

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background**

Madhyabindu Multiple Campus (MMC) is a community based campus established in 2006 AD (2063 BS) with non-profit motive. Geographically, it is located exactly in the mid-point of east west highway of Nepal. It owns 865 students enrolled in Bachelor in Business Studies (BBS), Bachelor of Arts (B.A), Bachelor of Education (B.Ed.), Master of Business Studies (MBS) and Master in Education (M.Ed.). There are 35 teaching faculty members, 21 full timers and 14 part timers (MMC Annual Report: 2073).

MMC has a provision of campus senate as a central governing agency of the institution and 17 membered Campus Management Committee (CMC) which is responsible for the overall execution of its policies and programs.

MMC owns 10.5 Kathas of land with two newly constructed buildings, among 48 rooms, 28 are being used for classroom purpose and the rest of others are being used for administrative purpose.

MMC has functional jurisdiction with objectives of extending institution of higher education to quality education, research and center of excellence. It defines its vision to be a deemed university accommodated by its mission to extent the facilities and easy excess of higher education at an affordable cost and to establish the campus as one of the reputed academic centers of the nation. Furthermore, it purposes to produce quality manpower to fulfill the demand of the country and abroad.

### **1.2 Rationale of Tracer Study**

The world in which we live in is constantly changing and there are many challenges to be faced. For this purpose, we must be conscious and take necessary steps to ensure that the graduates and post graduates from the institution are of high quality and competitive. Thinking that, this survey (tracer study) has been carried out in the academic year 2071/72. The study aimed at getting the perceptions and opinions of every graduated student of all faculties (BBS, B.A, B.Ed., MBS and M.Ed.) of higher learning in the institution.

Based on the valuable feedbacks that the students provide with through this research, the institution will get more accurate sketch of their learning environment. This in turn will help us to identify weaknesses that would be remedied in a more strategic manner. The campus also hopes the students will continue to assist in the future in providing opinion through follow up questionnaires which we hope to build a workforce to greater caliber that can assist in the progress of the campus.

### **1.3 Objectives of the Study**

MMC desires to get to know, what the students of the institution think about the programs, facilities provided by the campus, and the overall teaching learning strategies gone through while the students were studying and the type of job students are being involved as well as how they are being adjusted in their working environment after graduation and post-graduation. Students' valuable suggestions and feedbacks can make a significant change to the institution and to improve the standard of higher education.

### **1.4 Institutional Arrangements to Conduct the Study**

After being selected in Higher Education Reform Project (HERP), MMC realized the importance of tracer study of the students for the overall development of the campus. For this regard, it developed a form in suggestive draft provided by University Grants Commission (UGC). The pass out students of academic year 2015, were divided in groups of each faculties and departments. All the faculty members were handed the responsibilities to collect the information asked in developed format of campus. The feedback of overseas students was collected through internet via electronic media if possible.

In order to carry out the tracer study, a committee of three members has been formed by CMC. The members of the committee are as follows.

Coordinator: Mr. Bishnu Prasad Lamsal

Member: Mr. Chet Narayan Sapkota

Member: Mr. PashupatiPokhrel

### **1.5 Graduate Batch Taken for the Study**

MMC has taken graduates of a batch of higher education who were from this institution in the academic year 2015. They were of all faculties (BBS, B.A, B.Ed, MBS and M.Ed.).

### **1.6 Data Collection Instrument and Approach**

The primary data had been collected from the students who passed bachelor and masters' level in 2015. The questionnaire had been filled up by the students themselves and those who were out of country and reach were connected through social media, email or internet.

### **1.7 Scope and Limitations of the Study**

The questionnaire was related to the academic programs and activities run by the campus. It was limited within and programs, teaching learning activities and expectations of the students from the campus. The limitations of this tracer study were as follows:

- This study was limited only the students who passed bachelor and masters' level in the academic year 2015.
- Those students who were not in touch of this tracer study through various median were not mentioned.
- All the recommendation of the study might not be useful for other academic institutions to be followed.

## CHAPTER II

### DATA PRESENTATION AND ANALYSIS

#### 2.1 Employment Status of the Graduates

The total graduates from Humanities, Management and Education faculties in 2015 AD were 114. Out of 114 graduates, only 85 graduates had filled the forms of tracer study. The others (29 graduates) were out of contact and, they were not included in this study. Among the 85 graduates, 41 were found employed in different sectors. Faculty-wise employment of the graduates is given below.

##### 2.1.1 Employed graduates from each faculty

The following table shows the employed graduates from each faculty.

**Table 2.1: Employed Graduates from Each Faculty**

Faculty	No. of Respondents			No. of Employed			% Employed		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Management	17	24	41	11	7	18	64.71	29.17	43.90
Education	11	23	34	4	13	17	36.39	56.52	50.00
Humanities	3	7	10	3	0	3	100.00	0.00	30.00
Total	31	54	85	18	20	38	58.06	37.04	44.70

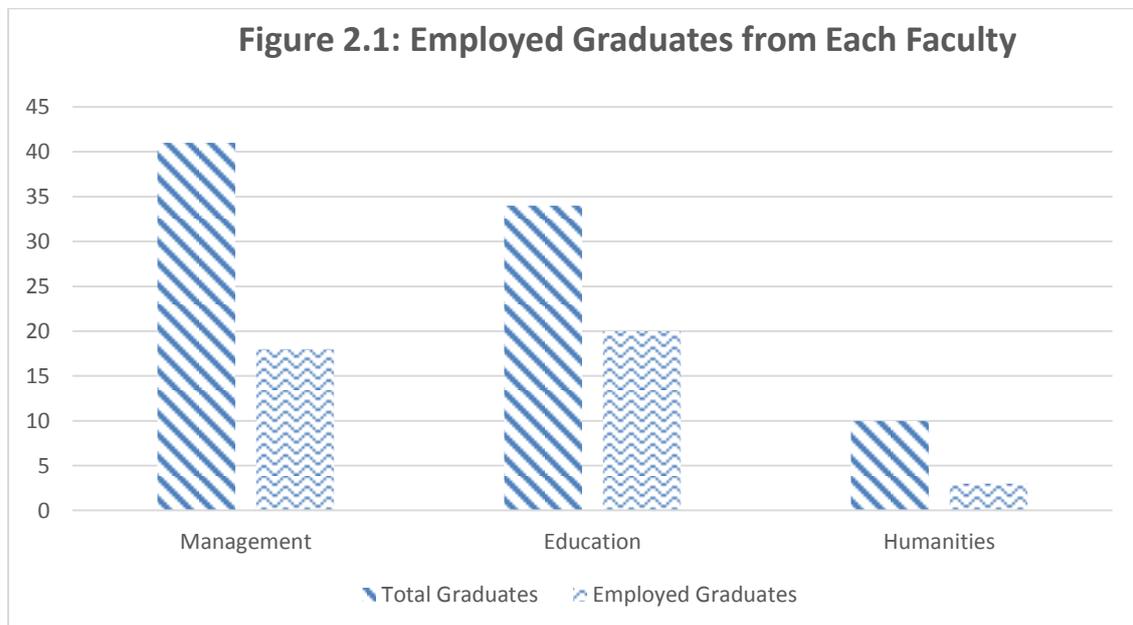


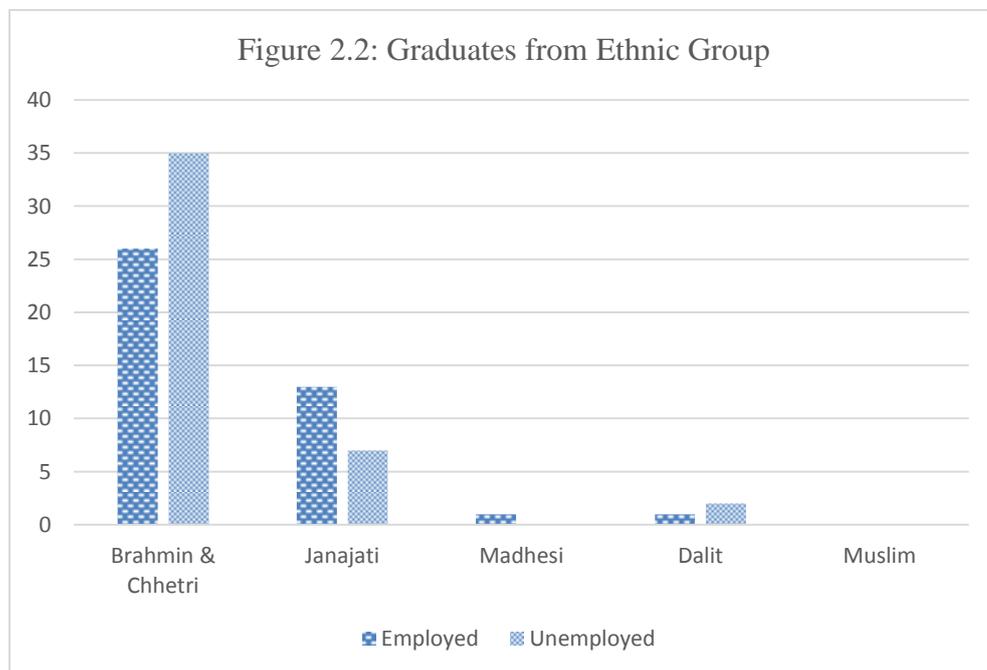
Table 2.1 shows that 85 graduates were asked about their current position with regard to paid work. Of 85 samples graduates, 38 (44.70%) graduates were involved in various kinds of employment. To calculate the gender by graduates, 18 (58.06%) male and 20 (37.04%) female was being employed in various sectors. Similarly, the highest employed graduates were from Management Faculty. Total number of employed graduates in Management faculty was 18 and least number of employed graduates was only 3 from Humanities.

### 2.1.2 Employed graduates from ethnic group

The employed graduates in terms of ethnicity are shown as below:

**Table 2.2: Employed Graduates from Ethnic Group**

Ethnic Group	Employed	%	Unemployed	%
Brahmin & Chhetri	23	37.70	38	62.30
Janajati	13	65.0	7	35.0
Madhesi	1	100	0	0.00
Dalit	1	33.33	2	66.67
Muslim	0	0.00	0	0.00
Total	38	45.88	47	54.12



The table 2.2 shows that the highest percentage of the employed graduates was from Brahmin and Chhetri communities (37.7% of total Brahmin and Chhetri graduate respondents). Similarly, employed from ethnic groups found in the study were Janajati (65%), Madhesi (100%) and Dalit (33.33%). Out of 85 respondents, 61 graduates (71.76%) were from Brahmin and Chhetri, 20 graduates (23.53%) were from Janajati, a single graduate (1.18%) was from Madhesi and 3 graduates (3.53%) were from Dalit community. The data shows that still the employed percentage of marginalized and underprivileged group was still low.

### 2.1.3 Employed graduates by type of organization

The employed graduates in terms of type of organization are shown as below:

**Table 2.3: Employed Graduates by Type of Organization**

	Management	%	Education	%	Humanities	%
Private	7	38.89	6	35.29	3	100
Public	2	11.11	0	0	0	0.00
NGO/INGO	0	0	2	11.77	0	0
Government	9	50.0	9	52.94	0	0
Total	18	100.0	17	100.0	3	100.0

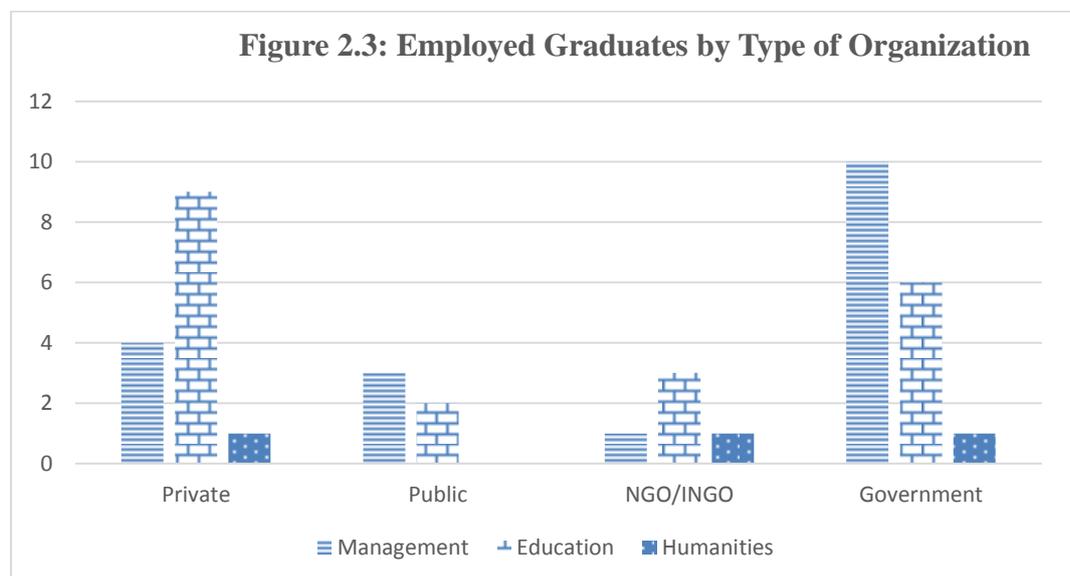


Table 2.3 shows that the total numbers of employed graduates were 38 from all the faculties. Among them 7 graduates from Management, 6 graduates from Education and 3 graduate from Humanities Faculties engaged in private sector organization via private boarding schools. Similarly, 9 graduates from Management Faculty, 9 graduates from Education Faculty and none graduate from Humanities Faculties were found in government service working in government schools. In total 2 graduates were found working in public sector organization, 2 were found workings in NGOs/INGOs.

#### 2.1.4 Employed graduates by area

The employed graduates in terms of area of organization are shown as below:

**Table 2.4: Employed Graduates by Area**

Area	Management	%	Education	%	Humanities	%
Teaching	5	13.16	14	36.84	1	2.63
Banking & Finance	4	10.53	0	0.00	0	0.00
Police	2	5.26	0	0.00	0	0.00
Administration	7	18.42	3	7.89	2	5.26
Total	18	47.37	17	44.74	3	7.89

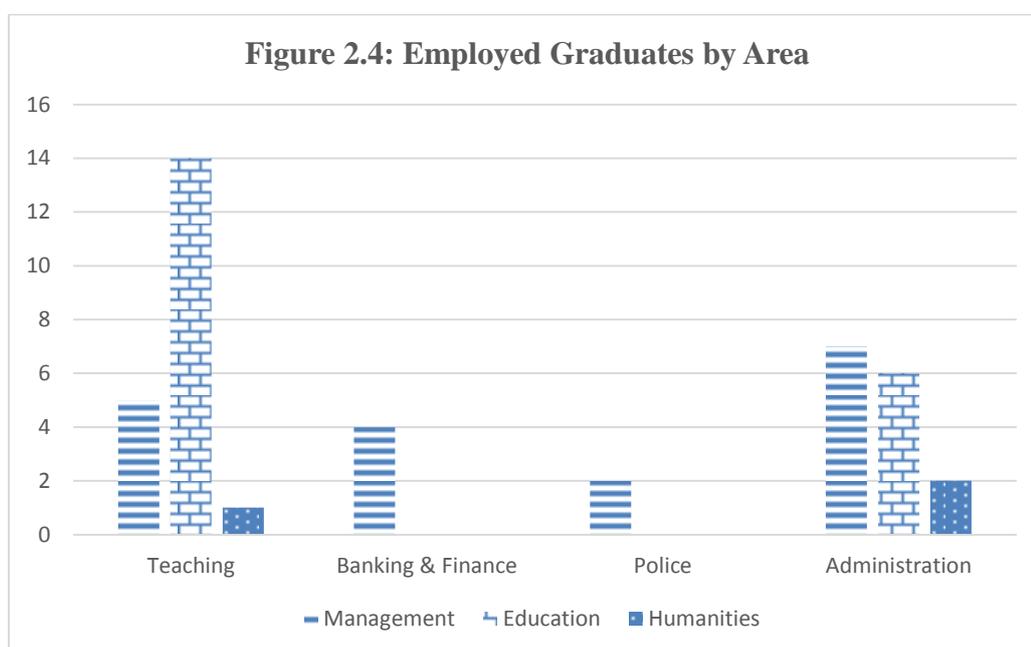


Table 2.4 shows that out of 38 employed graduates, 5 graduates (13.16%) from Management, 14 graduate (36.84%) from Education and 1 graduate (2.63%) from Humanities Faculties were working in teaching field. Whereas 4 graduates (10.53%), only from Management Faculty, were in banking and finance field, 2 graduates (5.26%), only from Management Faculty, were in Nepal Army and 7 graduates (18.42%) from Management, 3 graduates (7.89%) from Education and 2 graduates (5.26%) from Humanities Faculties were working in administration field.

### 2.1.5 Unemployed graduates at the time of the study

The unemployed graduates at the time of the study are given in the following table.

**Table 2.5: Employed & Unemployed Graduates**

Status	Brahmin & Chhetri	Janajati	Madhesi	Dalit	Muslim	Total
Employed	23	13	1	1	-	38
Unemployed	38	7	-	2	-	47
Total	61	20	1	3	-	85

**Figure 2.5: Unemployed Graduates**

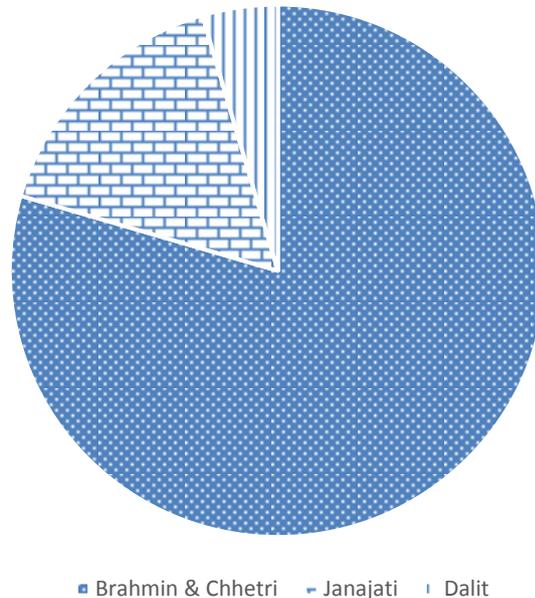


Table 2.5 shows that out of 85 graduates, 47 (55.29%) graduates were unemployed at the time of the study. The rate of unemployment was 38 graduates (44.7%) among Brahmin & Chhetri. In addition, Janajati and Dalit consisted 7 graduates (8.24%) and 2 graduates (2.35%), respectively.

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

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

### 2.2.1 Gender wise proportion from each faculty

The gender wise proportions of all respondents from each faculty are presented below:

**Table 2.6: Gender Wise Proportion from Each Faculty**

Faculty	Male	%	Female	%	Total	%
Management	17	20.00	24	28.24	41	48.24
Education	11	12.94	23	27.06	34	40.00
Humanities	3	3.53	7	8.24	10	11.76
Total	31	36.47	54	63.53	85	100.00

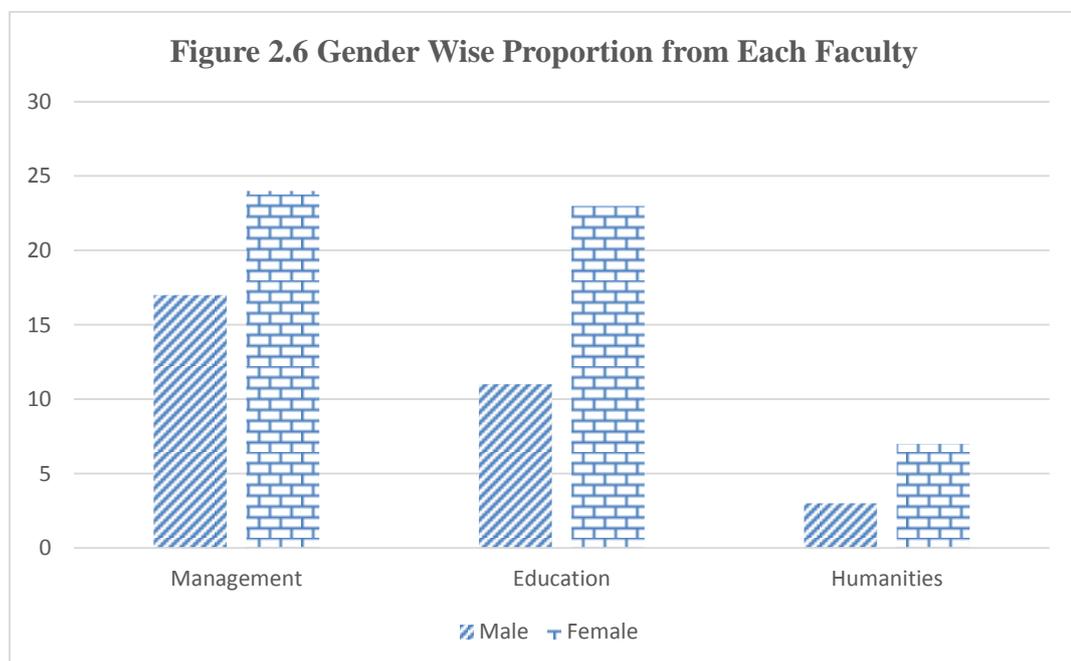


Table 2.6 presents that out of 85 respondents, in Management Faculty 17 graduate (20%) were male and 24 graduates (28.24%) were female. Similarly, 11 graduates (12.94%) were male and 23 graduates (27.60%) were female in Education Faculty and 3 graduates (3.53%) were male and 7 graduates (8.24%) were female in Humanities faculty.

### 2.2.2 Proportion of respondent group by age group

The age wise proportions of all respondents from each faculty are presented below:

**Table 2.7: Age Wise Proportion of the Respondents**

Age	Male	%	Female	%	Total	%
Belo 25	14	16.47	31	36.47	45	52.94
26 - 30	15	17.65	19	22.35	34	40.00
31 - 35	2	2.35	3	3.53	5	5.88
36 & above	0	0.00	1	1.18	1	1.18
Total	31	36.47	54	63.53	85	100.00

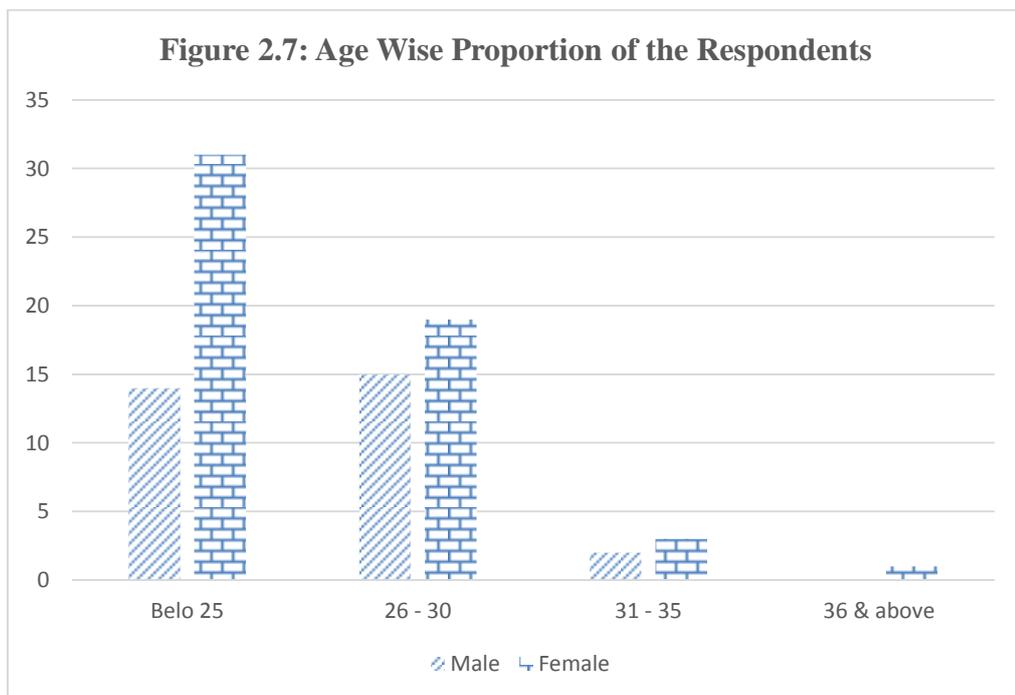


Table 2.6 indicates that out of 85 respondents 52.94% graduates belonged to the age of below 25 years, 40% belonged to the age of 26-30 years, 5.88% graduates to the age of 31-35 and 1.18% graduates belonged to the age above 36 years.

### 2.2.3 Proportion of respondent by ethnic groups

The proportion of all respondents in terms of ethnic group is presented at below:

**Table 2.8: Proportion of Respondents by Ethnic Groups**

Ethnic	Male	%	Female	%	Total	%
Brahmin & Chhetri	21	24.71	39	45.88	60	70.59
Janajati	9	10.59	10	11.76	19	22.35
Madhesi	0	0.00	1	1.18	1	1.18
Dalit	0	0.00	3	3.53	3	3.53
Muslim	0	0.00	2	2.35	2	2.35
Total	30	35.29	55	64.71	85	100.00

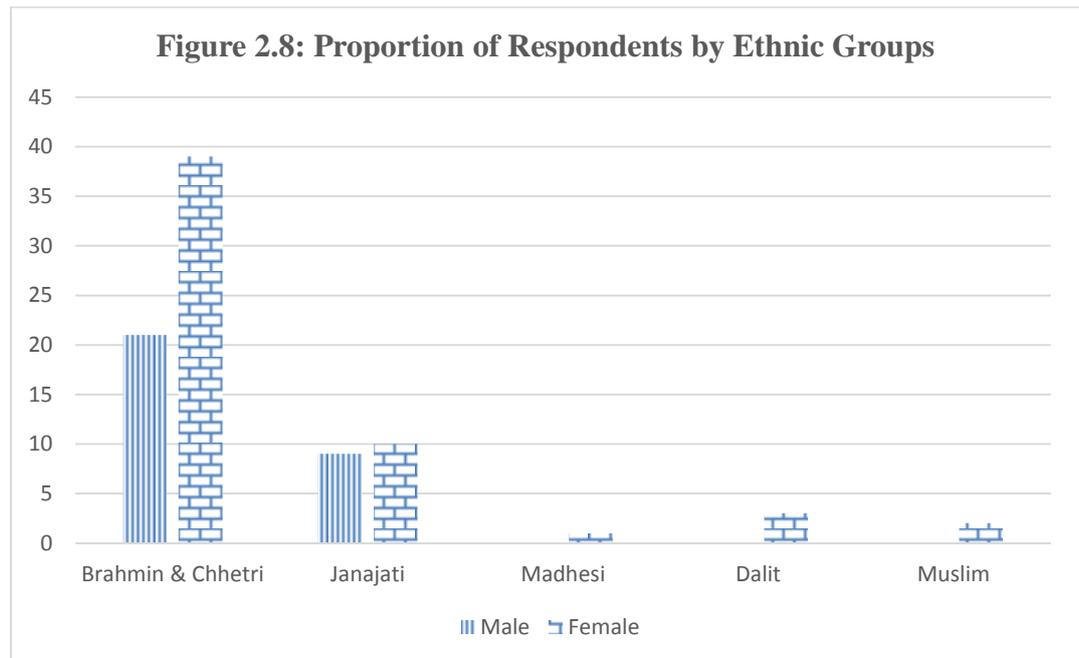


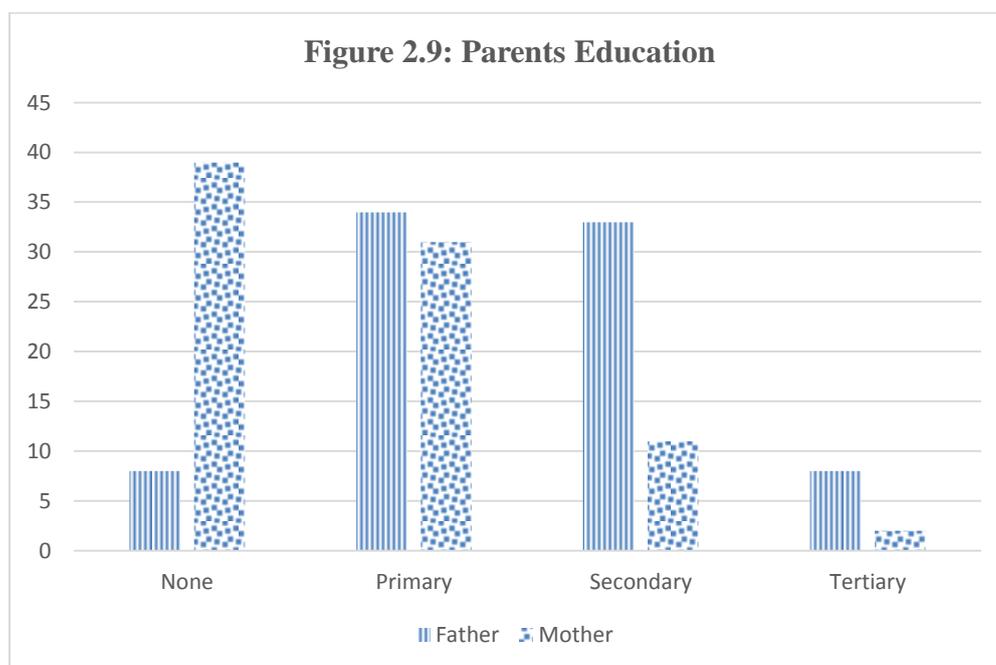
Table 2.7 shows that the higher proportion of Brahmin and Chhetri (70.59% of total respondents) over other ethnic groups which were followed by Janajati (22.35% of total respondents). Similarly, out of total 85 respondents 1.18% were from Madhesi, 3.53% from Dalit and 2.35% were from Muslim ethnic groups.

## 2.2.4 Parents education

The proportion of parents' education is presented below

**Table 2.9: Parents Education**

Education	Father	%	Mother	%
None	8	9.64	39	46.99
Primary	34	40.96	31	37.35
Secondary	33	39.76	11	13.25
Tertiary	8	9.64	2	2.41
Total	83	100	83	100



The respondents' socio-economic background was measured in terms of their parents' educational level and occupation. Table 2.8 shows that 9.64% of fathers and 46.99% mothers of respondents did not have any formal education; 40.96% of fathers and 37.35% of mothers had primary education; 39.76% of fathers and 13.25% of mothers had secondary education and 9.64% of fathers and 2.41% of mothers had education at tertiary level. The study clearly shows that majority of respondents' father and mothers had education of primary level.

## 2.2.5 Parents occupational status

The proportion of parents' occupational status is presented below:

**Table 2.10: Parents Occupational Status**

Occupation	Father	%	Mother	%
Job holder	8	9.88	-	0
Teacher	4	4.94	-	0
Business	7	8.64	3	3.90
Ex-army, Police	7	8.64	-	0
Army, Police	4	4.94	-	0
Farmer	48	59.26	28	36.36
Foreign Employees	3	3.70	-	0
Housewife	-	0.00	46	59.74
Total	81	100.00	77	100

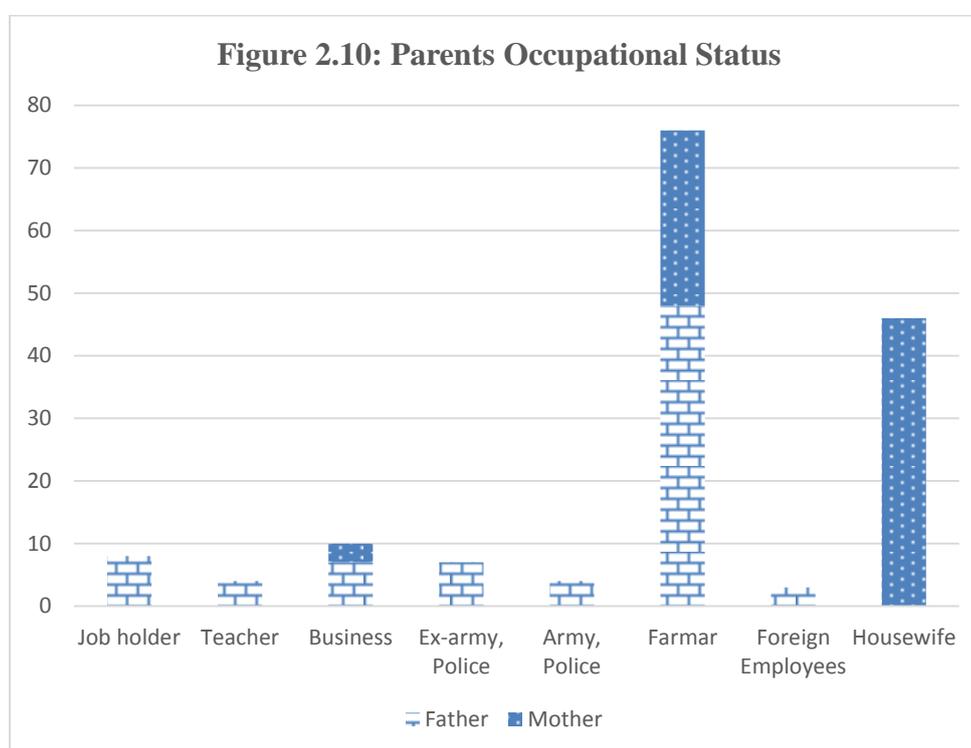


Table 2.9 revealed that 59.26% fathers and 36.36% mothers were involved in farming; 9.88% fathers were job holder; 4.94% fathers were teacher; 8.64% fathers and 3.9% mothers involved in business; 8.64% fathers were ex-army; 4.94% fathers were army; 3.7% father involved in foreign employees and 59.74% mothers were involved in housework.

## 2.2.6 Expected job of the respondents

The proportion of expected job of the graduates are presented below.

**Table 2.11: Expected Job of the Respondents**

Types of Job	Male	%	Female	%	Total	%
Banking	12	14.12	20	23.53	32	37.65
Insurance	0	0.00	1	1.18	1	1.18
Tourism	0	0.00	1	1.18	1	1.18
Teaching	8	9.41	24	28.24	32	37.65
NGO/INGO	2	2.35	5	5.88	7	8.24
Government job	8	9.41	3	3.53	11	12.94
Others	1	1.18	0	0.00	1	1.18
Total	31	36.47	54	63.53	85	100.00

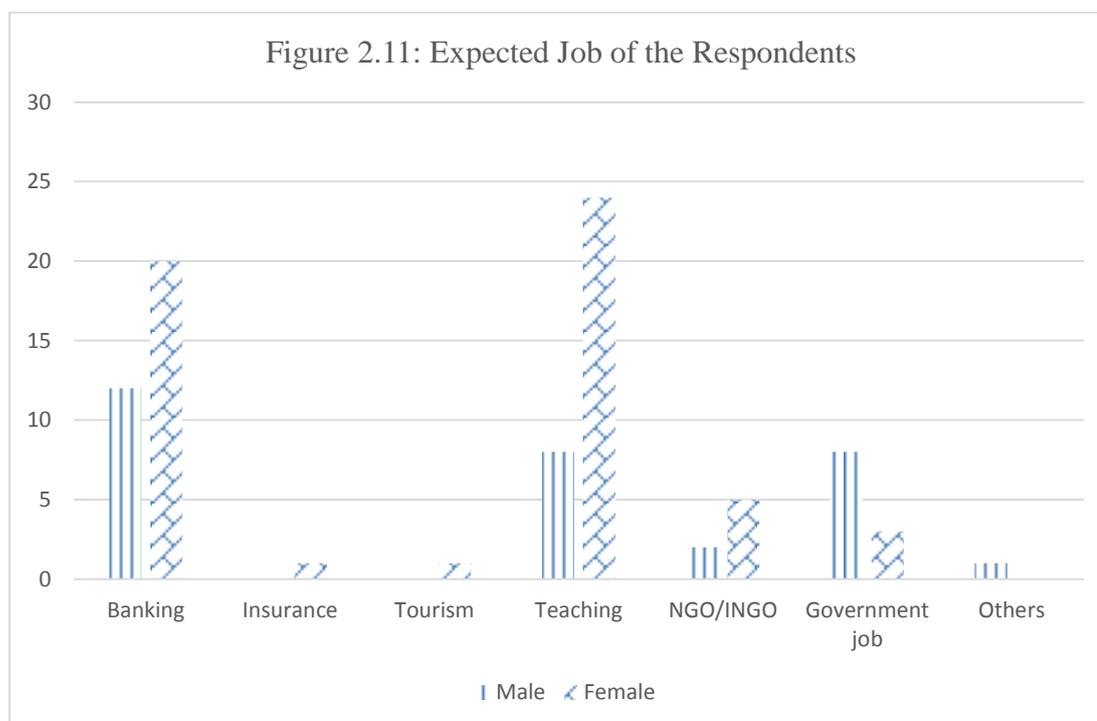


Table 2.10 presents that 14.12% of male graduates and 23.53% of female graduates were expecting a career in banking sector. Similarly, 9.41% of male respondents and 28.24% female respondents were expecting teaching field. In total, 12.94% of graduates were in government job, 8.24% in NGO/INGO and 1.18% were in insurance, tourism and others.

## 2.3 Issues Related to the Employment Experience of Graduates

### 2.3.1 Level of job satisfaction of employed graduates

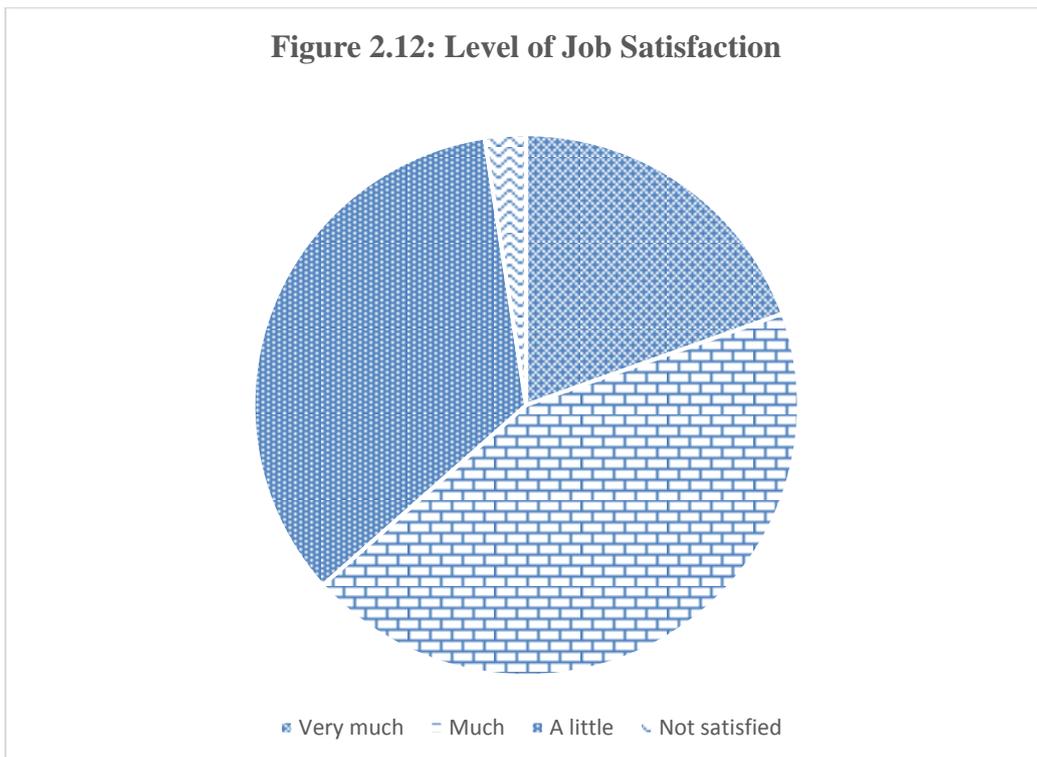
The level of job satisfaction of employed graduates is presented below:

**Table 2.12: Level of Job Satisfaction**

Satisfaction Level	Employed	%
Very much	8	21.05
Much	15	39.47
A little	14	36.84
Not satisfied	1	2.63
Total	38	100.00

Employed graduates were also asked whether they were satisfied with their current job or not. Table 2.11 shows that majority of the respondent (15 respondents, 39.47%) said that they were satisfied much, which is followed by a little satisfied (14 respondents, 36.84%). Similarly, out of employed 38 graduates, 8 graduates (21.05%) were very much satisfied and only one graduate (2.63%) was unsatisfied. The figure 2.11 also shows the level of satisfaction of the employed graduates.

**Figure 2.12: Level of Job Satisfaction**



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

### 2.4.1 Graduates response on strengths & weakness of the institutional program

Graduates were asked to assess the quality and relevance of their study programs in terms eleven indicators, namely Range of courses offered, Number of optional subjects, Relevance of the program to your professional requirements, Extracurricular activities, Problem solving, Inter-disciplinary learning, Work placement/attachment, Teaching/Learning environment, Quality of education delivered, Teacher students relationship and Library/Lab etc. Each indicator had a range of six ratings; excellence = 5, very weak = 0 (5, 4, 3, 2, 1, 0). Regarding the betterment of the institution, the suggestions provided by the graduates are presented below:

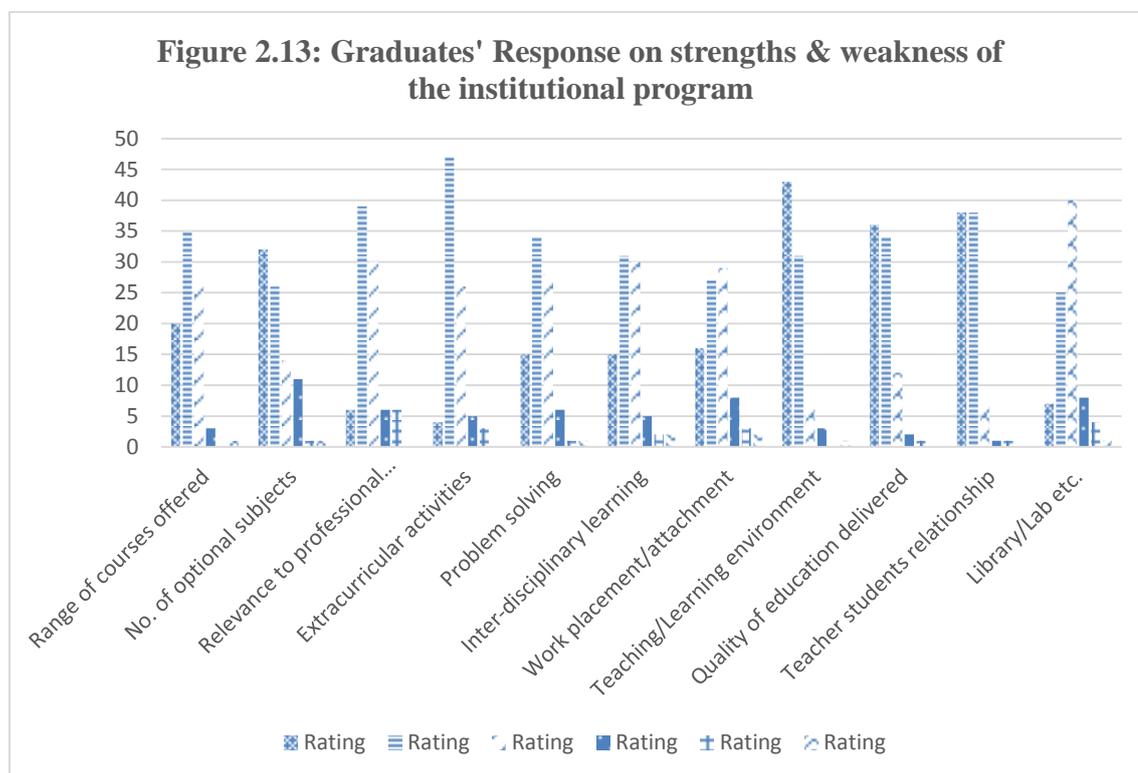
**Table 2.13: Graduates' Response on strengths & weakness of the institutional program**

Particulars	Rating						Total
	5	4	3	2	1	0	
Range of courses offered	20	35	26	3	0	1	85
No. of optional subjects	32	26	14	11	1	1	85
Relevance to professional requirements	6	39	30	6	6	0	85
Extracurricular activities	4	47	26	5	3	0	85
Problem solving	15	34	28	6	1	1	85
Inter-disciplinary learning	15	31	30	5	2	2	85
Work placement/attachment	16	27	29	8	3	2	85
Teaching/Learning environment	43	31	7	3	0	1	85
Quality of education delivered	36	34	12	2	1	0	85
Teacher students' relationship	38	38	7	1	1	0	85
Library/Lab etc.	7	25	40	8	4	1	85

Table 2.11 indicates that regarding the major strengths and weaknesses of the institution programs, range of courses offered, number of optional subjects, teaching/learning environment, quality of education delivered and teacher students'

relationship were highly appreciated. Problem solving, inter-disciplinary learning and work placement/attachment were satisfactory. Whereas, relevance to professional requirements, extracurricular activities and library less preferred by the students.

Major strengths and weakness are presented in the following diagram.



## 2.5 Education and their Contribution to Graduates' Personal Development

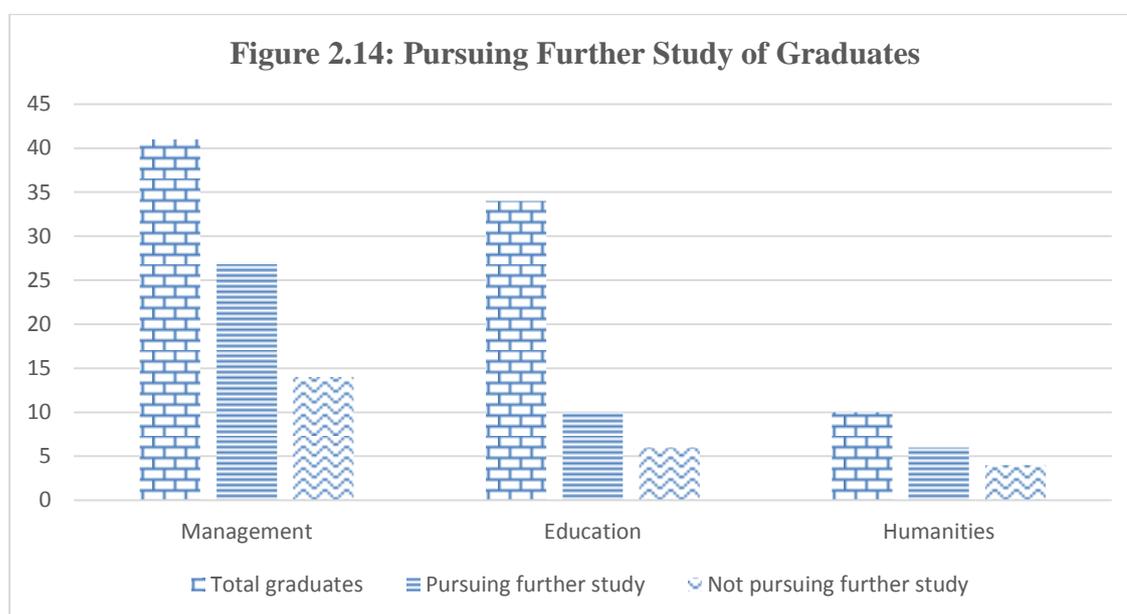
### 2.5.1 Pursuing further study of graduates

The graduates pursuing further study of graduates are presented below:

**Table 2.14: Pursuing Further Study of Graduates**

Faculty	Total graduates	%	Pursuing further study	%	Not pursuing further study	%
Management	41	48.24	27	65.85	14	34.15
Education	34	40.00	15	44.12	19	55.88
Humanities	10	11.76	2	20.0	8	80.0
Total	85	100.00	44	51.76	41	48.23

Table 2.12 shows that out of 85 graduates, 27 graduates were pursuing further study and 14 graduates were not pursuing any further study in Management Faculty. Similarly, 51.76% were pursuing further study and 48.23% were not pursuing further study in Education Faculty. And 20% were pursuing but 80% graduates were not pursuing any further study in Humanities Faculty. Table 2.12 can be presented in the following diagram.



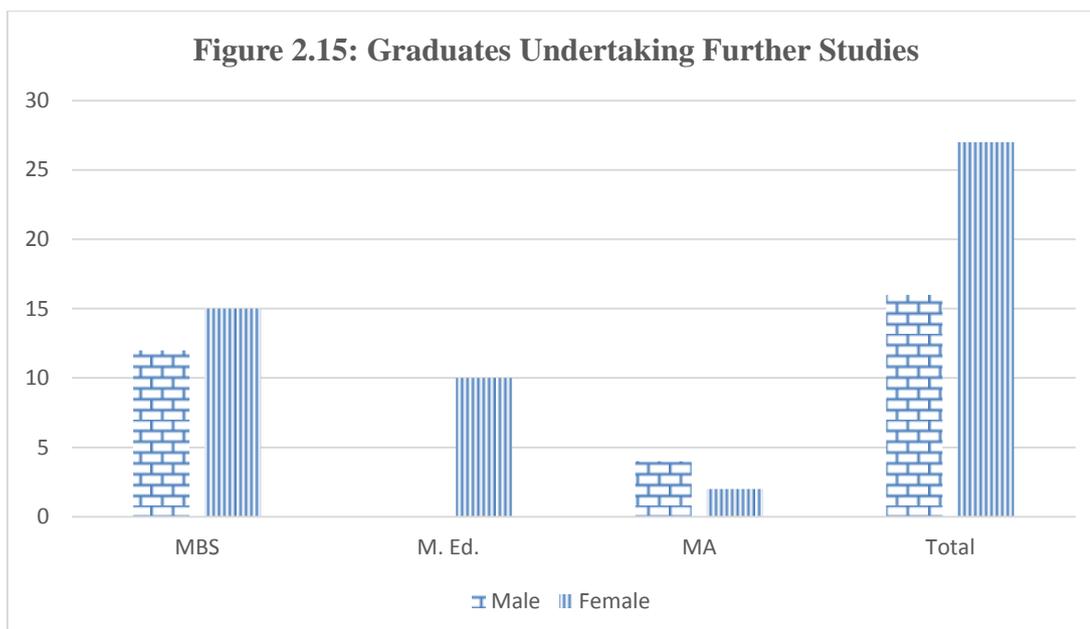
## 2.5.2 Graduates undertaking further studies

The graduates undertaking further studies are presented below:

**Table 2.15: Graduates Undertaking Further Studies**

Program	Male	%	Female	%	Total	%
MBS	10	22.73	16	36.36	26	59.09
M. Ed.	3	6.82	10	22.73	13	29.55
MA	3	6.82	2	4.55	5	11.36
Total	16	36.36	28	63.64	44	100.0

Table 2.13 shows that 51.76% of respondents were currently undertaking further studies. Among the all 44 graduates 59.09% were enrolled in MBS, 29.55% in M.Ed. and 11.36% of them were found in MA. The study revealed that 22.73% of male and 36.36% of female respondents from management faculty were enrolled in MBS. Only the 6.82% of male and 22.73% of female graduates were enrolled in M.Ed. Similarly, 6.82% of male and 4.55% of female graduates were enrolled in MA. It can be presented in the following diagram also.



### 2.5.3 Response of graduates on relevance of the program to present job

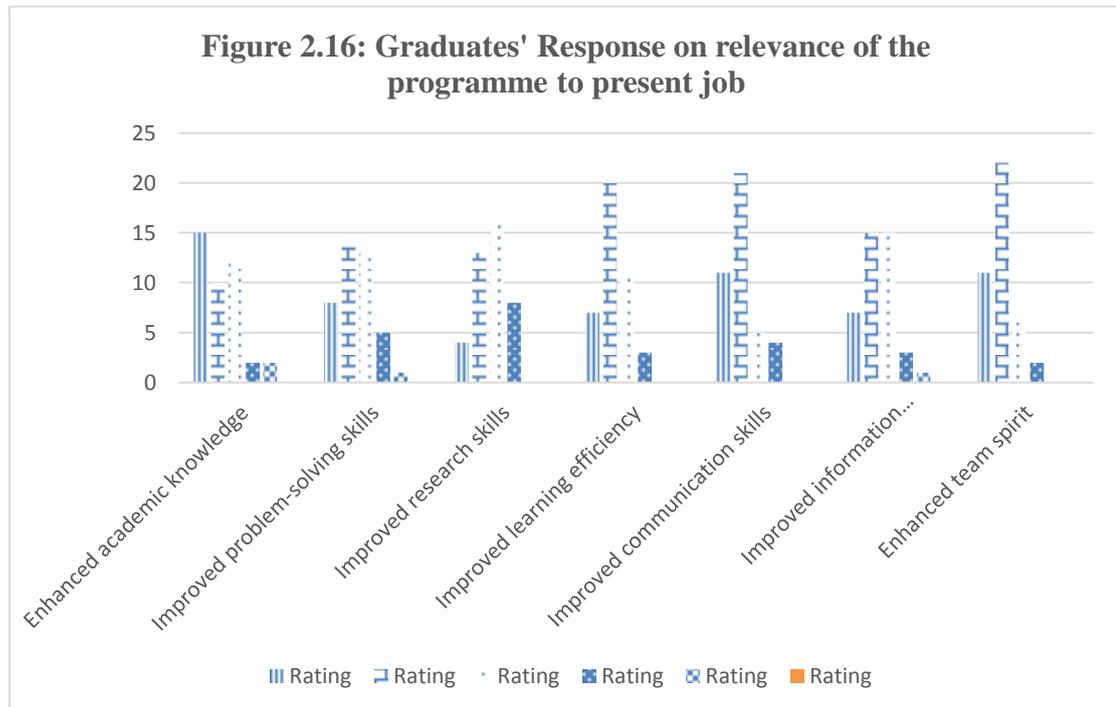
The respondents were asked to assess the contribution of the study program to their personal development in terms of seven major skills, namely Enhanced academic knowledge, Improved problem-solving skills, Improved research skills, Improved learning efficiency, Improved communication skills, Improved information technology skills and Enhanced team spirit. Each indicator had a range of six rating; excellence = 5, very weak = 0 (5, 4, 3, 2, 1, 0).

The contribution of the program of their study at the institution on their personal knowledge skill and attitudes, the graduates' rate is as follows:

**Table 2.16: Graduates' Response on relevance of the program to present job**

Particulars	Rating						Total
	5	4	3	2	1	0	
Enhanced academic knowledge	14	9	11	2	2	-	38
Improved problem-solving skills	7	13	12	5	1	-	38
Improved research skills	4	12	15	7	-	-	38
Improved learning efficiency	6	19	10	3	-	-	38
Improved communication skills	10	19	5	4	-	-	38
Improved information technology skills	6	14	14	3	1	-	38
Enhanced team spirit	10	21	5	2	-	-	38

Table 2.11 indicates that regarding the contribution of the program of their personal development enhanced academic knowledge, improved communication skill and enhanced team spirit were highly preferred. Improved problem solving skill, improved leaning efficiency and improved information technology skills had satisfactory responses. But improved research skilled was less liked by the respondents. It is also presented by figure below:



#### 2.5.4 The contributions of the graduates

The contributions that the graduates may provide to the institution for its betterment are shown below:

**Table 2.17: Contributions of the Graduates**

Faculty	Donation	%	Suggestion	%	Volunteer	%	Others	%
Management	0	0	19	35.19	4	7.41	0	0.00
Education	0	0	15	27.78	7	12.96	1	1.85
Humanities	1	1.85	5	9.26	1	1.852	1	1.85
Total	1.00	1.85	39.00	72.22	12.00	22.22	2.00	3.70

Table 2.15 shows that regarding their contribution, 1 graduate has shown his/her intention to provide donation as much as he/she can, 39 graduates have shown their intentions to give necessary suggestions and advices, whereas 12 graduates have intended to contribute in different sectors; such as volunteer service and publicity etc. and other 2 graduates found other kinds of contribution such as to improve social relation etc.

## CHAPTER III

### MAJOR FINDINGS

The main objective of the study was to find out the employment status of the graduates. On the basis of the analysis of the relevant data obtained from the respondents, major findings have been drawn. The main results obtained from the analysis of the data have been discussed in the following sections.

#### 3.1 Employment Status of the Graduates

Major findings related to employment status of the graduates are as follows:

- Out of 85 graduates in the year 2015, 38(44.70%) were found to be employed.
- The highest numbers of employed graduates were from Management Faculty and lowest numbers of employed were in Humanities Faculty.
- Of total respondent, male graduate securing employment was observed higher (58.06%) than female graduates (37.04%).
- The comparative study of the employed graduates in terms of ethnic group showed that out of total graduates from each ethnic group highest percentage (100%) of employed graduates were from Madhesi lowest percentage (33.33%) were from Dalit communities.
- Out of total employed graduates, highest percentage (47.36%) of the graduates were found to be involved in government job and lowest percentage (5.26%) of graduates were involved in public sector organization and NGO/INGOs.
- Out of the total number of graduates, it was found that female graduates were more than male graduates.
- Proportion of unemployed graduates were found to be more percentage in Humanities Faculty than other faculties.
- Out of total employed graduates, more percentages (52.63%) of the graduates were involved in teaching field and lowest percentage (5.26%) of graduates were in Nepal Police.
- In terms of unemployment, Brahmin and Chhetri (62.30%) graduates were found to be more than others.

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

- Out of total respondent female graduates (63.53% were more than the male graduates (36.47%).
- In total, 52.94% of the graduates belonged to the age below 25 years and only 1.18% graduates were at the age of 36 and above.
- Among the graduates 70.59% were from Brahmin and Chhetri, 22.35% from Janajati and only 1.18% were from Madhesi communities.
- The analysis of graduates' parents' educational status shows that 40.96% graduates' fathers and 37.35% graduates' mothers acquired primary level education; followed by 39.76% of fathers and 13.25% mothers with secondary education. It also shows that most of the graduates' mothers (46.99%) were uneducated.
- The analysis of the graduates' parents' occupation shows that most of the graduates' fathers (59.26%) and mothers (36.36%) were involved in farming.
- The analysis of graduates' expected job shows that most of the graduates (37.65%) were expecting a career in banking and teaching equally. Only 1.18% of the graduates were expecting insurance, tourism and others.

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

- Most of the employed graduates (39.47%) reported that they were 'much' satisfied followed by 'a little' satisfied (36.84%) with their current job. Only 2.63% of employed graduates were found 'not satisfied.'

### **3.4 Issues Related to the Quality and Relevance of Higher Education**

- Higher level of satisfaction was observed regarding the teaching/learning environment, quality of education delivered and teacher students' relationship.
- A moderate degree of satisfaction was observed regarding range of courses offered, number of optional subjects, problem solving, inter-disciplinary learning and work placement/attachment.

- A low level of satisfaction was observed regarding relevance to professional requirements, extracurricular activities and library facilities.

### **3.5 Education and their Contribution to Graduates' Personal Development**

- Out of total graduates 51.76% of graduates have been pursuing further study and 48.23% have not been pursuing further study.
- Most of the graduates (65.85%) were from Management Faculty pursuing further study, which was followed by Education Faculty (44.12%).
- Only 20% graduates were pursuing further study from Humanities Faculty.
- In total, 51.76% of graduates were undertaking further studies. Among them most of the graduates (59.09%) were enrolled in MBS, followed by M.Ed. (29.55%).
- High level of relevance of the program to present job was observed regarding enhanced academic knowledge, improved communication skills and enhanced team spirit.
- A moderate level of relevance of the program to present job was observed regarding improved learning efficiency, improved problem solving skills and improved information technology skills.
- A low level of relevance of the program to present job was observed regarding improved research skills.
- Most of the graduates (72.22%) have shown their intention to give necessary suggestions for the betterment of the campus, followed by volunteer service (22.22%).

## CHAPTER IV

### IMPLICATIONS TO INSTITUTIONAL REFORM

#### 4.1 Implications

The finding provides copious data to reveal the condition of the graduates. From the study of the finding, some implications can be drawn. The finding of the study has indicated number of sectors which need immediate reformations. The finding can be implied to institutional reform in the following sectors.

- The employment ratio is not horribly low, but the institution should take some steps to increase the opportunities for the graduates, who are seeking employment.
- Need to improve a well-equipped library with adequate textbooks and references.
- Extension of job placement and attachment service.
- Extension of extra-curricular activities.
- Addition of new subjects, programs and faculties in different levels.
- Workshops and seminars for teachers to develop their professional and research skills to improve the quality of their delivery.
- Respondents are not fully satisfied with the attempts made to enhance their research skills. So, action plans and implementation seem urgent to gain students' favor.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

This study was carried out to find out employment condition and response of the graduates from this campus. The study covered bachelor programs from three faculties including two programs in Masters' Level. This study covered 85 graduates out of 116 total graduates in the academic year 2015. Other graduates could not be traced for various reasons. Questionnaire was the main tool for the collection of data.

The findings show that 44.70% of the total graduates were involved in various kinds of employment. Among employed graduate, male employed (37.04%) were more than female employed (58.06%). Most of the graduates seemed to be 'much satisfied' with their job, especially regarding their salary and social status.

Most of the graduates put their views of high level of satisfaction regarding teaching/learning environment, quality of education delivered and teacher students' relationship. It also revealed that there is high level relevance of the program to present job which was observed regarding enhanced academic knowledge, improved communication skills and enhanced team spirit.

It was also found that majority of the respondents have shown their intention to give necessary suggestions for the betterment of the campus. 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 tended to be responsible.

#### 5.2 Recommendations

On the basis of the findings of the study, it is concluded that MMC has to bring immediate changes in different sectors, including its infrastructures; library, seminar hall and others to fulfill the desires of the students. Therefore, the following recommendations are forwarded to the concerned authorities to manage facilities in the campus as desired:

- Majority of the graduates are involved in teaching field. The programs of Faculty of Humanities, Management and Education should be critically

reviewed. Serious consideration should be made about the job placement of those graduates in banking, industry, business and management sectors.

- Improvement of quality of teaching-learning process using student- centered teaching method.
- Improvement of the qualities of graduates to meet the demands of the market.
- Workshops and seminars for teachers should be organized on a regular basis in order to improve the quality of education from the campus.
- Increasing relationship with different organizations for work placement by producing qualitative man-power.
- Attempts should be made to increase the participation and capacity of employment sources surrounding the campus, so that they can support students who are under graduation.
- Finding the ways of utilizing local resources as much as possible to support the campus to bring its sustainability.
- Orientation programs and workshops on professional skills should be organized in order to support the graduates in job placement.
- There must be necessary encouragement to the graduates to be self-employed.