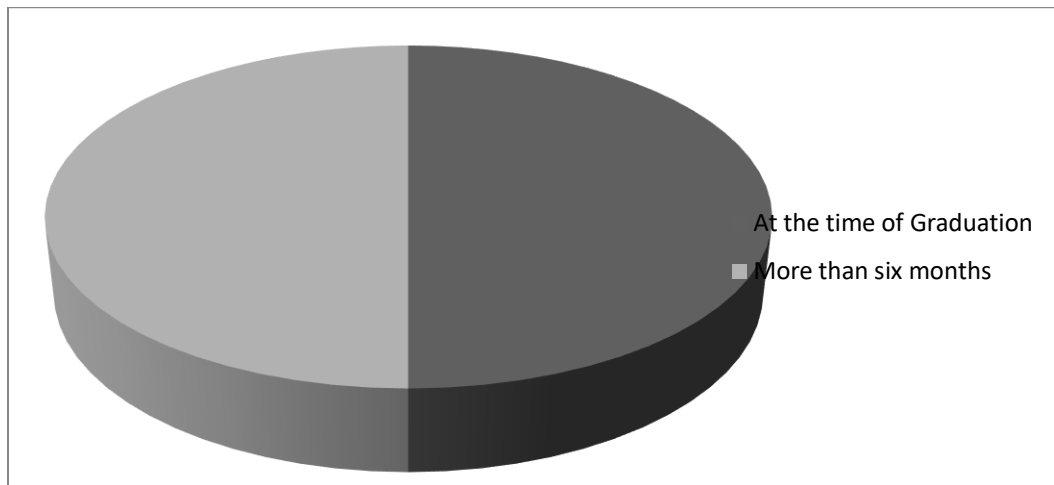
The geographical location of Sindhuli is such that if it provides opportunity to one person, s/he cannot go to other places for employment for part time or overtime jobs. There are some reasons as to why many graduates want to be full timers are: First, after completing their master's level study, they cannot pursue their higher study in Sindhuli district and therefore, it is not necessary to be part timer for the sake of study. Second, there are less institutions that provide more part time jobs in this locality. Third, there is high risk in being self employed. In case their products are not sold, then whatever small amount they have invested falls victim of depression in the market. And finally, it is the general trend to go for foreign employment better than investing money in business in the local market.

### 2.1.1.4 Time Taken by Graduates to Get Employment

The time taken by the graduates to become employed is given below in the table:

**Table No. 4: Time Taken by Graduates to Get Employment**

Time Taken	Program		
	B.Ed.	M.Ed.	Total
Employed at the time of Graduation	3 (25%)	3 (25%)	6 (50%)
within one month			
within 1-3 months			
within 3-6 months			
More than six months	3 (25%)	3 (25%)	6 (50%)
Total	6 (50%)	6 (50%)	12 (100%)



**Figure 3: Time Taken by Graduates to Get Employment**

Twenty five percent respondents from Bachelor and the same percentage from master's level were employed at the time of graduation. The remaining 25 % each from B.Ed. and and M.Ed. program were employed after six months of their graduation. In short, the figure above presents that there are equal percentage of graduates who were employed at the time of graduation and getting employed after more than six months.

While analyzing the data, we can say that some of the graduates feel it more pressing need to continue their study for promotion in their jobs and the next is that they have understood the importance of study that comes to use at any time of their employment. On the other

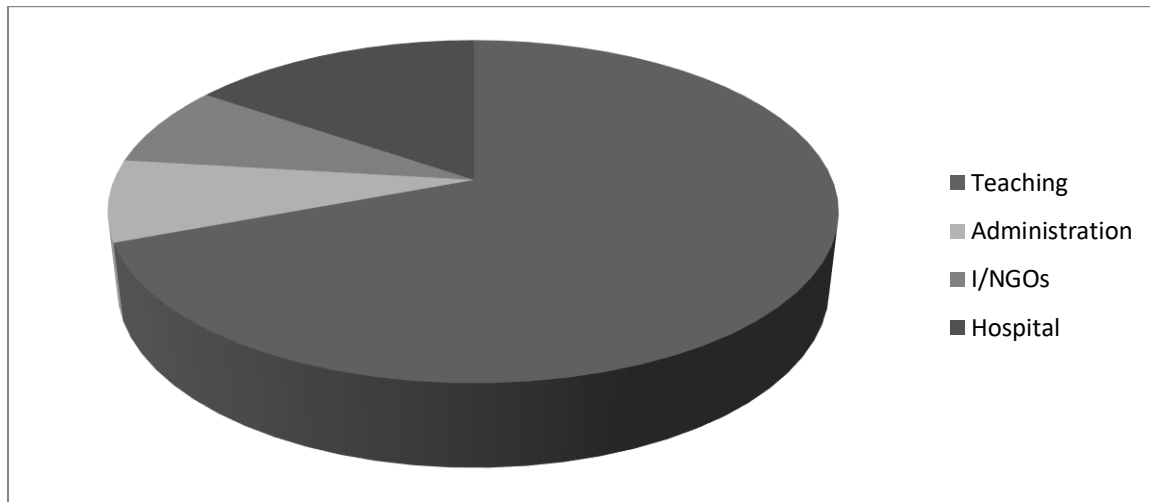
contrary, some students prefer to join higher study so that they can employed quickly because the fact shows that they have been employed not more than six months to get employed.

### 2.1.1.5 Employment of Graduates by Area

The following table shows the number of graduates in terms of area:

**Table No. 5: Employment of Graduates by Area**

Program	Teaching	Banking and Finance	Administration	I/NGOs	Hospital	Total
B.Ed.	2 (16.67 %)		1(8.33 %)	1 (8.33 %)	2 (16.67 %)	6 (50 %)
M.Ed.	6 (50 %)					6 (50 %)
Total	8 (75 %)		1 (8.33 %)	1 (8.33 %)	2 (16.67 %)	12 (100 %)



**Figure 4: Employment of Graduates by Area**

Among twelve job holders, 16.67 percent from Bachelor and 50 percent from Master's level are engaged in teaching profession, which, of course, is natural to them for being the students of Education faculty. There is 8.33 percent in the administration and the equal in the I/NGOs, and 16.67 in the hospital. Overall, the graduates seem to prefer teaching to other professions.

The more number of graduates choosing teaching profession is due to their study as this campus is an Education campus; it is natural for the students to get more jobs in teaching because of their knowledge and experience they have received from the compulsory internship of practice teaching. Conversely, the next reason for the graduates to take up other jobs is because there are limited seats in teaching profession in this locality.

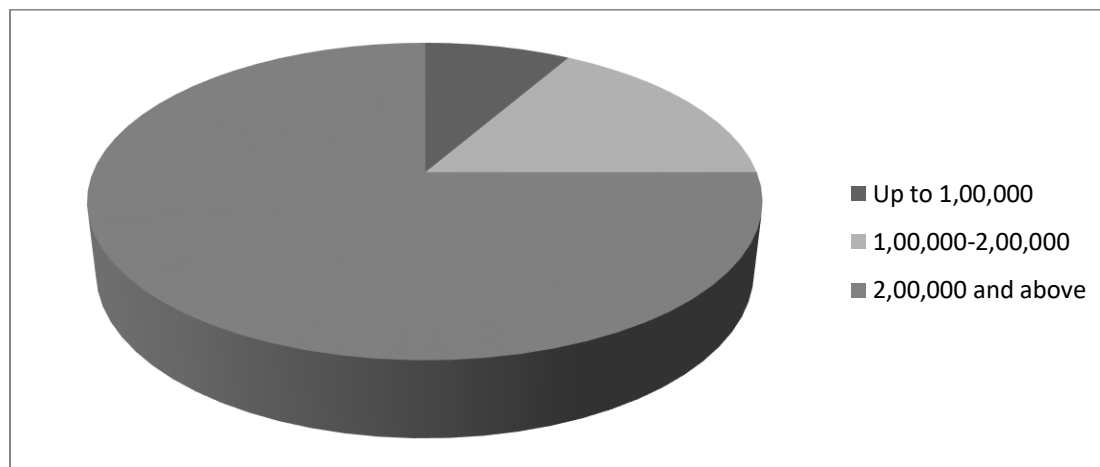


### 2.1.1.6 Employment by Annual Income

The table below shows the number of graduates collecting annual income in various ranges:

**Table No. 6: Employment by Annual Income**

Income	B.Ed.	M.Ed.	Total
Up to 1,00,000	1(8.33%)		1(8.33%)
1,00,000-2,00,000	2 (16.67%)		2 (16.67%)
2,00,000 and above	3 (25%)	6 (50%)	9 (75%)
Total	6 (50%)	6 (50%)	12 (100%)



**Figure 5: Employment by Annual Income**

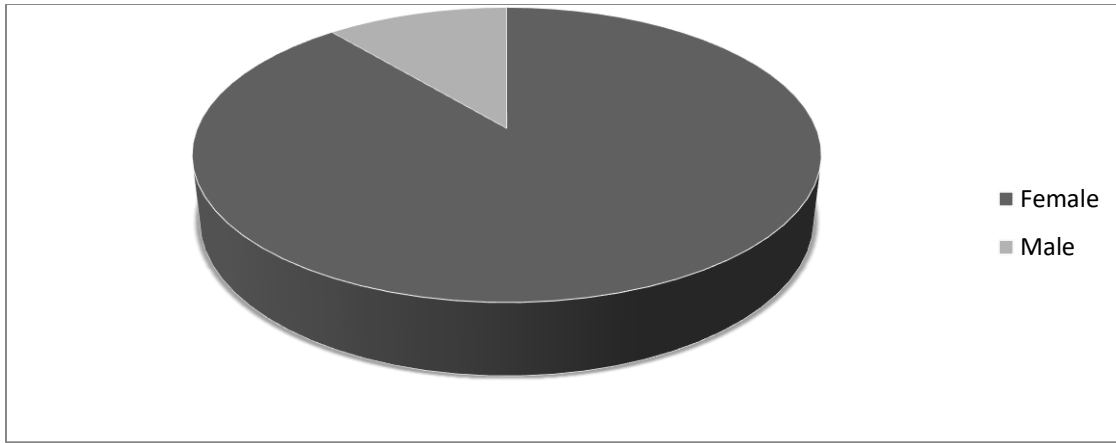
Of the twelve employed graduates, 8.33 percent of the Bachelor level earns Rs.1 lakhs annually while 16.67 percent earns Rs.2 lakhs annually and 25 percent earns above 2 lakhs annually. Similarly, 50 percent from Master's level earns above Rs. 2 lakhs annually.

### 2.1.2 Unemployed Graduates at the Time of Study

The number of unemployed graduates at the time of study is given in the table below:

**Table No. 7: Unemployed Graduates at the Time of Study**

Program	Number of Graduates			Number of Unemployed			% of Unemployed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
B.Ed.	4	11	15	1	8	9	4.76	38.1	42.86
M.Ed.	3	3	6	-	-	-	-	-	-
Total	7	14	21	1	8	9	4.76	38.1	42.86



**Figure 6: Unemployed Graduates at the Time of Study**

The percent of unemployed male graduates at the time of study is 4.76 and that the unemployed female graduate is 38.1 percent out of 21 respondents. The figure shows that the percentage of unemployed female graduates is quite higher.

The females have been found to be less engaged in jobs while undergoing their graduation because they have to actively carry on their domestic works as a daughter-in-law or daughters. They are traditionally bound to do their works other than holding jobs.

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

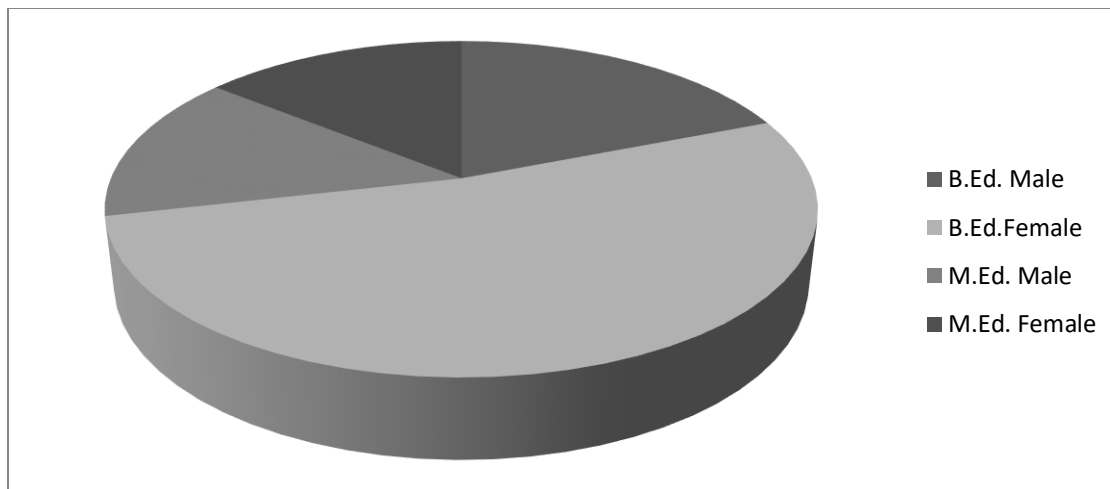
This section deals with the gender wise, age-wise and ethnicity-wise characteristics of graduates, and their socio-economic background in terms of their parents' educational background and occupation.

#### **2.1.3.1 The Gender-wise proportions of all respondents from each program**

The Gender-wise proportions of all respondents from each program are presented in the following table:

**Table No. 8: Gender-wise Proportion from each Program**

<b>Program</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
B.Ed.	4 (19.1 %)	11 (52.4 %)	15 (71.43 %)
M.Ed.	3 (14.3 %)	3 (14.3 %)	6 (28.57 %)
Total	7 (33.33 %)	14 (66.67 %)	21 (100 %)



**Figure 7: Gender-wise Proportion from each Program**

The male respondents from Bachelor level are 19.1 percent whereas the females are 52.4 percent. Similarly, the male respondents from Master's level are 14.3 and that is the same percent of female respondents. The number of female graduates in B.Ed. program is higher in comparison with the male ones.

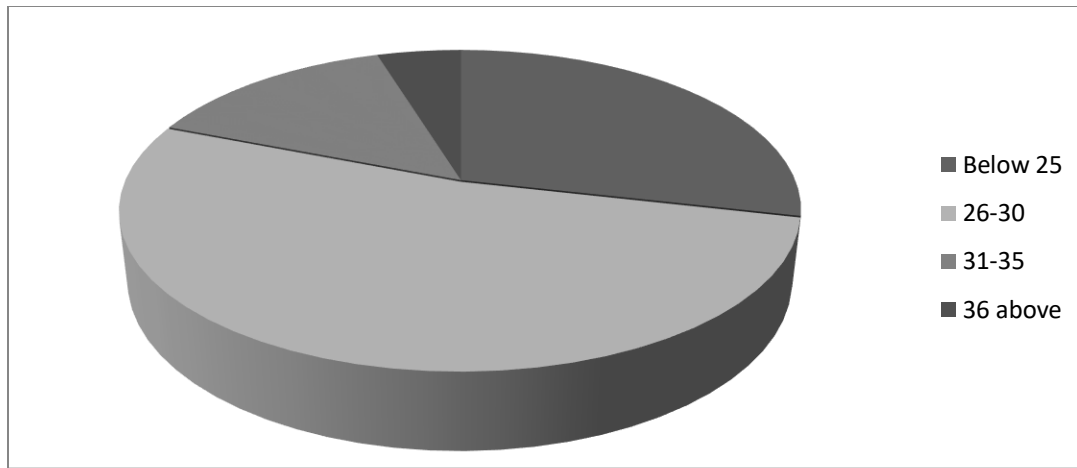
What can be inferred from the data is that most of the females are pursuing their higher level education in comparison to males. They are doing so for the reason that they have the possibility of getting employed according to the recent change in government regulation that gives priority to the females. Likewise, the price hike in the market and the change in life style does not satisfy the demand of necessary things and therefore, the males cannot stick up to the comparatively low income from the jobs and try for abroad.

### 2.1.3.2 Proportion of Respondents by Age Group

The age-wise proportion of all graduates is given in the table below:

**Table No. 9: Proportion of Respondents by Age Group**

Age Groups	Male	Female	Total
Below 25	2	4	6 (28.57%)
26-30	2	9	11 (52.38 %)
31-35	2	1	3 (14.29 %)
36 above	1		1 (4.76 %)
Total	7	14	21 (100 %)



**Figure 8: Proportion of Respondent by Age Group**

A total of 28.57 percent of respondents are below 25 years of age. The most number of respondents belong to the age group 26-30, which is 52.38 percent. Comparatively, the age group 31-35 is lower with 14.29 percent while the least is the 36 and above age group which is only 4.76 percent. The figure above expresses that the graduates with the age group 26-30 is higher than other groups.

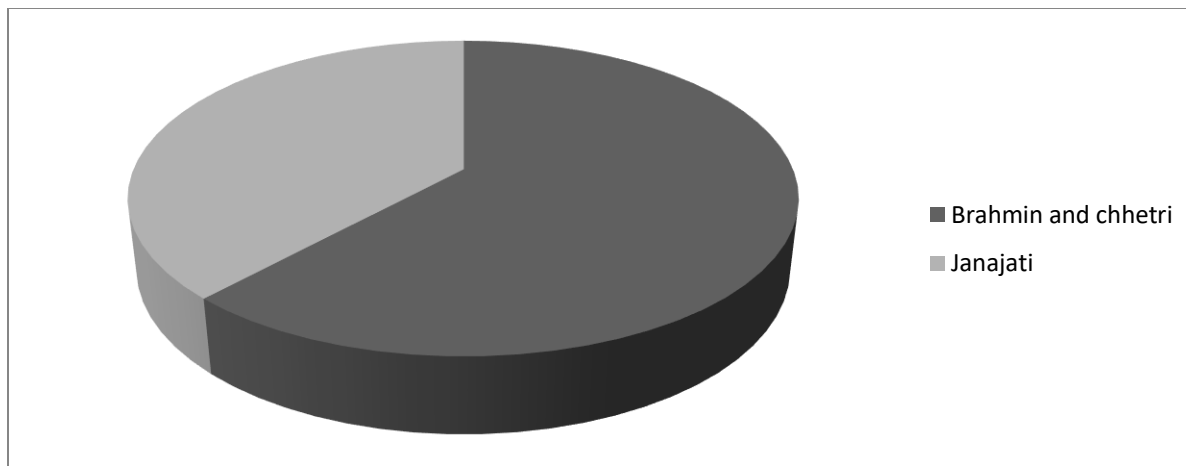
The figure above expresses that the graduates do not seem to continue their study actively and regularly. It looks like they have alternative priority areas other than study. They hunt some jobs due to their poor economic condition at the earliest. They appear to have pursued their study only as a way to get certificate in hand in their leisure time. The other reason is that they pass out their level of study not regularly because they do not give full time for the study and rather they take study as a thing to be done slowly and gradually.

### 2.1.3.3 Proportion of Respondents by Ethnic Groups

The table below shows the graduates in terms of ethnic group:

**Table No. 10: Proportion of Respondents by Ethnic Groups**

Ethnic Groups	Male	Female	Total
Brahmin and Chhetri	3	10	13 (61.9%)
Janajati	4	4	8 (38.1%)
Madhesi	-		
Dalit	-		
Total	7	14	21 (100%)



**Figure 9: Proportion of Respondents by Ethnic Groups**

The figure shows that Brahmin and Chhetri section of ethnicity is more. This group amounts to be 61.9 percent while the Janajati are lower with 38.1 percent out of 21 respondents. Madhesi and Dalits are none among them.

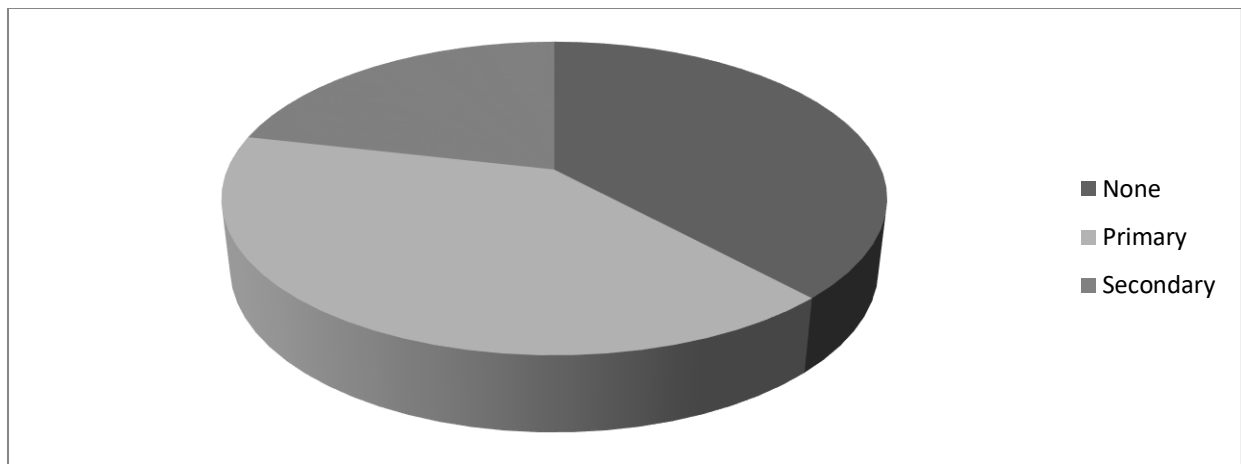
Janajati students have not taken the study seriously. The reason could be: family environment and poor economic condition.

#### **2.1.3.4 Parents' Education**

The percentage of parents' education of the graduates is presented in the following table:

**Table No. 11: Parents' Education**

<b>Education Level</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
None	4	12	16 (38.1%)
Primary	9	8	17 (40.48%)
Secondary	8	1	9 (21.43%)
Higher	-	-	-
<b>Total</b>	<b>21</b>	<b>21</b>	<b>42 (100%)</b>



**Figure 10: Parents' Education**

The table presents the number and percentage of respondents' parents in terms of their education. The number of parents having no education at all is also alarming, which comes out to be 38.1 percent out of 42 altogether. The worse is the number of mothers which is three times more than that of fathers who are uneducated. The parents of respondents who received primary education is 40.48 percent which is the largest among the group and is somewhat equal between the males and females. The percent of parents having received secondary education is 21.43, in which male parents make a good percent while the female is a way down. The figure presents that there is only a slight difference between the non-educated parents and primary level-educated parents, although the latter ones are more.

The evidence from the tracer study shows that parents' education relies largely upon tradition because the females have been found uneducated or less educated while male parents have had at least basic education. Although the number of parents having higher education is nil, the trend of learning by females is in the rise.

### 2.1.3.5 Parents' Occupational Status

The record of the parents' occupational status is presented in the following table:

**Table No. 12: Parents' Occupational Status**

Occupation	Father	Mother
Job Holder	-	
Teacher	2(9.52%)	
Business	-	
Ex-army (EX)	1(4.76%)	

Army	-	
Self Employed	2(9.52%)	
Agriculture	16 (76.2%)	
Foreign Employees	-	
Housewife	-	21(100%)
Total	21 (100%)	21(100%)

From among the parents' occupation, 4.76 percent are teachers, 2.38 percent are Ex-army, 4.76 percent are self-employed and the highest one 38.1 percent are engaged in agriculture. It is apparent from the figure that all of the mothers are housewives while most of the fathers are farmers, and only a few hold other jobs.

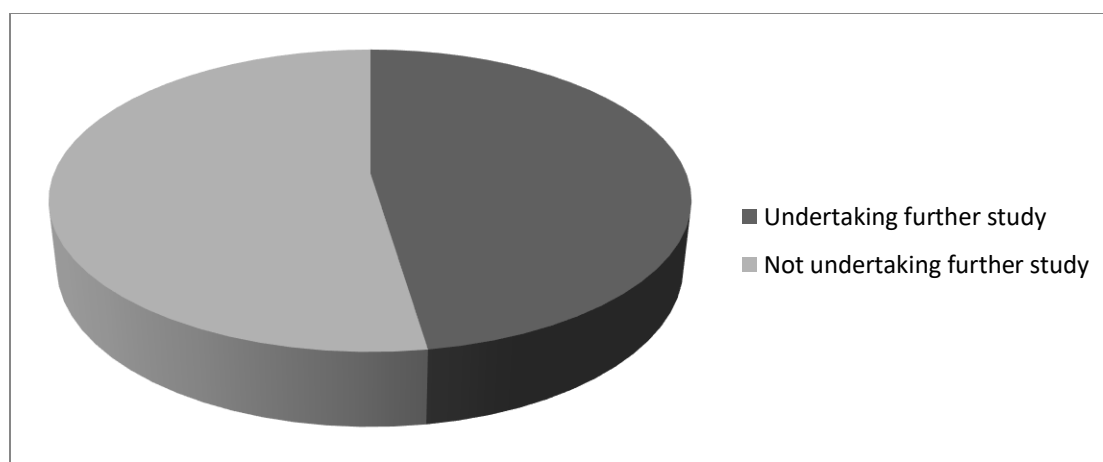
The table reveals that many of the male parents are parents which the national trend. And the maximum number of female parents is housewives who do not seem to hold the aspirations of their own. They play supportive roles to their husbands particularly in the agriculture.

### 2.1.3.6 Graduates Undertaking Further Studies

The table below presents the data of graduates undertaking further studies:

**Table No. 13: Graduates Undertaking Further Studies**

Further Study Program	Undertaking		Total	Not undertaking		Total	Grand Total
	Male	Female		Male	Female		
M.Ed.	3(14.29%)	7(33.33%)	10(47.62%)	4	7	11	21 (100%)
M.Phil.	-	-	-			-	
Total	3(14.29%)	7(33.33%)	10(47.62%)	4	7	11	21(100%)



**Figure 11: Graduates Undertaking Further Studies**

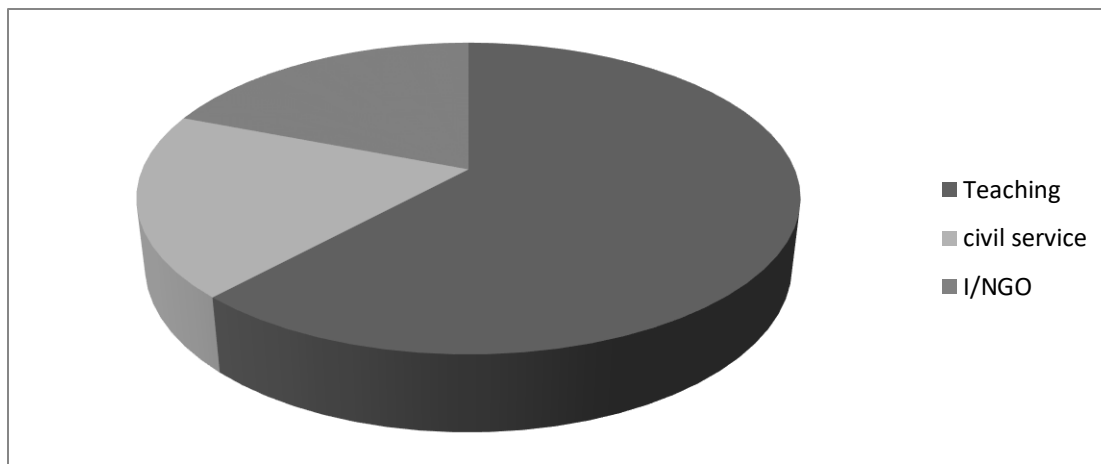
In the table above, we can see that 33.33 percent of females are pursuing their further studies. But, only 14.29 percent of the males are doing their Master's level study which is less in comparison with the female percentage. The total pursuant of the higher study is 47.62 percentages. The percentage is taken out of 21 respondents.

### 2.1.3.7 Graduates' Aspirations before Embarking their Academic Degree

The table below supplies the record of the graduates' aspirations before embarking their academic degrees:

**Table No. 14: Graduates' Aspirations before Embarking their Academic Degree**

Aspired occupation	Male	Female	Total
Teaching	5	8	13 (61.9%)
Banking and Finance			
Management & Administration			
Civil Service	1	3	4(19.1%)
I/NGO	1	3	4 (19.1%)
Total	7	14	21(100%)



**Figure 12: Graduates' Aspirations before Embarking their Academic Degree**

Out of 21 respondents, 61.9 percent of graduates had aspired to become teacher, 19.1 percent in the civil service and 19.1 percent in I/NGO in future. The figure presents that most of the respondents aspired to become engaged in teaching after being graduated. The female respondents wished to become a teacher more.

Since this campus runs only education faculty, the maximum number of respondents are engaged in teaching profession. Commerce and Management is not the subject taught in the



campus. Therefore, none is engaged in such profession. The trend shows that teaching will remain the highest sought for job in the coming days.

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

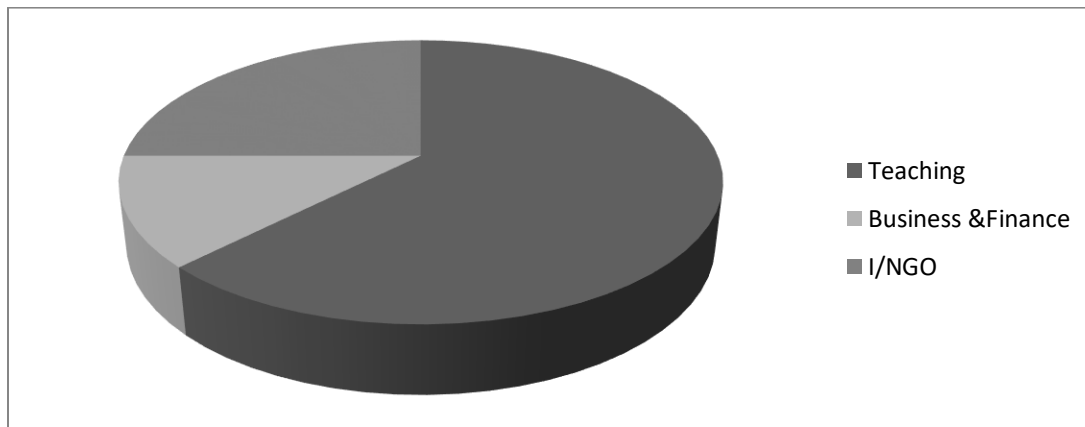
The following table shows the employment experience of the graduates and other issues:

##### 2.1.4.1 Past Work Experience by Area

The graduates' past work experience is presented in the following table:

**Table No. 15: Past Work Experience by Area**

Occupation	Male	Female	Total
Teaching	2	3	5 (62.5%)
Agriculture			
Business & Finance		1	1 (12.5%)
NGO/INGO	1	1	2 (25%)
Total	3	5	8(100%)



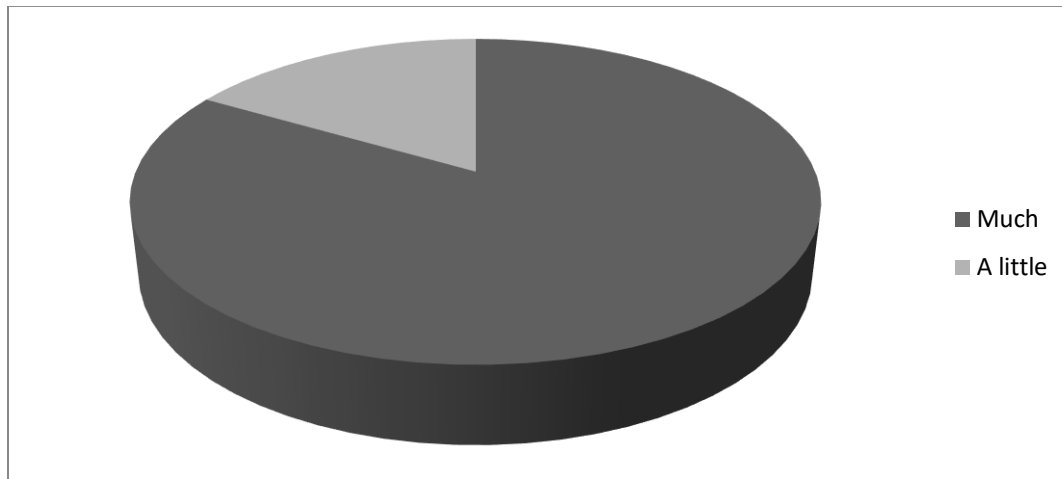
**Figure 13: Past Work Experience by Area**

The students embarking on their higher studies were mainly from the teaching profession and to sharpen their skill and performance , they got admitted to this institution.

### 2.1.4.2 Level of Job Satisfaction of Employed Graduates

**Table No. 16: Level of Job Satisfaction of Employed Graduates**

Satisfaction Level	Much	A little	Not Satisfied	Total
Employed	10 (83.33%)	2(16.67%)		12(100%)



**Figure 14: Level of Job Satisfaction of Employed Graduates**

The respondents look quite satisfied with their present job because 83.33 percent are much satisfied and 16.67 percent are only a little satisfied. Nobody looks unsatisfied from the table.

They did not aspire to become anything other than a teacher. Therefore, they have been engaged in various teaching profession as per their qualification and their efficiency.

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

**Table No. 17: Graduates' Response on Strength and Weakness of the Institution**

S.N	Particulars	5	4	3	2	1	0
1	Range of courses offered	2(9.5%)	5(23.8%)	9(42.9%)	4(19.1%)	1(4.8%)	
2	Number of optional subjects	1(4.8%)	9(42.9%)	4(19.1%)	6(28.6%)	1(4.8%)	
3	Relevance of the program to your professional requirements	4(19.1%)	7(33.3%)	7(33.3%)	1(4.8%)	2(9.5%)	
4	Extra-curricular activities	3(14.3%)	3(14.3%)	13(61.9%)	2(9.5%)	1(4.8%)	
5	Problem solving	3(14.3%)	8(38.1%)	5(23.8%)	4(19.1%)	1(4.8%)	

6	Interdisciplinary learning	5(23.8%)	5(23.8%)	9(42.9%)		1(4.8%)	
7	Work placement/attachment	3(14.3%)	6(28.6%)	8(38.1%)	2(9.5%)	3(14.3%)	
8	Teaching/Learning environment	9(42.9%)	7(33.3%)	5(23.8%)			
9	Quality of education delivered	5(23.8%)	10(47.6%)	7(33.3%)	1(4.8%)		
10	Teacher student relationship	13(61.9%)	5(23.8%)	1(4.8%)	1(4.8%)		
11	Library/Labs, etc.	8(38.1%)	9(42.9%)	1(4.8%)	1(4.8%)	1(4.8%)	
12	Other strengths/weaknesses						

[Note: 5-very high, 4-high, 3-moderate, 2-low, 1-very low, 0-N/A]

The respondents have given the scores from 0 to 5 as per their satisfaction towards the strength and weakness of the institution. There are no scorers. The 61.9 percent respondents have marked moderate scale for extra-curricular activities. 38.1 percent graduates have marked high in the topic 'Problem Solving.' Interdisciplinary learning is marked moderate by 42.9 percent while 23.8 have marked high and very high equally. 38.1 percent have marked moderate and 28.6 percent have scored high in the topic 'Work placement/attachment.' The respondents have marked 42.9 percent in very high, 33.3 percent in high, and 23.8 percent in moderate but didn't mark any in the remaining scales of Teaching and Learning environment. The 61.9 percent respondents marked very high in the topic 'Teacher student relationship.' Similarly, 42.9 percent marked high and 38.1 percent marked very high in the topic 'Library/Labs.'

The respondents have hinted that there is the need to extend the extra-curricular activities and library should be replete with a number of reference books. At the same time, they have lauded the relationship of students with the teachers although they seem to expect teachers to help them for getting employed because they have marked low for the topic 'Job Placement.'

### **2.3 Program of Study at the Institution Relevant to the respondent's Present Job**

The table below presents how the respondents at their present job were benefitted with the courses they were offered at the institution.

**Table No. 18: Program of Study at the Institution Relevant to the Respondent's Present Job**

S.N.	Particulars	5	4	3	2	1	0
1	Enhanced Academic knowledge	4(33.3%)	7(58.3%)	1(8.3%)			
2	Improved problem-solving skills	4(33.3%)	4(33.3%)	4(33.3%)			
3	Improved research skills	1(8.3%)	5(41.7%)	5(41.7%)	1(8.3%)		
4	Improved learning efficiency	4(33.3%)	3(25%)	5(41.7%)			
5	Improved communication skills	2(16.6%)	8(66.7%)	2(16.6%)			
6	Improved information technology skills	2(16.6%)	3(25%)	4(33.3%)	2(16.6%)	1(8.3%)	
7	Enhanced team spirit	2(16.6%)	7(58.3%)	2(16.6%)	1(8.3%)		

The table shows that most of the respondents feel benefitted from their courses offered to their present job. 66.7 percent respondents have marked high in the topic 'Improved communication skills.' In the Enhanced Team Spirit topic, 58.3 percent have marked high but they haven't marked very low in this topic.

The graduates do not seem to have a clear cut view or the clue as to how much the courses offered at the institution have supported to their present job. However, they have highlighted on the topic communication skills and team spirit. They have marked poorly on the topics research and information technology.

## **CHAPTER III**

### **MAJOR FINDINGS**

The major objective of this study was to find out the employment status of the graduates. On the basis of the analysis of the interpretation of the data obtained from participants, major findings have been pointed out. The result drawn from the analysis of the data has been discussed in the following sections:

#### **3.1 Employment status of the graduates**

1. A little more than half of the graduates were found employed .
2. The proportion of male graduates involving in employment was higher than that of female graduates.
3. All the graduates of M.Ed. program were found employed.
4. The comparative study of the employed graduates in terms of ethnic background showed that more of the employed graduates were from Brahmin and Chhetri community.
5. All the employed graduates are full timers.
6. The equal percentages of graduates of B.Ed. and M.Ed. program were employed at the time of graduation.
7. Most of the graduates were found to be involved in teaching.
8. None of the graduates has been found unemployed after they have completed the college study.

#### **3.2 Issues Related to the characteristics, Expectation and Aspiration of Graduates**

1. In terms of the gender wise proportions of the respondents, the female graduates were found many in number. That's how; the social status of the female has risen high.
2. A good number of the graduates were from Brahmin and Chhetri community.
3. The analysis of graduates' parents' educational status shows that their parents have not got formal education but they have created an environment for higher study to their children.
4. The respondents were not quite dissatisfied with the job they are having now. The education they have got certainly benefitted them to their personal development.5

5. The analysis shows that the graduates aspirations before embarking on their academic degree to be engaged in teaching and civil service . Most of the graduates' aspiration was to be involved in teaching.

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

1. They felt that they were confident after completing their bachelor or master's degree level. They learnt to prepare a better lesson plan for the teaching job while other job holders thought that they had developed a critical skill in judging the matters.
2. None of the employed graduates reported that they were 'not' satisfied with their current job.
3. They were able to communicate well among the colleagues. But they thought they were feeling shortage of technological and research skill.

### **3.4. Issues related to the Quality and relevance of Higher Education**

1. The graduates intend to have a number of choices to be given to them by the campus so that they can choose the best selling subject to their need.
2. The respondents were not very much satisfied with the provision of extra-curricular activities provided by the institution.
3. The proper uniform and the discipline of the students were to be molded with some restrictions to them.
4. The respondents expect the campus to support more in their job placement activities.
5. Library should possess more reference books and reading room is not well managed.
6. Modern technology should be utilized more in the teaching learning activity within the classroom.

### **3.5. Education and their contribution to graduates' personal development**

1. One third of the graduates acknowledged that the program of the study enhanced their academic knowledge.
2. The graduates opine that the study developed in them a problem solving skill.
3. Employed graduates were highly satisfied with the program of study because it improved their communication skills.
4. It helped the graduates to make themselves familiar with the competitive government jobs particularly teaching.
5. They had had an improved living standard economically.

## **CHAPTER IV**

### **IMPLICATIONS TO INSTITUTIONAL REFORM**

The findings provide ample data to reveal the condition of the graduates. From the study of the findings, some implications can be drawn. The employment rate is satisfactory but the institution should take some steps to make all graduates employed. Especially, placement cell, one of the major units in the campus related to graduates employment opportunity, need to accelerate its speed to assist the graduates.

Majority of the graduates seem convinced with the quality and relevance of the programs of study available in this institution. Yet they are not fully satisfied with the attempts made to enhance their research skill and physical facilities available. Therefore, action plans and implementation look urgent to gain student's favor.

Library should be upgraded to e-library. Reading room and reference books should be made available. It should be open longer hours than it is now.

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

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

This study was carried out to find out employment condition and response of the graduates of this campus. The study covered Bachelor programs (B.Ed.) and Master program ( M. Ed). This study covered 21 graduates of pass year 2015. Questionnaire was the main tool for the collection of data.

The finding shows that the number of male was more in number than female in getting employment opportunity. All of them secured full time job in the field of teaching. Most of the graduates seem to be satisfied with their job.

In terms of the employment rate and average income, significant difference was observed among the graduates from various programs of study. Finding of the study imply that a significant number of graduates were not satisfied with the research skill gained from the campus. Therefore, owing to the lack of required skills, they had to struggle hard even while in job.

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

#### **5.2 Recommendations**

Majority of graduates are involved in teaching. Serious consideration should be made about the job placement of those graduates who are unemployed.

Although majority of graduates had positive views about library facilities of the campus, they wanted a massive change in the library facility and time it runs.

Workshops and seminars for teachers should be organized on a regular basis in order to improve the quality of education from the campus.

Attempts should be made to increase the participation and capacity of employment sources surrounding the campus so that they can support students who are graduating.

Orientation programs and workshops on professional skills should be organized in order to support the graduates in job placement.